



BOARD OF GOVERNORS

AGENDA

September 4, 2018

MEMBERS

Gregory Barker

Sally Cline

Barry Crist

Tom Dover

Natosha Gillespie

Jane Harkins

Shellie Oden

Kent Wilson

Daniel Wright

Eunice M. Bellinger
President

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Montgomery Campus, UKV Building

326 Third Avenue, Montgomery, WV 25136

September 4, 2018, 1 p.m.

AGENDA

- I. **Call to Order**
- II. **Roll Call**
- III. **Approval of Minutes**
 - Minutes of June 8, 2018..... 1
- IV. **Administrative Items**
 - a. Information Item: FY 2017-18 Budget Update 4
- V. **Academic Affairs**
 - a. Information Item: Post-Audit Reviews 6
 - b. Action Item: Approval of Program Reviews..... 107
- VI. **Reports**
 - a. President's Report
- VII. **Possible Executive Session Under the Authority of WV Code §6-9A-4 to Discuss the Purchase, Sale, or Lease of Property**
 - a. BridgeValley and WVU Lease Agreement
- VIII. **Additional Board Action and Comments**
- IX. **Dates to Remember**

- a. October 5—Manufacturing Day, ATC
- b. October 12—The GRID Grand Opening, Montgomery
- c. October 15—Dental Hygiene Open House, Montgomery
- d. October 18—Annual Capital City Pumpkin Drop, WV Power Park

X. Next Meeting

Friday, November 9, 2018
9 a.m.
South Charleston Campus

XI. Adjournment

XII. Optional Tour of The GRID

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

JUNE 8, 2018

A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, June 8, 2018, at 9:00 a.m. at the South Charleston campus in Room 137 located at 2001 Union Carbide Drive, South Charleston, WV.

Board members present: Greg Barker, Sally Cline, Barry Crist, Tom Dover, Jane Harkins, Shellie Oden, Kent Wilson, and Daniel Wright. Board members absent: Julia Fournier and Don Stewart. Also in attendance were President Bellinger, new student representative Natosha Gillespie, and BridgeValley faculty and staff.

I. Call to Order

Chair Harkins called the meeting to order at 9:00 a.m.

II. Roll Call

Roll was taken by Alicia Syner noting that a quorum was present.

III. Approval of Minutes

Sally Cline moved to approve the meeting minutes of May 18, 2018. Shellie Oden seconded the motion. Motion carried.

IV. Board Updates

a. Rules Committee

Chair Harkins stated that the Rules Committee has reviewed all rules in series "B". Each year, the committee will review one series of rules until all rules have been reviewed and updated as needed.

b. Election of Officers

Chair Harkins announced the recent resignation of Don Stewart and opened the floor for nominations.

Tom Dover nominated Sally Cline for chair. Kent Wilson seconded, and the motion carried.

Chair Harkins nominated Barry Crist for vice chair. Mr. Crist respectfully declined. Chair Harkins then nominated Daniel Wright for vice chair. Mr. Wright respectfully declined. Chair Harkins nominated Greg Barker for vice chair. Tom Dover seconded, and the motion carried.

Tom Dover nominated Daniel Wright for secretary. Mr. Wright respectfully declined. Shellie Oden nominated Kent Wilson for secretary. Tom Dover seconded, and the motion carried.

The slate of officers for AY 2018-2019 include: Sally Cline, Chair; Greg Barker, Vice Chair; and Kent Wilson, Secretary.

c. Approval of Meeting Dates for FY 2018-2019

Tom Dover moved the adoption of the meeting schedule as presented. Sally Cline seconded acknowledging that she is unavailable on September 7, and the motion carried.

d. Installation of New Board Member, Student Representative Natosha Gillespie

New student representative, Natosha Gillespie, was sworn into office by Alicia Syner, Notary Public for the State of West Virginia.

V. Administrative Items

a. Information Item: Tuition and Fee Waiver Report

President Bellinger presented a chart reflecting tuition and fee waivers awarded at BridgeValley during the 2017-2018 academic year.

b. Information Item: Faculty Promotions

Peter Soccia announced faculty promotions effective August 1, 2018. Of the 18 faculty that applied for promotion, 15 were recommended for promotion.

Mr. Wright asked if a point system is used in the review process, and Dr. Soccia said no. Dr. Soccia stated that work will begin this summer to review and improve the faculty promotion process.

VI. Reports

a. President's Report

President Bellinger began her report by showing a video of Elk City. The video highlighted footage of the interior and exterior of the Staats building and the office building that would be utilized for administrative offices. The video also showcased parking options, restaurants and murals throughout Elk City.

Barry Crist asked about classroom space in Staats. Jason Stark stated that Staats has 15,000 sq. ft. of space as it stands. Currently, approximately 12,000 sq. ft. of classroom space is used during peak times in Building 2000.

VII. Possible Executive Session Under the Authority of WV Code §6-9A-4

Kent Wilson moved to enter Executive Session under the authority of WV Code §6-9A-4 to discuss the purchase, sale, or lease of property, specifically the Staats building. Shellie Oden seconded. Motion carried.

Following Executive Session, the Board reconvened in open session. No action emanated during Executive Session.

Chair Harkins announced that that Board still supports the efforts to explore the move to the Staats building.

VIII. Additional Board Action and Comments

Although Julia Fournier wasn't present, Chair Harkins thanked her for her service to the Board and wished her nothing but the best for her in future endeavors.

Chair Harkins also recognized Don Stewart's period of service, his gifts, and the talents he shared with the Board. She stated that Don has taken on a new position and will be relocating to the Williamstown/Parkersburg area.

IX. Next Meeting

Alicia Syner will poll the Board to establish the next meeting date.

X. Adjournment

There being no further business, the meeting was adjourned.

_____, Sally Cline, Chair
_____, Kent Wilson, Secretary

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF SEPTEMBER 4, 2018**

ITEM: **Fiscal Year 2017-18 Update for BridgeValley
Community and Technical College**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Cathy Aquino

BACKGROUND:

This budget update will focus on how BridgeValley Community and Technical College finished fiscal year 2018 compared with budget.

Some important items are as follows:

- Overall revenue was at 101.1% of budget:
 - State appropriations were at 100% of budget.
 - Tuition and fees revenues were on target with Education and General at 101.8%, Auxiliary at 101.3%, and Capital at 106.1%.
- Expenses:
 - Salary and benefits were at 99.4% and on target.
 - Non-payroll expenses were below budget at 94.0%.
 - Total expenses were slightly under target at 97.9%.
 - All quarters of the Operational budgets were released to the departments.
- Fund Balances:
 - Fund balances remain healthy at the end of the fiscal year. This is due to conservative spending.

- The beginning fund balance reflects the deduction of the prior years' facility use agreement obligations for presentation purposes. Those obligations were paid in the second quarter.

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
Fiscal Year 2018 Budget Compared with Actual Ending June 30, 2018
YTD Expenses as of 6.30.18

<u>General Revenue & Tuition and Fees Budget</u>	<u>FY 2018 Revised Budget</u>		<u>FY 2018 YTD Actual</u>	
	<u>Annual Amount</u>	<u>%</u>	<u>Amount</u>	<u>% to Budget</u>
Total Projected Funds Available:				
General Appropriations	\$ 7,158,055	50.7%	\$7,158,055	100.0%
E&G Tuition and Fees	5,886,000	41.7%	5,993,743	101.8%
Auxiliary Tuition and Fees	260,000	1.8%	263,354	101.3%
Capital Tuition and Fees	820,000	5.8%	870,217	106.1%
Other Operating Revenue	5,000	0.0%	0	0.0%
Total Available Funds	\$ 14,129,055	100.0%	\$14,285,370	101.1%
Expenses:				
Payroll				
Salaries	\$ 8,282,000	58.6%	\$8,182,338	98.8%
Benefits	2,054,225	14.5%	2,091,165	101.8%
Total Salaries and Benefits	\$ 10,336,225	73.2%	\$ 10,273,503	99.4%
Non-Payroll - Current Year				
Institutional Support	\$309,816	8.2%	\$1,118,029	360.9%
Budget Reduction	\$0		\$0	
Academic Affairs	630,988	16.6%	\$580,245	92.0%
Student Affairs	112,599	3.0%	\$104,876	93.1%
Financial Affairs & General College				
Obligations	430,644	11.4%	\$424,003	98.5%
Payment of Capital Debt & Leases	1,226,568	32.4%	\$280,569	22.9%
Capital Projects	88,858	2.3%	\$24,454	27.5%
Safety & Facilities	991,527	26.2%	\$1,029,934	103.9%
Total Non-Payroll Expenses	\$3,791,000	26.8%	\$3,562,109	94.0%
Total Expenses	\$ 14,127,225	100.0%	\$ 13,835,612	97.9%
Increase / Decrease in Net Assets	\$ 1,830		\$ 449,757	
Beginning Fund Balances	\$ 2,043,862		\$ 2,043,862	
Ending Fund Balances	\$2,045,692		\$ 2,493,619	

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF SEPTEMBER 4, 2018**

ITEM: **Post-Audit Reports**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Peter Soscia, Vice President of Academic Affairs

BACKGROUND:

According to WVCTCS Series 11 and 37, and BOG Policy C-5, new occupational degree programs initiated at BridgeValley Community and Technical College (BridgeValley) will undergo post-audit review within three years after the date of implementation. The following reports have been submitted for post-audit review and/or follow-up:

Program	Action	Follow-Up
Construction Management, A.A.S.	ASC recommended acceptance of the report.	The report will be sent to the Council for review.
Criminal Justice, C.A.S.	ASC recommended acceptance of the report.	The report will be sent to Council for review.
Diagnostic Medical Sonography, A.A.S.	ASC recommended acceptance of the report.	The report will be sent to Council for review.
Healthcare Management, A.A.S.	ASC recommended acceptance of the report.	The report will be sent to Council for review.
Medical Coding, C.A.S.	ASC recommended acceptance of the report.	The report will be sent to Council for review.

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 and Technical College

Program (Degree and Title): AAS Construction Management

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

Program Description

The program was approved for implementation in late spring of 2015. The program focuses on several aspects of building design and construction management. The program concentrates on new construction at both residential and commercial levels. It also examines building construction methods and site analysis and introduces construction management. Building science applications, construction scheduling, construction estimating, construction documents, building mechanical and electrical systems and building information modeling software are emphasized during year two.

Program Information

The curriculum was developed with extensive support and review of an advisory committee composed of construction company owners, State School Building Authority representatives and high school building construction instructors, local architects and local engineers.

Since there are no program prerequisites, it is expected that students will come from a variety of backgrounds:

1. Veterans who are returning to the civilian workforce
2. Displaced workers from the extraction industries
3. Recent graduates of high schools
4. Workers in the construction industry who desire beyond trade skills
5. Workers wishing to return to school to start a different career

Program courses focus on skills and knowledge common to the construction industry including project management, scheduling, estimating, building design, site layout, building science, mechanical and electrical systems, project delivery, design fundamentals including drafting using AutoCAD, sustainable design and building information management software. The overall focus of most of the courses is the residential and light/medium commercial construction projects. The building design courses and construction courses do not address the needs of the heavy industrial construction companies. As an example the scheduling course utilizes relatively inexpensive software, MS Project, versus the high end software used on very large projects, Primavera.

A significant effort was spent with high school building construction instructors to determine pathways for their students to move into construction positions involving project management. The intent of the courses created is to add to the skills of construction trades students so that they could work towards higher level positions such as supervisors, estimators, schedulers and project managers. This program will not address the additional/advanced skill levels in individual trades even though such a need exists. It is assumed that workforce training is the best resource to meet the needs of advanced trade skills.

The program is offered as an evening program aimed at the student who has daytime employment.

This program was originally conceived as the Sustainable Building Technology program a number of years ago, which itself was a further development of a weatherization skill set. Initially the focus in that program was both weatherization and LEED certification. Although the program enjoyed good early success, a number of factors caused the enrollment to drop. The expirations of Federal funds for

weatherization meant that most jobs disappeared. The demand for LEED credentials never reached expectations. The Construction Management program does not include weatherization or LEED courses, with one exception. One remaining sustainable building technology course has been incorporated into the Construction Management program because it involves sustainable building design, specifically the LEED Green Associate certification. The original program director for the Weatherization skill sets and the Sustainable Building Technology program is a local architect who is still heavily involved as an adjunct instructor and member of the advisory committee.

When realization that the Sustainable Building Technology program was not viable, the program was changed to the Building Design and Construction program in the spring of 2014. It was quickly realized that the program was not meeting the needs of the construction industry through advisory committee discussions. By the spring of 2015, it was decided to eliminate the program and incorporate the usable courses into the Construction Management programs. In addition, several new courses were created for Construction Management program but labeled as Building Design and Construction. The curriculum list highlights the new BDAC courses created for the Construction Management program. The first construction management courses were offered in the fall of 2015.

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

Program learning outcomes

Upon completion of this program, graduates will be able to:

- Understand sustainability and how it applies to the design and construction industry.
- Understand the OSHA construction safety requirements.
- Understand construction drawings, prepare sketches and read prints.
- Design and construct assemblies in new construction.
- Understand the basis of building construction.
- Understand building electrical and mechanical systems.
- Understand construction documents, contracts and project delivery.
- Prepare simple construction management plans.
- Develop construction schedules.
- Apply estimating techniques.
- Construct a virtual building model from concept to construction using building information modeling software.

The AAS in Construction Management was designed to meet the needs of local construction company employers and other related employers. Related employers include governmental organizations that have building responsibilities and engineering/architectural firms employing construction technicians. As a result a TPD grant was submitted and approved to start the program.

The largest challenge to date has been attracting students to the program even though the demand for interns and graduates exceeds the supply as evidenced by calls from employers and advisory committee members. Recruiting at West Virginia Career and Technical Centers has been somewhat successful. However, name recognition in the community continues to be problem. Advertising in the WV Contractors Association newsletter has not achieved the desired name recognition. Rental of a booth at The WV construction Expo has led to some exposure for the program, but has not achieved the desired results.

III. Assessment

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

See attached assessment plan and report for 17-18.

B. Provide information on the following elements:

- Educational goals of the program

See the assessment plan and report in Appendix IV.

- Measures of evaluating success in achieving goals

The assessment plan and report identifies key subjects in the program and notes the course(s) that contain these subjects. The average grade for each course is calculated and compared to 70%.

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

The assessment report indicates that all objectives are being met with no follow up action required.

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

Direct assessment data has not identified program improvements. However, student comments have resulted in minor changes to the courses with one exception. Significant negative feedback has been received for one course, BDAC 107, Site Analysis and Development. The material is difficult for the students and text had some serious flaws. A search for a much better text did not result in a significant improvement. After attempting to use a different text, a decision was made to replace the course. Several alternatives were investigated, but no decision has been made yet.

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 entrance requirements. The Construction Specification Institute's (CST) Construction Documents Technician (CDT) exam is offered for students to obtain a CDT certificate which is the beginning step for professions who desire to obtain related certifications. It is a prerequisite to CSI's advanced certification exams: Certified Construction Specifier (CCS), Certified Construction Contract Administrator (CCCA), and Certified Construction Product Representative (CCPR) certifications.

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.

Unique to this program are the EDGE credits given to students graduating from West Virginia schools offering a variety of technical programs related to construction, design and repair activities. A number of student have taken advantage of the EDGE credits. Unfortunately, this results in few students enrolling in the beginning courses.

See Appendix I.

C. Submit a listing of the course delivery modes.

All courses are delivered on campus. The following courses are available online: BDAC 103, GNET 124, BDAC 105 and BDAC 106. The OSHA 30 Hour Construction course requires actual seat time of 30 hours in order to be awarded the certificate. An alternate safety course, GNET 124,

was developed to offer to online students who were not interested in obtaining the OSHA certificate.

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.

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.

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.

See the attached information. All graduates are finding employment in the construction related industries with one exception. One student with difficulty speaking the English language elected to attend a 4-year school with a different major. Most graduates are being employed by companies represented on the advisory committee. Advisory committee members reported that all graduates are doing well and will be retained. Starting salaries are typically over \$25/hour.

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

Although the program was not designed to prepare students for a baccalaureate program, the program appears to be a close match to some Construction Management 4-year programs. For example, discussions with faculty in charge of the program at East Carolina University revealed that all but one of our courses would be accepted for credit. A similar program exists at Western Carolina University. Most of the construction management programs in the US are a concentration in civil engineering. Only a few courses will transfer into those programs.

NOTE: Do not identify students or graduates by name.

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.

The program was awarded a TPD grant in December of 2014 from the CTC office for \$220,000 December 15, 2015. This has been exclusively used to operate the program. The program has consumed \$150,029 in FY 16, 17 and 18 leaving \$69,971 for FY 19.

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

A grant extension request will be submitted since it is apparent that all funds will not be expended by December 2018. Future funding of about \$68,000 per year will have to come from regular tuition and fees.

VIII. Advisory Committee

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

See attached list in Appendix V.

The advisory committee has been used extensively to assist in program direction and selecting course subject matter. This includes specific content, text books and software. The committee was also the driving force to move the program from the original Sustainable Building Technology program to the Building Design and Construction program and finally to the Construction Management program. Member companies have provided paid internship opportunities and permanent employment positions. Typically there are more internship opportunities than students available.

IX. Accreditation

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

Discussions with East Carolina University indicated that we should consider applying for accreditation with the American Council for Construction Education

Discussions with West Virginia University Tech indicate that there is a possibility of accreditation with ABET.

The ACCE accreditation is being explored. This will require replacing one course to comply with their curriculum requirements.

Appendix I, Curriculum

Name of Program: Construction Management			
Catalog Number	Course Title	Credit Hours	New
FIRST SEMESTER			
BDAC 101	Fundamentals of Building Design	3	<input type="checkbox"/>
BDAC 103	Principles of Building Construction I	3	<input type="checkbox"/>
GNST 102	First Year Experience	1	<input type="checkbox"/>
SBLT 101	Introduction to Sustainable Design & Construction	3	<input type="checkbox"/>
MATH 135	Technical Algebra (GEC 2)	3	<input type="checkbox"/>
GNET 123	Construction Safety	3	<input checked="" type="checkbox"/>
SECOND SEMESTER			
BDAC 105	Principles of Building Construction II	3	<input type="checkbox"/>
BDAC 107	Site Analysis & Development	3	<input type="checkbox"/>
ENGL 101	English Composition I (GEC 1)	3	<input type="checkbox"/>
CMGT 109	Introduction to Construction Management	3	<input checked="" type="checkbox"/>
BDAC 106	Printreading	2	<input checked="" type="checkbox"/>
THIRD SEMESTER			
BDAC 205	Building Science Applications	3	<input checked="" type="checkbox"/>
CMGT 208	Construction Scheduling	3	<input checked="" type="checkbox"/>
BDAC 210	BIM Fundamentals	3	<input checked="" type="checkbox"/>
PHYS 100	Applied Physics (GEC 2)	3	<input type="checkbox"/>
BUSN 230	Business Communications and Ethics (GEC 3)	3	<input type="checkbox"/>
FOURTH SEMESTER			
BDAC 203	Mechanical and Electrical Systems	3	<input checked="" type="checkbox"/>
CMGT 223	Construction Estimating	3	<input checked="" type="checkbox"/>
CMGT 215	Project Delivery	3	<input checked="" type="checkbox"/>
BDAC 211	BIM Management	3	<input checked="" type="checkbox"/>
CSCT 103	Critical and Creative Thinking (GEC 4)	3	<input type="checkbox"/>
Total Credit Hours Required for Graduation:			

APPENDIX II, Faculty Data

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

Name: Ron Rogillio Rank: Associate 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 (expired)

Yrs of employment at present institution: 17

Yrs of employment in higher education: 17

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2018	BDAC 203, Mechanical and Electrical Systems	8
Fall 2017	CMGT 208, Construction Scheduling	8
Fall 2017	CMGT 150, Construction Mgmt Internship	3
Spring 2017	BDAC 203, Mechanical/Electrical Systems	3
Fall 2016	CMGT 223 Construction Estimating	1

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

Extensive experience in military (Naval Civil Engineering Corps) and industry in project management and construction management.

**APPENDIX II
Faculty Data**

Name: James Kersey Rank: Instructor

Check one:

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

Highest Degree Earned: MA Date Degree Received: 5/2015

Conferred by: Marshall University

Area of Specialization: Secondary Education emphasis on Curriculum and Instruction

Professional registration/licensure: _____

Yrs of employment at present institution: 4

Yrs of employment in higher education: 4

Yrs of related experience outside higher education: 5 years Teaching Construction related Curriculum

Non-teaching experience: 10 years in the construction Industry

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
2017-18 Spring	BDAC 106 Printreading	8
2017-18 Spring	BDAC 105 Prin of Building Construction II	5
2017-18 Spring	CMGT 109 Construction Management	6
2017-18 Spring	CMGT 223 Construction Estimating	14
2017-18 Spring	GNET 124 Occ. Safety and Health	2
2017-18 Fall	BDAC 103 Prin of Building Construction I	5
2017-18 Fall	SBLT 101 Intro to Sustainable Const/Design	3
2017-18 Fall	BDAC 205 Building Science Apps	4
2017-18 Fall	GNET 123 Const Safety/30 hour OSHA	7
2017-18 Fall	GNET 124 Occ. Safety	6
2016-17 SUM	CMGT 109	3
2016-17 SUM	GNET 124	2
2016-17 SPNG	CMGT 109 Construction Management	12
2016-17 SPNG	BDAC 106 PrintReading	8
2016-17 SPNG	CMGT 223 Estimating	6
2016-17 SPNG	BDAC 105 Prin of Building Construction II	8
2016-17 FALL	BDAC 103 Prin of Building Construction I	10
2016-17 FALL	GNET 123 Const Safety/OSHA 30 hr	7

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

Extensive work in construction companies including owner/manager of a home construction company.

**Appendix III
Graduation and Enrollment Data**

Graduates Counts

Graduates		14-15	15-16	16-17	17-18
Major Code	Major Name	Year	Year	Year	Year
3716	CMGT/BDAC	3			
3716	CMGT		0	3	1

Graduate Placement Data without Names of Graduates

MAJOR	MAJOR	CIP	GRAD_DATE	EMPLOYMENT
3716	Construction Management-AAS	460415	5/8/2015 0:00	Local Construction Company
3716	Construction Management-AAS	460415	5/8/2015 0:00	transfer to 4-year school, Non-CMGT
3716	Construction Management-AAS	460415	5/8/2015 0:00	Continued with Local Construction Company
3716	Construction Management-AAS	460415	5/12/2017 0:00	Local Construction Company
3716	Construction Management-AAS	460415	5/12/2017 0:00	Local Construction Company
3716	Construction Management-AAS	460415	5/11/2018 0:00	Continued Construction Company
3716	Construction Management-AAS	460415	12/23/2016 0:00	Local Home Inspection and Construction Company
1711	Sustain Building & Tech-CAS	303301	5/8/2015 0:00	Local Construction Company
1711	Sustain Building & Tech-CAS	303301	5/8/2015 0:00	Transferred to 4-year school, Non-CMGT
1711	Sustain Building & Tech-CAS	303301	5/8/2015 0:00	Continued with Local Design Firm
1711	Sustain Building & Tech-CAS	303301	5/8/2015 0:00	Continued with Local Construction Company

FTE Enrollment

		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Major	Major Description	2014	2015	2015	2015	2016	2016	2016	2017	2017	2017	2018
3716	Construction Management-AAS	4.07	4.87	0	4.87	5.13	0.4	11.33	10	0.8	13	13.07

Headcount Enrollment

		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Major	Major Description	2014	2015	2015	2015	2016	2016	2016	2017	2017	2017	2018
3716	Construction Management-AAS	5	6	0	5	6	1	14	12	3	17	16

**Appendix IV
Assessment Plan and Results**

Assessment Plan

Program Name	Construction Management AAS [3716]		
Department	Applied Technology [7001]	Division	Division of Technology
Program Coordinator	Ron Rogillio		
Division Dean	Norm Mortensen		
Date	5-30-18	Time Period	2017-18

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 01	Understand the tools that a project manager will use to develop and manage a project.	Understand the tools that a project manager will use to develop and manage a project.	<ul style="list-style-type: none"> Composite course grades CMGT 109 (AAS)
Outcome 02	Understand the basis of scheduling sequential events, utilize MS Project to develop schedules.	Understand the basis of scheduling sequential events, utilize MS Project to develop schedules.	<ul style="list-style-type: none"> Composite course grades CMGT 208 (AAS)
Outcome 03	Read and interpret blueprints per industry standards. (AAS)	Read and interpret blueprints per industry standards. (AAS)	<ul style="list-style-type: none"> Composite course grades BDAC 106 (AAS)
Outcome 04	Apply the CSI Master Format to projects, create project documents for project delivery, prepare for the CSI-CDT exam.	Apply the CSI Master Format to projects, create project documents for project delivery, prepare for the CSI-CDT exam.	<ul style="list-style-type: none"> Composite course grades CMGT 215 (AAS)
Outcome 05	Develop detailed project estimates.	Develop detailed project estimates.	<ul style="list-style-type: none"> Composite course grades CMGT 223 (AAS)
Outcome 06	Become familiar with building systems materials and methods.	Become familiar with building systems materials and methods.	<ul style="list-style-type: none"> Composite course grades BDAC 103, 105 (AAS)
Outcome 07	Apply construction-based safety standards in the construction environment (AAS)	Apply construction-based safety standards in the construction environment (AAS)	<ul style="list-style-type: none"> Composite course grades GNET 123
Outcome 08	Become proficient in creating simple building models using Revit.	Become proficient in creating simple building models using Revit.	<ul style="list-style-type: none"> Composite course grades BDAC 210 (AAS)
Outcome 09	Become proficient in using Navisworks to identify clash detections in simple buildings.	Become proficient in using Navisworks to identify clash detections in simple buildings.	<ul style="list-style-type: none"> Composite course grades BDAC 211 (AAS)

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 10	Understand how building electrical and mechanical systems operate and design features.	Understand how building electrical and mechanical systems operate and design features.	<ul style="list-style-type: none"> Composite course grades BDAC 203 (AAS)
<i>Add additional rows as needed.</i>			

Yearly Assessment Cycle Color Code:

- Cycle 01
- Cycle 02
- Cycle 03

Assessment Results

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 04	Apply the CSI Master Format to projects, create project documents for project delivery, prepare for the CSI-CDT exam.	Apply the CSI Master Format to projects, create project documents for project delivery, prepare for the CSI-CDT exam.	<ul style="list-style-type: none"> Composite course grades CMGT 215 (AAS)

Assessment Results for Current Year:

- Composite course grades CMGT 215
90.63 % > 70 % => Average student has adequately demonstrated the outcome.

Action Plan Based on Results:

The outcome has been adequately mastered. No action required at this point.

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 05	Develop detailed project estimates.	Develop detailed project estimates.	<ul style="list-style-type: none"> Composite course grades CMGT 223 (AAS)

Assessment Results for Current Year:

- Composite course grade CMGT 223
83.93 % > 70 % => Average student has adequately demonstrated the outcome.

Action Plan Based on Results:

The outcome has been adequately mastered. No action required at this point.

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 09	Become proficient in using Navisworks to identify clash detections in simple buildings.	Become proficient in using Navisworks to identify clash detections in simple buildings.	<ul style="list-style-type: none"> Composite course grades BDAC 211 (AAS)
<p>Assessment Results for Current Year:</p> <ul style="list-style-type: none"> Composite course grade BDAC 211 84.09 % > 70 % => Average student has adequately demonstrated the outcome. <p>Action Plan Based on Results:</p> <p>The outcome has been adequately mastered. No action required at this point.</p>			

	Learning Outcomes	Program Objectives	Metric(s) for Measurement
Outcome 10	Understand how building electrical and mechanical systems operate and design features.	Understand how building electrical and mechanical systems operate and design features.	<ul style="list-style-type: none"> Composite course grades BDAC 203 (AAS)
<p>Assessment Results for Current Year:</p> <ul style="list-style-type: none"> Composite course grade BDAC 203 82.50 % > 70 % => Average student has adequately demonstrated the outcome. <p>Action Plan Based on Results:</p> <p>The outcome has been adequately mastered. No action required at this point.</p>			

Appendix V Advisory Committee Members

TITLE	FIRST NAME	LAST NAME	JOB TITLE	EMPLOYER	EMAIL	PHONE	ALT. PHONE	ADDRESS 1	ADDRESS 2	CITY	STATE	ZIP	ADV. BOARD DEPT.	ADV. BOARD CHAIR
Construction Management														
Mr.	Ron	Rogillio		BridgeValley Comm. and Tech. College	Ronald.Rogillio@bridgevalley.edu								Construction Management	Ron Rogillio
Mr.	James	Kersey		BridgeValley Comm. and Tech. College	James.Kersey@bridgevalley.edu								Construction Management	
Mr.	Joe	Sinclair	Architect	The Thrasher Group	jsinclair@thethrashergroup.com		304-518-9304						Construction Management	
Ms.	Jill	Watkins	Owner	Watkins Design Works	jill@watkinsdesignworks.com	304-553-7002	304-553-7002						Construction Management	
Mr.	Mike	Davis	Manager	G and G Builders	mdavis@gandgbuilders.com	304-757-9196	304-549-6720						Construction Management	
Mr.	John	Jarrett	Owner	Jarrett Construction Services	jarrett@jarrett-construction.com	304-344-9140							Construction Management	
Ms.	Peggy	Sampson	Director	Home Builders of Greater Charleston	psampson@hbagc.org	304-357-4771							Construction Management	
Mr.	Carl	Agsten	Owner	Agsten Construction	cagsten@agstenconstruction.com	304-343-5400							Construction Management	
Mr.	Louis	Mynes	Teacher	Ben Franklin C and T C	lmynes@k12.wv.us	304-766-0369							Construction Management	
Mr.	Kevin	Childers	Teacher	Putnam County C and T C	kvchilde@k12.wv.us	304-586-3494-X4478							Construction Management	
Mr.	Tom	Bradley	Teacher	Carver C and T C	tbradley@mail.kana.k12.wv.us	304-348-1965							Construction Management	
Mr.	Kim	Eades	Teacher	Fayette Institute of Technology	keades@k12.wv.us	304-469-6963							Construction Management	
Mr.	Joyce	VanGilder	Engineer	WV School Building Authority	joyce.a.vangilder@wv.gov	304-558-2541							Construction Management	
Mr.	Tim	Malcomb	Engineer	MIRC Construction	tmalcomb@mirconstruction.com								Construction Management	
Dr.	Zeljko	Torbica	Professor	WVUIT	zeljko.torbica@mail.wvu.edu	304-442-3161							Construction Management	
Mr.	Pat	McDonald	Director	CAWV	PMcdonald@cawv.org	304-342-1166							Construction Management	
Mr.	Derick	Foster	Owner	Paramount Construction	dfoster@paramountwv.com	301-370-6463							Construction Management	
Mr.	Scott	Raines	Engineer	Pray Construction	sraines@prayconstruction.com	304-558-2541							Construction Management	
Mr.	Travis	Arey	Engineer	Project and Construction Services	tarey@pcscmservices.com	304-907-0745	304-559-1396						Construction Management	
Mr.	Brian	Holcomb	Teacher	Clay County High		304-587-4226	304-651-7287						Construction Management	
Mr.	Micheal	Evans	Architect	State of WV	Micheal.Q.Evans@wv.gov	304-957-7145	304-541-4465						Construction Management	
Mr.	James	Straight	Owner	Alumni Builders	james.straight1971@gmail.com								Construction Management	
Ms.	Karen	Wade	Representative	DOL Apprenticeship Office	Wade.Karen@dol.gov	304-347-5795							Construction Management	
Mr.	Jason	Shantie	Manager	Maynard C. Smith Construction Company, Inc.	jshantie@mcsconstructionwv.com	(304) 925-3190							Construction Management	
Mr.	Brett	Hodgdon	Owner	Kanawha Valley Home Inspections	brett@kvinspections.com	(304) 721-9458	(304) 553-8145						Construction Management	
Mr.	Shane	Messenger	Teacher	Lincoln County High	dmessenger@k12.wv.us	304-824-6000-X1019	304-360-4986						Construction Management	
Ms.	Mary	Cook	Bus Develop	Pray Construction	mcCook@prayconstruction.com	(304) 729-3259	(304) 444-2243						Construction Management	
			Teacher	Putnam County C and T C	roylyons@roadrunner.com		(304) 767-5841						Construction Management	

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 and Technical College.

Program (Degree and Title): Criminal Justice, CAS

I. Introduction

This certificate program is designed for those individual seeking training/education opportunities to enhance their skills and knowledge in the criminal justice field. It provides a basic knowledge of the police, court and correctional systems, and theories of criminal behavior.

II. Goals and Objectives

- Students will have a fundamental knowledge of the criminal justice system.
- The student will know and understand the basic philosophies behind policing, corrections, juvenile justice, probation, parole, and the court system.
- The student will understand the need for lifelong learning, as a result of the changing trends.

III. Assessment

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

- Measures of evaluating success in achieving goals
 - A. Exams – Comprehensive Exams (CRJU 101)
 - B. Project
 - C. Research papers
 - D. Presentations of papers with PowerPoint slides
 - E. Preparation of resumes, cover and thank-you letters, portfolios, and mock interviews
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data

The assessment plans and reports for the previous years have indicated that the students in the CJ program achieved the specific goals of the program, with no deficiencies.

B. Provide information on the following elements:

- Educational goals of the program.
 - A. Demonstrate an understanding of the three major components of the CJ system and how they work in conjunction with one another.
 - B. Show proficiency in the ability to explain the etiology, social phenomena, psychological and physiological effects, and current modes of treatment with the criminal justice system.
 - C. Demonstrate, understand and describe the social, cultural and political variables that are associated with the crimes committed by or against women or minorities in the CJ system.
 - D. Demonstrate the specific differences between the adult and juvenile systems of CJ and the significant court cases and legislation that mandates criteria for the adjudication, housing, and treatment of juveniles.

- Measures of evaluating success in achieving goals
 - A. Exams – Comprehensive Exams (CRJU 101)
 - B. Project
 - C. Research papers
 - D. Presentations of papers with PowerPoint slides
 - E. Preparation of resumes, cover and thank-you letters, portfolios, and mock interviews

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

The assessment plans and reports for the previous years have indicated that the students in the CJ program achieved the specific goals of the program, with no deficiencies.

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

The assessment plans and reports for the previous years have indicated that the students in the CJ program achieved the specific goals of the program, with no deficiencies.

IV. Curriculum

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

No Specific entrance standards or exit standards are in the curriculum. It is an open enrollment program. Requirement for graduation is completion of all courses in the curriculum and a 2.0 overall GPA.

- 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 – Criminal Justice CAS Pattern Sheet

- C. Submit a listing of the course delivery modes

ATEC	115	Fundamental of Bus. Comp. Apps	Face-to-Face or Online
CRJU	101	Introduction to Criminal Justice	Face-to-Face
CRJU	204	Juvenile Justice	Online
ENGL	101	English Composition I	Face-to-Face or Online
HUMN	101	Humanities	Face-to-Face or Online
COMM	100	Oral Communication	Face-to-Face
CRJU	223	Police and Society	Face-to-Face
CRJU	226	Punishment and Corrections	Face-to-Face
CRJU	230	Criminology	Face-to-Face
MATH	114	Mathematical Reasoning	Face-to-Face or Online

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

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

- 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.

N/A – Positions within the CJ system are governed under competitive “Civil Service” regulations, and therefore placement is not feasible for CJ students in the program.

- C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

Of the students who have graduated with the AAS degree, a minimum of 12 have responded and are/were enrolled in a B.S. program via the articulation agreement with WV State University

Each spring during the CRJU 262 capstone course, the Director of the CJ program at WVSU speaks to prospective graduates about transfer and articulation.

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.

The Certificate in CJ is imbedded within the ASS CJ curriculum and therefore requires no additional funding requirements from the college.

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

The Certificate in CJ is imbedded within the ASS CJ curriculum and therefore requires no additional funding requirements from the college.

VIII. Advisory Committee

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

See Appendix IV

IX. Accreditation

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

There are no accrediting bodies or requirements for the CJ program.

Appendix I
Criminal Justice, CAS – Pattern Sheet
Major Code 1507

CRIMINAL JUSTICE
CERTIFICATE IN APPLIED SCIENCE

First Semester		
CRJU 101	Introduction to Criminal Justice*	3
CRJU 204	Juvenile Justice*	3
HUMN 101	Introduction to Humanities	3
ENGL 101	English Composition I	3
ATEC 115	Fundamentals Of Business Computer Apps	3
	Semester Total	15
Second Semester		
CRJU 226	Punishment and Corrections*	3
CRJU 230	Criminology*	3
CRJU 223	Police and Society*	3
MATH 113	Mathematical Reasoning	3
COMM 100	Oral Communications	3
	Semester Total	15

**Denotes courses offered only on the South Charleston campus.*

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Deborah McDaniel Rank Professor

Check one:

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

Highest Degree Earned M.A. and M.S. Date Degree Received 1998 and 2002

Conferred by WVU and Marshall Universities

Area of Specialization Justice Leadership and Organization Communications

Professional registration/licensure	<u>N/A</u>	Yrs of employment at present institution	<u>7</u>
Yrs of employment in higher education	<u>18</u>	Yrs of related experience outside higher education	<u>15</u>

Non-teaching experience 15

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
<u>16/17</u>	<u>CRJU 101 Intro to CJ</u>	<u>38</u>
<u>16/17</u>	<u>CRJU 230 Criminology</u>	<u>37</u>
<u>15/16</u>	<u>CRJU 101 Intro to CJ</u>	<u>36</u>
<u>15/16</u>	<u>CRJU 230Criminology</u>	<u>29</u>
<u>15/16</u>	<u>CRJU 226 Punishment and Corrections</u>	<u>21</u>

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

N/A

**APPENDIX II
Faculty Data**

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

Name _____ Lisa Moyer _____ Rank Assistant Professor _____

Check one:

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

Highest Degree Earned JD Date Degree Received 2000

Conferred by West Virginia University

Area of Specialization Law

Professional registration/licensure x Yrs of employment at present institution 2
 Yrs of employment in higher education 6 Yrs of related experience outside
 higher education 20
 Non-teaching experience 17

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
15/16	CRJU 204 Juvenile Justice	22
16/17	CRJU 204 Juvenile Justice	21

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

N/A

**APPENDIX II
Faculty Data**

(No more than TWO pages per faculty member)

Name Charles Sadle Rank Instructor-Adjunct

Check one:

Full-time Part-time Adjunct X Graduate Asst.

Highest Degree Earned MA Date Degree Received

Conferred by Marshall University

Area of Specialization Law Enforcement

Professional registration/licensure	<u> x </u>	Yrs of employment at present institution	<u> 7 </u>
Yrs of employment in higher education	<u> </u>	Yrs of related experience outside higher education	<u> 40 </u>
Non-teaching experience	<u> 40 </u>		

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
15/16	CRJU 223 Police and Society	25
16/17	CRJU 223 Police and Society	22

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

N/A

**Appendix III
Data – Enrollment and Grades**

Head Count

Major Description	Fall 2014	Spring 2016	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016
Criminal Justice -AAS	41	36	7	38	28	8	51
Criminal Justive -CAS	0	0	0	1	2	08	2

FTE

Major Description	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Criminal Justice -AAS	37.93	33.27	27.13	31.6	23.53	40.8
Criminal Justive -CAS	0	0	0	0.8	1	1.8

Graduates

Major	Major Description	2014-2015	2015-2016
3506	Criminal Justice - AAS	10	11
1507	Criminal Justice - CAS	8	11

**Appendix IV
Criminal Justice Program Advisory Committee**

Jennifer	M.	Ballard		Deputy Commissioner	WV Division of Corrections
Deborah		McDaniel		Prog. Coord. : Criminal Justice	BridgeValley Comm. and Tech. College
Basrah		Fakhir		Chief of Campus Police	BridgeValley Comm. and Tech. College
Jane	S.	Fouty		Executive Secretary	BridgeValley Comm. and Tech. College
Kenna	W.	Fouty		Lottery Investigator Supervisor	WV Lottery and Ret. From Charleston Police Dept.
Kelly		Grose		Chair, Admin. Profs. and Legal Studies	BridgeValley Comm. and Tech. College
Brad		Haddix		Recruiting and Retention Specialist	BridgeValley Comm. and Tech. College
Jennifer	A.	Howard		Forensic Analyst	West Virginia State Police
Megan	A.	Lorenz		Dean: Business/Legal/Human Services	BridgeValley Comm. and Tech. College
Charles	A.	Sadler		Director	WV Law Enforcement Standards
Walter		Stroupe		Chair: Criminal Justice Department	West Virginia State University
Gary		Tincher			

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): Diagnostic Medical Sonography Associate in Applied Science-DMS

I. Introduction

The Associate in Applied Science degree for Diagnostic Medical Sonography supports student success through the provision of quality-driven comprehensive didactic and clinical instruction in sonography. A diagnostic medical sonographer serves as a highly-skilled professional who utilizes specialized equipment to produce images of structures inside the human body that aid physicians in medical diagnoses. Sonographic specialties currently offered include:

- General Sonography: Abdomen, Obstetrics and Gynecology, Superficial Structures, and Small Parts
- Vascular Technology: Arterial and Venous Systems

II. Goals and Objectives

To prepare competent entry-level general sonographers in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains

- To prepare competent entry-level vascular technologists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains
- To provide an educational culture where everyone feels they can work and learn in a safe and caring environment that respects and treats all individuals with dignity and civility.
- To graduate competent, employable, entry-level sonographers in accordance with the criteria established by the Joint Review Committee on Education under the auspices of the Commission for Accreditation of Allied Health Educational Programs.
- To foster students' communication and critical thinking skills so they will realize their potential as key role players in the realm of health care, diagnostic medical imaging, and direct patient care.
- To develop students' technical skills to include empathy and respect for the provision of quality care to all individuals regardless of race, gender, sexuality, physical or mental ability, socioeconomic status, educational backgrounds, and/or cultural beliefs.
- To graduate health care professionals who act responsibly, practice principles of ethics, exercise integrity in decision-making, and who are law abiding citizens.
- To support the students' awareness and commitment toward understanding and implementing the Code of Conduct and the Code of Ethics as described by the Society of Diagnostic Medical Sonography.
- To reinforce to students' the importance of striving for continual improvement through education and active participation in the profession

III. Assessment

A. The program will periodically assess its effectiveness in achieving its stated goals and learning domains. The results of this evaluation will be reflected in the review and timely revision of the program as needed. Outcomes assessments include, but are not limited to: national credentialing examination performance, programmatic retention/attrition, graduate satisfaction, employer satisfaction, job placement and/or continuing education in a related field.

B. **Attrition Rate: (Retention)**

One year date reported (2017)

# OF STUDENTS ENTERED PROGRAM	# OF STUDENTS GRADUATED PROGRAM	PROGRAM COMPLETION RATE
12	10	83%

One year date (reported) 2017

Credentialing Examination Pass Rates*

*Pass rates are within ONE year post graduation.

Vascular Technology # OF OUR STUDENTS WHO TOOK EXAM	# OF OUR STUDENTS WHO PASSED	PASS RATES
3	2	67%

Obstetrics & Gynecology # OF OUR STUDENTS WHO TOOK EXAM	# OF OUR STUDENTS WHO PASSED	PASS RATES
5	4	80%

Breast # OF OUR STUDENTS WHO TOOK EXAM	# OF OUR STUDENTS WHO PASSED	PASS RATES
1	1	100%

Abdomen # OF OUR STUDENTS WHO TOOK EXAM	# OF OUR STUDENTS WHO PASSED	PASS RATES
1	0	0%

One year date (reported) 2017

Job Placement Results*

Job Placement rates are within ONE year post graduation.

# OF STUDENTS SEEKING JOB	# OF STUDENTS EMPLOYED IN 1 YEAR	JOB PLACEMENT RATE
7	6	86%

Overall Rating of Program and Comments				
Excellent	Excellent	Good	Good	Please rate and comment on the overall quality of this program's graduate
5	5	4.07	4.69	

Overall Rating of Program and Comments				
Excellent	Satisfactory	Good	Good	Rate the OVERALL quality of the resources supporting the program:
5	4.17	4.08	4.66	

Survey response from employers was 57%. To increase survey response, we have made the surveys available online and send a link via email for response directly into our online tracking system: Trajecsys.

Note: 3 students were not successful passing SPI exam* and were not able to seek sonographer positions

C. This was the first graduating class from the new program. Accreditation was obtained prior to the students' graduation. The initial focus was on program development according to accreditation standards. Outcome data is now closely being reviewed and an Action Plan is being implemented to increase outcomes results to promote student success.

Action Plan: Due to issues with some students not passing the Sonography Principles and Instrumentation board exam and to address student requests; the Sonography Physics & Instrumentation course offered in the DMS program (DMSU 230) will now offer an in-class component in addition to the online class. This will allow the DMS students a face-to-face opportunity with a Physics instructor to support learning. It should be noted that this first group of students (2017 graduates) were also sent to a National Board Exam Review course for the SPI board exam-"ESP Ultrasound Review". This review course has an 80% pass rate for attendees.

It was determined that adding a TEAS assessment exam as an additional component for DMS Program acceptance may help in selecting students who can successfully complete the program and also have the ability to successfully pass board exams. Board exam success substantially affects employment possibilities for sonographers. Additional instruction will also be added to each specialty course to increase board exam success to include online practice exams. We will also require students to participate in an online board exam prep provided by Gulfcoast Ultrasound.

The DMS Program Director became a JRC-DMS accreditation site visitor to learn about other sonography programs and to acquire additional knowledge on accreditation to better serve the BridgeValley DMS program.

IV. Curriculum

A. The Diagnostic Medical Sonography (DMS) program leads to an Associate Degree in Applied Science (AAS). The program prepares selected individuals through theory, lab, and clinical experience to practice as sonographers in a variety of healthcare settings. The DMS program is a limited enrollment program. Admission in the program is competitive requiring a minimum GPA of 2.75 to apply for admission. The highest ranked students that meet qualification requirements and deadlines will be admitted first.

B & C.

First Semester

DMSU 230	Acoustical Physics and Instrumentation (online)	3
DMSU 220	Abdominal/Pelvic Sonography (in class lecture/lab)	5
DMSU 200	Sonographic Sectional Anatomy (in class lecture/lab)	3
DMSU 221	Superficial/Specialty Sonography (in class lecture/lab)	1
Semester Total		12

Second Semester

DMSU 222	Sonography of Obstetrics/Gynecology (in class lecture/lab)	5
DMSU 241	Vascular Technology (in class lecture/lab)	5
DMSU 210	Sonographic Pathophysiology (in class lecture/lab)	2
Semester Total		12

Summer Semester

DMSU 260	Advanced Diagnostic Studies (in class lecture/lab)	2
Semester Total		2

Third Semester

DMSU 250	Sonography Practicum I (Clinical)	6
DMSU 251	Sonography Practicum II (Clinical)	6
Semester Total		12

Fourth Semester

DMSU 252	Sonography Practicum III (Clinical)	5
DMSU 253	Sonography Practicum IV (Clinical)	5
DMSU 261	Advanced Ultrasound Review (Capstone) (in class lecture/lab)	2
Semester Total		12

Pre-requisites

ENGL 101	English Composition I	3
MATH 130	College Algebra (or Math 125) or MATH 135 Technical Algebra	3
BIOL 220	Human Anatomy with Lab	4
BIOL 221	Human Physiology with Lab	4
PHYS 101	General Physics or Introduction to Physics (PHYS 100)	3
PSYC 101	General Psychology or Lifespan Devel (PSYC 201)**	3
DMSU 100	Introduction to Sonography (online)	2

***May be taken during Professional Component of the DMS Program*

Note: All pre-requisite classes (except DMSU 100) are required for CAAHEP-JRC accreditation with the exception of PSYC 101/201-which is included to meet GEC 3 requirement

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

VI. Enrollment and Graduates

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

See Appendix III

B. DMS graduates are employed at CAMC multiple sites, Thomas Health systems, Logan Regional Medical Center, Renal Consultants, and Dr. Salool. Salary ranges vary based on location.

State	Employment (1)	Employment per thousand jobs	Location quotient (9)	Hourly mean wage	Annual mean wage (2)
West Virginia	520	0.75	1.56	\$29.26	\$60,870

<https://www.bls.gov/oes/current/oes292032.htm#st>

C. Present information on the success of graduates in achieving acceptance into baccalaureate programs.

Baccalaureate programs for sonography will accept BV DMS students that pass registry exams. There are no students currently seeking a Bachelor's degree at this time. A couple of students have expressed an interest but want to work as a sonographer prior to pursuing a Bachelor's degree.

VII. Financial

A. The DMS program was developed with a Technical Grant in the amount of \$221, 000 to start the program and to pay salaries for 3 years. An Advanced Grant in the amount of \$442,461 was obtained to develop a high tech sonography lab.

Annual total expenditures for \$81,880.30, AAS

· Faculty salary \$53902.22 + benefits

· Adjunct salaries and clinical support salaries \$ 10,945

· Approximate Annual Budget Allocation \$ 4874.00

· Perkins allocations vary based on the number of students enrolled at BridgeValley who are Pell Grant eligible. The amounts allocated for the DMS program has been: FY 2016 \$1673.00
FY 2017 \$4000.00 · Students accepted into the selective admission sonography program pay a \$ 475.00 entrance fee. The per semester/per student program fee is \$ 250.00 .

B. Future financial support for the Diagnostic Medical Sonography program will be allocated through tuition and fees. Grants may be considered as a means to finance future equipment needs and/or program expansion.

VIII. Advisory Committee

Name	Title	Company	Phone	E-Mail
Ali AbuRahma MD	DMS Medical Director Professor of Surgery Chief, Vascular & Endovascular Surgery Director, Vascular Surgery Fellowship & Residency Programs Medical Director, Vascular Laboratory Co-Director, Vascular Center of Excellence West Virginia University	CAMC-Vascular Center of Excellence 3100 MacCorkle Ave SE Charleston, WV 25304	304-388- 4887	ali.aburahma@camc.org
Byron Calhoun MD	CAMC Professor and Vice-Chair Department of Obstetrics & Gynecology West Virginia University-Charleston Charleston, WV	CAMC 800 Pennsylvania Ave Charleston, WV 25302	304-388- 1599	byron.calhoun@camc.org
Misty Farmer RT(R)(CT) RDMS, RVT	Technologist	CAMC South Ridge 60 RHL Boulevard South Charleston, WV 25309	304-720- 9729	misty.farmer@camc.org
Harriett Murray RDMS	Technologist	CAMC 800 Pennsylvania Ave Charleston, WV	304-388- 1580	Harriet.Murray@camc.org
Dr. Sherri Ritter	Faculty	BridgeValley -Rm 308	304-205- 6668	Sherri.ritter@bridgevalley.edu
Ashlee Walters	Technical Director	Thomas Health System 4605 MacCorkle Ave SW South Charleston, West Virginia 25309	304-766- 5430	Ashlee.Walters@ThomasHealth.org
Mindi Cohenour-Keyser	DMS student	PO Box 715 Uneeda, West Virginia 25205	304-601- 5956	mcohenourkeyser@my.bridgevalley.edu
Gay Wood	Clinical Instructor	Montgomery General Hospital 401 6 th Avenue Montgomery, WV 25136	304-442- 7462	g_wood25938@hotmail.com
Martha Fulcher RN, RDMS	Medical Community/Sonograp her	WVU Physicians 830 Pennsylvania Ave Charleston, WV 25302	304-545- 4582	mfulcher@hsc.wvu.edu

Tuanya Layton	Quality Manager	CAMC	304-388-9289	Tuanya.Layton@camc.org
Georganne Lilly-Barker	Public Member	54 Sunset Drive Charleston, WV 25301 (works for Supreme Court of Appeals- Administrative Asst. to Director of Probation	304-550-0269	Georgeann.barker@courtsww.gov

IX. Accreditation

BridgeValley DMS program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC DMS).

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

25400 US Hwy 19 N., Suite 158

Clearwater, FL 33763

727-210-2350

www.caahep.org

JRC DMS

6021 University Boulevard, Suite 500

Ellicott City, MD 21043

Phone: 443-973-3251

E-mail: jrcdms@intersocietal.org

APPENDIX II

Faculty Data

(No more than TWO pages per faculty member)

Name Kim Shamblin Rank: Program Director

Check one:

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

Highest Degree Earned Masters Date Degree Received 2014

Conferred by University of New England /George Washington University Masters Certificate

Area of Specialization: Masters Public Health -UNE Health Corporate Compliance GWU- Masters Certificate

Professional Registration/Licensure - American Registry of Diagnostic Medical Sonographers: RDMS: RDMS (ABD, BREAST, OB/GYN); Registered Vascular Technologist (RVT); Registered Diagnostic Cardiac Sonographer(RDCS) #23496

American Registry of Radiologic Technologists: Registered Radiologic Technologist; Radiology(RT)Computed Tomography(CT); Certified in Healthcare Compliance #200336

State of WV Medical Imaging Board Licensure #1540

Employment History

- 5 Yrs of employment at present institution
- 5 Yrs of employment in higher education
- 30 Yrs of related experience outside higher

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 2016	DMSU 100- Intro to Sonography Section I	25
Fall 2016	DMSU 100- Intro to Sonography Section II	25
Fall 2016	DMSU 220-Abdomen/Pelvis Sonography	12
Fall 2016	DMSU 221-Superficial Sonography	12
Fall 2016	DMSU 230-Sonographic Physics & Instrumentation	12
Fall 2016	DMSU 250-Sonography Practicum I	11
Fall 2016	DMSU 251-Sonography Practicum II	11
Spring 2017	DMSU 100-Intro to Sonography Section I	25
Spring 2017	DMSU 100-Intro to Sonography Section II	25
Spring 2017	DMSU 241-Vascular Technology	12
Spring 2017	DMSU-210-Sonographic Pathophysiology	12
Spring 2017	DMSU 252-Sonography Practicum III	11
Spring 2017	DMSU 253-Sonography Practicum IV	11
Spring 2017	DMSU 261-Advanced Sonography	12

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

My Master's degree is in public health until recently there was not a Master's degree in sonography.

Sonography evolved from the field of radiology and early on; most sonographers were trained on the job and sent for additional training unless you lived in an area with a research or teaching facility for ultrasound. I have had courses at Wake Forest, Penn State, University of Washington in Seattle, Gulfcoast, etc. Most sonography schools were started by sonographers who began their careers in Radiology.

Faculty Data

(No more than TWO pages per faculty member)

Name Misty Farmer Rank: Instructor

Check one:

Full-time Part-time Adjunct X Graduate Asst.

Highest Degree Earned Bachelors Date Degree Received _____

Conferred by West Virginia State University

Area of Specialization Regents Bachelor of Arts

Professional Registration/Licensure - American Registry of Diagnostic Medical Sonographers: RDMS: RDMS (ABD); Registered Vascular Technologist (RVT)

American Registry of Radiologic Technologists: Registered Radiologic Technologist; Radiology (RT) Computed Tomography (CT)

State of WV Medical Imaging Board Licensure

Employment History

4 Yrs. of employment at present institution

4 Yrs. of employment in higher education

20 Yrs. of related experience outside higher

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.

Misty has helped with Clinical Coordination/Site visits from 2016-present

Misty is employed at CAMC and serves as a clinical coordinator for Vascular and Abdomen specialties.

DMSU 250, DMSU 251- Fall Clinical Practicums

DMSU 252, DMSU 253- Spring Clinical Practicums

.

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

Sonography evolved from the field of radiology and early on; most sonographers were trained on the job and sent for additional training unless you lived in an area with a research or teaching facility for ultrasound. I have had courses at Wake Forest, Penn State, University of Washington in Seattle, Gulfcoast, etc. Most sonography schools were started by sonographers who began their careers in Radiology.

NOTE: New BridgeValley Faculty Member (adjunct): Dr. Desa Gobovic will join the DMS faculty fall 2018 to instruct DMSU 230-Sonographic Physics and Instrumentation online with an in-class component. Dr. Gobovic's degree is not in sonographic physics however most sonographic physics instructors do not have a specialized degree for sonography physics. Due to her expertise in teaching the Physics pre-requisite course and her attendance at the Sonography Physics conference offered at BridgeValley taught by Dr. Traci Fox from Thomas Jefferson University, we believe that we could not find a better candidate for this position.

We hope that additional professional development specific to sonography physics will be an opportunity for Dr. Gobovic.

New Faculty member (part-time): The JRC-DMS Accreditation Board required the program to have another clinical coordinator, Kay Hanson RDMS, RVT was hired in August 2018 to serve as co-clinical coordinator and instructor.

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 and Technical College

Program (Degree and Title): Healthcare Management Associate in Applied Science

I. Introduction

The Healthcare Management curriculum prepares students for management roles in a health care environment that is rapidly changing from one focused on episodes of treatment for acute disease to lifelong health maintenance and wellness promotion. The program is intended for health care workers who need new knowledge and skills to compete in the changing health care marketplace. It will also be useful for those individuals with no previous health care experience who seek non-clinical entry-level positions in health care, or who plan to continue their education in the field of health care administration.

Medical and health services managers also called healthcare executives or healthcare administrators, plan, direct, and coordinate medical and health services. They might manage an entire facility or specialize in managing a specific area or department, or manage a medical practice for a group of physicians. Medical and health services managers must be able to adapt to changes in healthcare laws, regulations, and technology.

The Healthcare Management Program is a 2+2 program that is meant to facilitate the student's ability to transition into a 4 year college. The courses are offered in a 100% online format for the working adult that may have difficulty with the full-time college time on-campus commitments. The online courses are written through the use of Quality Matters Standards to ensure that the students are receiving a high merit education.

The online format is one that requires the use of discussion that is graded for course content understanding and critical thinking components. The exams are time limited to facilitate the independent thought of the learner and one exam is a proctored exam. This means that this exam is taken with a facilitator present either on-campus or online through a proctoring center.

In summary, the healthcare management program serves to provide increased educational ability to those healthcare workers that are in search of furthering their education through an online curriculum that is both affordable and of high quality from a college that can be trusted. This program has been well received and courses have been utilized by student from other areas of the college such as pre-nursing and sonography. Healthcare has had to accept that it must operate in a business fashion in order to survive the changes that are in the near future. The healthcare management program will assist in this endeavor.

II. Goals and Objectives

Program Learning Outcomes

- Demonstrate knowledge of principles, terminology, structure and products of health care management.
- Define emerging health care delivery systems and their impact on delivery, financing, practice patterns, and the utilization of personnel and services.
- Function within an ethical and legal framework appropriate for a managed care environment.
- Demonstrate proficiency in computer applications used in a health care environment.
- Apply business practices to the health care setting.
- Demonstrate an understanding of the issues and practices applicable to health information

Course Learning Outcomes

• HMG105

Course Description

This course is an interdisciplinary course that focuses on issues and techniques in healthcare delivery for a variety of healthcare majors. Topics include the healthcare delivery system; medical terminology; interpersonal communications; medical-legal issues; patient assessment; and critical thinking as it relates to patient care, infection control, and Occupational Safety and Health Administration standards.

Course Outcomes

- Describe health care as a system, including its unique and important features, to general audiences.
- Understand and be able to apply healthcare management terminology.
- Be able to apply the critical thinking needed when assessing patient care, infection control and the medical-legal issues that may arise from each
- Describe healthcare policy issues that are facing the system, past present, and future.

• HMG120

Course Description

The delivery of health services has become an information intensive process, and is at the core of most health services professionals' activities. Computers are being used to document patient care, assist in the diagnosis and management of a variety of health conditions, measure clinical outcomes to improve quality of care, and in administrative and financial management decisions. This course provides students with knowledge to assist them in understanding the design, evaluation, selection, and utilization of computer applications in health care to support high quality patient care and management decisions. The need to understand the ethical and legal responsibilities of managers as health information is collected, stored, retrieved and analyzed in this rapidly increasing integration of computer application in health care will also be included.

Course Outcomes

- Define confidentiality and discuss concerns related to protection of patient data to preserve confidentiality.
- Describe and analyze how health data/information is used by various individuals and organizations.
- Discuss the value of the master patient index (MPI) in accessing patient records.

- **HMG 205**

- **Course Description**

- Rapid advances in medical technology challenge legal and ethical standards, and lead to situations requiring moral decisions. This course provides the student with an introduction to law, ethics and bioethics as they apply to decision making in the health care setting. Emphasis is on use of appropriate language, application of ethical principles, and use of critical thinking skills to articulate a point of view on current issues in health care.

- **Course Outcomes**

- Explain the functions and interactions between courts, legislatures, state and federal agencies and the various stakeholders in the health services industry.
 - Identify common legal issues that arise in the delivery of health services.
 - Apply knowledge of their rights and responsibilities as health care consumers/patients to facilitate effective communication with their health care providers.
 - Apply knowledge of their rights and responsibilities as health care consumers/patients to facilitate effective communication with their health care providers.
 - Analyze and evaluate common ethical issues related to delivery of health care.

- **HMG 210**

- **Course Description**

- This course is designed for students who seek an understanding of the administration and organization of quality and patient safety definitions, practices, processes within the health care system of the United States. This course focuses on quality and patient safety management in the US health care system using continuous quality improvement and team building techniques. Topics to be examined include the history of quality, leaders and trends in health care quality and patient safety, measure and measurement development, analysis of variation and quality practices in different health care environments, administrative responsibilities and structures with respect to production and service quality, including the function and roles of professional and non-professional staff.

- **Course Outcomes**

- Explain and apply the concepts of quality management.
 - Utilize the different types of improvement tools and patient safety tools.
 - Utilize the systems models available for health care managers.
 - Explain the role of policy in health care management.
 - Apply the systems perspective of quality management.

- **HMG 215**

- **Course Description**

- As the reshaped American healthcare system shifts to preventive medicine and embraces managed care concepts, there is an on-going struggle to create a cost effective system without eroding the high standard of quality care that has been set. In this foundation course, students study the organization and structure of our healthcare system and options

that pave the way for the emerging one. Merging theoretical constructs and practical application, students develop an understanding of the healthcare workplace and their place in it.

Course Outcomes

- Explain the evolution of healthcare delivery systems in the United States.
- Identify the social, legal, and economic factors that affect the delivery of healthcare.
- Identify and describe the regulators of healthcare, including government and nongovernment entities.
- Describe the various types of long-term care institutions and short-term care institutions, the levels of services they provide, and the sources of financing.
- Describe the types of recipients of mental and rehabilitative health services, and the sources of financing.
- Describe the critical health policy issues in the US and explain the future trends in healthcare.
- Demonstrate the healthcare management concepts in fundamentals through a 20 hour career exploration/observation of healthcare management practitioners.

The Program Implementation Need:

The Healthcare Management program was created to address an identifiable need within the community. The atmosphere for healthcare organizations has changed dramatically across the country for several reasons. The physician reimbursements have significantly fallen; thus these professionals must learn to do more with less. Management of finances and reimbursements has become of greater importance due to these changes. The insurers have increased the monitoring of physician credentialing and billing services. Quality of care has come to the forefront in medicine with increased communication and benchmarking techniques. The healthcare sector has grown in the last 20 years to encompass 17% of the Gross Domestic Product in the United States and is anticipated to continue to grow at a fast rate for the next 10 years. This will facilitate the need for healthcare administrators in the field.

These changes have created a need for administrative healthcare professionals to take the lead in a time of great change. BridgeValley strives to create these future leaders that will learn to navigate a system that has been found to be extremely complex and constantly changing. Healthcare management students will be on the forefront in the future of healthcare working in many different facets of the industry.

III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.
 - The departmental assessment plan for Healthcare Management was developed after reviewing the requirements of the Higher Learning Commission and ACBSP. The program has been included in the business divisions ACBSP accreditation document request for review. The primary documentation has been submitted to the accrediting body and a site visit is expected in the fall of 2017. The program strives to provide a learning environment that is varied in layout in order to provide elements of visual

presentation, critical thinking, and real world skills for the student that may be a visual or kinesthetic learner.

- The assessment plan addresses the Program Learning Outcomes and connects them to the courses that are utilized to meet them. An example: *(Please see the attached assessment documents for the full assessment of the program for 2014-2015, 2015-2016, and 2016-2017)*
 - A1 Demonstrate knowledge of principles, terminology, structure, and products of healthcare management
 - HMGT 105, 210, and 215
 - A2 Define emerging health care delivery systems and their impact on delivery, financing, practice patterns and the utilization of personnel and services.
 - HMGT 210 and 215
 - A3 Function within an ethical and legal framework appropriate for a managed care environment
 - HMGT 205
 - A4 Demonstrate proficiency in computer applications used in a health care environment
 - HMGT 120
 - A5 Apply business practices to the health care setting.
 - HMGT 215
 - A6 Demonstrate an understanding of the issues and practices applicable to health information.
 - HMGT 120 and 210
- The methods of assessment in the individual courses have been defined and examined each year for validity. The methods of assessment utilized in the Healthcare management courses includes: Projects for research and presentation, comprehensive final exams, Homework assignments, team quizzes, Peregrine End of Program Assessment for Healthcare Management, and the General Education Portfolio.

B. Provide information on the following elements:

- *Educational goals of the program*

A. PROGRAM GOALS AND OBJECTIVES

The educational Goals of the program are noted as the Program Objectives as listed in the Program Assessment each academic year. These goals are continually assessed through the student work that is submitted. These submission include students that are taking the course through various methods of instruction such as on-campus, online and through the TAC rooms.

- Demonstrate knowledge of principles, terminology, structure and products of health care management.
- Define emerging health care delivery systems and their impact on delivery, financing, practice patterns, and the utilization of personnel and services.
- Function within an ethical and legal framework appropriate for a managed care environment.

- Demonstrate proficiency in computer applications used in a health care environment.
- Apply business practices to the health care setting.
- Demonstrate an understanding of the issues and practices applicable to health information

- *Measures of evaluating success in achieving goals*

A. The success in achieving goals within the program is measured through various methods. The Program objectives are linked to the individual courses that exhibit student learning that meets the specific requirements of the primary objective. The courses within the program have individual course objectives that are utilized to meet the primary objectives of the program. The course objectives are measured through the use of various methods of instruction and assignments. The assignments that are utilized in the program for assessment purposes includes: research projects, speaking presentations, team work, team quizzes, comprehensive final exams, real world observation experiences, and research papers. These measures are quantified for analysis and graphed in order to assess trends over time. These measurements are clearly delineated in the Healthcare Management Assessment Reports. Please see Appendix I.

The program utilizes an exit exam that is provided by Peregrine Academic Services, LLC. This exam management system is approved by ACBSP for utilization within accredited programs across the United States. Exit exams are delivered in the final semester of the program. Students are given the opportunity to be benchmarked against college students across the country and receive immediate feedback.

B. An example of measurements:

- **Course:** HMGT 105
- **C1** Explain the functions and interactions between courts, legislatures, state and federal agencies and the various stakeholders in the health services industry.
 - **Method:** Homework and exam results
 - **Criteria for success:** 75% of students will score better than 70% on Homework Chapters 5 and 6 Review.
 - **Results:** 98.03% of students scored better than 70% on Homework
 - **Criteria for success:** 75% of students will score better than 70% on exam # 2 (Chapters 5 and 6).
 - **Results:** 88.46% of students scored better than 70% on the exams

- *Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data*
 - A. The assessment method utilized by the program in the yearly academic assessment report notes measurable goals that are met or not met through the specific assessment method stated. The data is analyzed each year and a plan for change is formulated for the next academic year. The changes are then reassessed for their effect on the programmatic outcomes.

The goals that are successfully met for the 2014-2017 academic years are as follows:

- **A1** Demonstrate knowledge of principles, terminology, structure, and products of healthcare management
 - **HMGT 105**- Objectives were met 42.85% of students scored a 75% or better on the final exam
 - **HMGT 210**- Objective in this course was not met in 2016- 33% of the students scored a 70% or higher on the final exam
 - **HMGT 215**- Objective for this course
- **A2** Define emerging health care delivery systems and their impact on delivery, financing, practice patterns and the utilization of personnel and services.
 - **HMGT 210** – Objective in this course was not met in 2016- 33% of the students scored a 70% or higher on the final exam
 - **HMGT 215**- Objective for this course will be fully assessed in Spring 2017
- **A3** Function within an ethical and legal framework appropriate for a managed care environment
 - **HMGT 205**-Objective Met- 88% of students scored a 70% or higher on the final exam
 - **HMGT 205**- Objective Met- 100% of students received a 70% or higher on the team project/presentation on an ethical legal issue
- **A4** Demonstrate proficiency in computer applications used in a health care environment
 - **HMGT 120**- Objective Met- 100% of students received a 70% or better on the computer data entry reports
- **A5** Apply business practices to the health care setting.
 - **HMGT 215**- Objective will be fully assessed in Spring 2017
- **A6** Demonstrate an understanding of the issues and practices applicable to health information.

- **HMG 120**- Objective Not Met- 64.71% of students scored a 70% or higher on the final exam in the course.
- **HMG 210**- Objective Not Met- 33% of students scored a 70% or higher on the final exam in the course.

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

The assessment data that has been collected within the program has been utilized in order to facilitate positive programmatic changes for the benefit of the students and the community. The objectives have been assessed each academic year. When the objectives measurement does not reach the goal's standard of measurement, the program coordinator takes a close look at the measurement data and instills changes for the upcoming academic year. These changes in the program are meant to further assist the students with the academic preparation needed to be successful in the workforce.

An example of a programmatic change that has occurred in reference to the assessment data/criteria.

2015-2016 Academic Year:

HMG 210- 33% scored 70% or higher on the final exam

- This data was evaluated by the program coordinator for validity/difficulty of the final exam.
- The HMG 210 exam was put on a watch list for the next delivered course due to the low enrollment.
- There were only 3 students in this course which may have skewed the results of the final exam.
- This was followed up in the 2016-2017 academic year for congruence with prior results.

In the follow year it was found that the test group met the goal of 70% will score higher than 70% on the final exam.

No changes were made.

2016-2017 Academic Year:

Peregrine End of Program Exam is focused on the topics that are inherent in the Healthcare management program:

- Communication skills -60%
- Information Management-51.43%
- Managing Change-60%
- Quality Improvement- 52.86%
- Strategic Planning and Marketing-55.71%
- The Legal Environment of Healthcare Administration- 55.71%

These scores are very high

The program will work to increase these current scores through:

- An increased emphasis on the Quality improvement process with a new textbook and materials for the fall 2017
- The Information management course will include additional information on the Blackboard to course to assist the students with the content. The additional information will include areas of research such as the website for the Centers for Medicaid and Medicare Services

The Peregrine Outbound exam includes aggregate reports that can be utilized for benchmarking within and outside of the program. The results for spring 2016 and spring 2017 are as follows:

- Aggregate Percentile- 55.95% overall combined score
- The ACBSP Aggregate comparison pool scored 44.85% this is 11.10% less than BridgeValley Healthcare Management Program
- The aggregate pools include up to 200 other comparable institutions of higher learning throughout the United States

The General Education Outcomes are measured through the BridgeValley Portfolio Process. The students are measured by their ability to comprehend the General Education outcomes and convey their learning through the provision of an artifact and a reflection paper. The healthcare management students have scored well on their preliminary reports through the BUSN 298 course.

- Conceptual Framework of the portfolio process- 4.75/5.0
- Choice of Artifact- 4.25/5.0
- Reflections papers make a connection- 4.75/5.0
- Learning Process- 5.0/5.0
- Presentation and Format- 4.0/5.0
- Average score- 22.75/25.0

In the future the program will work to maintain an appropriate presentation and format to increase the score from 4.0-5.0 overall. This will be discussed with the students in the HMGT 215 course to assist the graduates.

IV. Curriculum

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

The healthcare management program at BridgeValley Community and Technical College is an open enrollment program. The students that enter the program must be qualified to enroll at BridgeValley. These qualifications include having: a high school diploma or General Education Development GED/TASC diploma. The students standardized testing scores are utilized to place the students in the appropriate General Education courses that have been chosen to compliment the healthcare management program. The standardized testing scores that are utilized include: the American College Test (ACT), Scholastic Aptitude Test (SAT), the Accuplacer, or the Compass exam. The students are evaluated every semester within the HMGT courses for academic progress. The courses within the program require that the student is eligible for English 101 due to the amount of reading required in the courses.

The Healthcare Management Curriculum was design to meet the standards of the Higher Learning Commission (HLC), the Accreditation Council for Business Schools and Programs (ACBSP), and the general education requirements of the college. The program is an Associate in Applied Science which requires a minimum of 15 GEC credit hours. The program includes: 19 GEC credit hours in the curriculum. The professional business component includes 25 credit hours of business core courses. There are 16 credit hours of business major specific courses within the program.

The curriculum includes a 20 hour career exploration for the students within the healthcare field. The observation is followed by an in-depth written research paper based on the major components of the Healthcare Management program. The major components include: organizational leadership, computer applications in healthcare organizations, ethical and legal aspects of healthcare management, quality and patient safety, and healthcare delivery systems. These various topics are to be addressed based on their experience in the field and the research that is performed regarding these topics. This project is the capstone experience for the students in the Healthcare Management program and is an attribution to their knowledge gained throughout this educational experience.

- 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.
Please see Appendix I
- C. Submit a listing of the course delivery modes.
The courses within the program are offered in to major delivery modalities online and on campus. The healthcare management program is the only 100% online program within the Business Division as BridgeValley. The program coordinator has paid close attention to the mirror courses online and on campus to assure that the students receive a comparable education no matter the delivery modality:
- **On campus-** This is the traditional classroom environment with a few up-to-date revisions to enhance the learning process. The courses within this designation offer a robust discussion of current events that occurs based on the healthcare related news at the time of delivery such as the Accountable Care Act. The courses take an in-depth look at healthcare throughout the life continuum, its delivery, and its finance. There is a project component to facilitate the outside of the classroom learning for the students within the program. These projects include: team presentations and individual research papers.
 - **Online-** The online environment is delivered per Quality Matters standards to facilitate a high standard of online education. All courses are offered online for the working adult learner. This environment closely mirrors the traditional online learning environment with a few additions. The online courses are delivered through Blackboard and provide quality discussion questions each week that relate to the health care industry and current events. Students are graded on their discussion questions as well as their responses to other students within the weekly time frame. Online students have a teamwork requirement for research and presentations in a similar fashion as the on campus version of the course. The exams are evaluated based on a

core question set and time limited to be comparable to the on campus version of the course. There is one proctored exam required with every online course. This has traditionally been the comprehensive final exam and the value is double that of the regular exams. This is the same for both modes of delivery.

V. Faculty

The total number of full-time and adjunct faculty utilized per year to deliver the Healthcare Management program is 1 fulltime and 2 adjunct faculty members. Please review Appendix II forms for specific information regarding the faculty members within the program.

- 0% of faculty members hold tenure positions
- 100% of faculty members are Master's prepared in the field of study
- 37.5% of the Healthcare management courses are taught by adjunct faculty or 12 credit hours per academic year
- 62.5% of the courses were taught by a full-time faculty member at BridgeValley or 19-20 credit hours per academic year.
- *Please review Appendix II forms for clarification*

VI. Enrollment and Graduates

- A. The healthcare management program has seen a steady rise in student interest since its inception in the fall of 2014. There were 10 headcount in the program in fall 2014. This number steadily grew to 34 in the fall of 2016. This shows a 70.59% increase in enrollment in the program over a two-year period of time. It is anticipated that the final spring 2017 numbers will show further increases in these numbers. The program has had one graduate in the spring of 2016. This is due to the relative time that this program has been in existence. There has not been enough time to generate graduates; although there are five possible candidates in the spring of 2017. The anticipated rise in graduates for this program will be fully realized in the spring 2018 due to the percentage of full-time student status.
Please review Appendix III
- B. The healthcare management program has had one graduate at this time; although there are spring 2017 candidates. The student graduated from BridgeValley in the spring of 2016. The graduate is employed in a management position outside of the field of Healthcare management. She is a manager of a chain tanning salon. This is where all of her work history resided; thus she decided to take a management position at her place of employment.
- C. The program has had one graduate that did not wish to pursue a baccalaureate degree at another institution of higher learning. This is not a true indicator of success due to the low number that could be surveyed and assessed. The program anticipates having accurate survey numbers by the spring of 2018. The program has had success with acceptance with institutions of higher learning accepting the students from BridgeValley. This is evidenced by the 2+2 agreements that have been successfully written. The program has a close relationship with the Marshall University's new baccalaureate degree in healthcare management. The program coordinator is in negotiations with Western Governors University in the creation of an accredited

baccalaureate in healthcare management 100% online option. This online continuing education option will allow the students to further their education while working in the field.

VII. Financial

- A. The healthcare management program has been a grant funded program since its inception in the fall of 2014. The program coordinator began in the spring of 2015. The annual total expenditures for the program are solely that of the salary and benefits of the program coordinator and the salary of the adjunct faculty members. These expenditures are listed in the grant summery documents for each year submitted. The grant for this program ends in October 2107; thus these expenditures will be moved to the Business Division faculty.

The program received \$3170.00 in tuition and fees for the 2016-2017 academic year budget allocation. The Perkins funding that was allotted was in one payment to the Business Division to be utilized by the departments within the division; thus cannot be calculated in a valid number. These monies were utilized to fund professional development for faculty and provide for classroom/teaching resources.

Student fees are assessed each semester in the amount of \$125.00 per student; thus for the spring and fall of 2016 these fees totaled \$ 7500.00. The program receives 40% of these funds totaling \$3000.00. These fees can be utilized to provide any professional development or resources required by the program.

A template for program viability was provided in prior years at this institution and was utilized to perform an analysis of profitability. The formula is as follows: Current FTE x full time tuition – 27% (for overhead) –salary x1.225% (22.5% for benefits allocation) = profit margin. This formula was utilized to analyze program viability:

Current FTE- Spring 2016 (19.27) and fall 2016 (24.5)

Full time Semester tuition: \$2060 = \$90166.20

Overhead reduction (27%): \$65821.33

Salary x 1.225% (Benefits): \$66275.69

Total Profitability for the year 2016: -454.36

This analysis was performed with low enrollment numbers compared to expected growth rate based on the prior year comparison. The expected growth rate is 24.49% based on the prior fall 2015 to fall 2016 statistics. This program has had a sustained growth rate that has shown to provide an optimistic future for the program. The spring 2017 numbers have not been released for utilization in this report.

Please see Appendix IV the Healthcare Management Grant report

- B. The program coordinator salary and the salary of the two adjunct faculty will need to be provided by the college in the future in order to facilitate the progress that the program has seen over the last couple of years.

VIII. Advisory Committee

An advisory committee is a very important component to a community college program. These are valuable individuals that provide insight into the workforce needs regarding the area of education and expertise in the field. The Healthcare management field is one that includes various components and a wide range of specialty areas. The health industry is under constant change due to the increase in the percentage of the gross domestic product and relative changes within the insurance and legal arenas. This committee works to provide real time information to the program in order to facilitate up-to-date learning by the students that are educated within it. The program coordinator has worked diligently to create an advisory committee that could easily provide the guidance that the program will need to be successful in the future.

The advisory committee members include:

- Jane Fields RN -Surgical Nurse- Thomas Memorial Hospital
- Stephanie Gandee- Medical Assistant- Medical Billing Manager
- Kevin Jividen RN, MBA- Systems Director- Thomas Health System
- Amber Striker-Bass -Youth Service Placement Specialist -DHHR
- Sandy Woolwine -Office Manager -Dr. Rao
- Chad Schaeffer FACHE -Executive Director Edwards Comprehensive Cancer Center -Cabell Huntington Hospital
- Tanya Cyrus RN, BA, CMCA -Director Office and Policy Management -WV Bureau of Medical Services
- Joyce Landers -Director of Provider Relations- Highmark Blue Cross Blue Shield
- Betty Craze RN MSN, MHA- BridgeValley Faculty- Nursing Instructor

The advisory committee has been utilized for program improvement on multiple occasions in various areas. The committee meets twice per year to discuss the programs successes and difficulties. The advisory committee is given an opportunity to assess and discuss the relevance of the objectives for courses, the content provided in courses, the overall curriculum deliverance, the textbook choices and any additional needs that the program may anticipate in the future. The advisory committee minutes are transcribed and posted on share point for further viewing.

IX. Accreditation

The Healthcare Management program is in the process of being assessed by the Accreditation Council for Business Schools and Programs (ACBSP). The Business Division at BridgeValley Community and Technical College has applied for this accreditation for multiple business programs that include the business core, general education, and program specific requirements. The division worked together to write the first part of the self-study and submitted the document. This document has received preliminary approval by the accrediting body and is considered a candidate for accreditation. The second part of the self-study will be submitted May 26, 2017. If the second part of the self-study is accepted by the accrediting body, BridgeValley will have an onsite visit in the fall of 2017.

APPENDIX I
Healthcare Management Curriculum

First Semester

ENGL	101	English Composition I	3
ALHL BUSN	102 106	Introduction to Healthcare or Introduction to Business	3 3
HMGT	105	Foundations of Healthcare Management	3
MATH	130	College Algebra	3
MGMT	151	Supervisory Management	3
			15

Second Semester

PSYC	101	General Psychology	3
ENGL	102	English Composition II	3
ATEC	115	Fundamentals of Computer Applications	3
HMGT	120	Computer Applications in Healthcare Organizations	1
ECON	202	Principles of Macroeconomics	3
HMGT	205	Ethical/Legal Aspects of Healthcare Management	3
			16

Third Semester

MGMT	202	Principles of Management	3
MRKT	205	Fundamentals of Marketing	3
HMGT	210	Quality and Patient Safety in Healthcare	3
ACCT	215	Financial Accounting	3
BIOL	210	Human Anatomy and Physiology	4
			16

Fourth Semester

BUSN	201	Business Law	3
HMGT	215	Management of Healthcare Delivery Systems	3
ACCT	216	Managerial Accounting	3
MGMT	255	Small Business Management	3
BUSN	298	Business Studies Seminar	1
			13

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Liesa J Kyer RN-FA, MSN, MHA Rank Assistant Professor

Check one:

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

Highest Degree Earned MSN and MHA Date Degree Received 2012

Conferred By The University of Phoenix

Area of Specialization Healthcare Administration and Nursing

Professional registration/licensure Yes Yrs of employment at present institution 8

Yrs of employment in higher education 8 Yrs of related experience outside higher
education 13

Non-teaching experience 13

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2015	HMGT 105 M01 Foundations of Healthcare Management	16
Fall 2015	HMGT 105 W01 Foundations of Healthcare Management	16
Fall 2015	HMGT 120 M01 Computer Applications in healthcare	3
Fall 2015	HMGT 205 M01 Ethical/legal concepts in healthcare mgmt	7
Spring 2016	HMGT 120 W01 Computer Applications in healthcare	17
Spring 2016	HMGT 205 M01 Ethical/legal concepts in healthcare mgmt	10
Spring 2016	HMGT 205 W01 Ethical/legal concepts in healthcare mgmt	10
Spring 2016	HMGT 210 M01 Quality and Patient Safety	3
Spring 2016	HMGT 215 M01 Management of Healthcare Delivery Systems	1
Fall 2016	HMGT 105 M01 Foundations of Healthcare Management	16
Fall 2016	HMGT 205 W01 Ethical/legal concepts in healthcare mgmt	9
Fall 2016	HMGT 210 M01 Quality and Patient Safety	5
Fall 2016	HMGT 210 W01 Quality and Patient Safety	7
Spring 2017	HMGT 120 W01 Computer Applications in healthcare	20
Spring 2017	HMGT 205 M01 Ethical/legal concepts in healthcare mgmt.	8
Spring 2017	HMGT 205 W01 Ethical/legal aspects of healthcare mgmt	15
Spring 2017	HMGT 215 M01 Management of Healthcare Delivery Systems	6
Spring 2017	HMGT 215 W01 Management of Healthcare Delivery Systems	0

**APPENDIX II
Faculty Data**

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

Name Chelsea Slack Rank Instructor

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned Masters Date Degree Received 12/2012

Conferred by Marshall University

Area of Specialization Healthcare Administration and Human Resource Management

Professional registration/licensure Yrs of employment at present institution 1

Yrs of employment in higher education 1 Yrs of related experience outside higher education 5

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Spring 2016	HMGT 105- Introduction to healthcare Management	20
Fall 2017	HMGT 105- Introduction to Healthcare Management	20
Spring 2017	HMGT 105- Introduction to Healthcare Management	12

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Kevin Jividen Rank Instructor

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned MBA Date Degree Received 8/2005

Conferred by The University of Charleston

Area of Specialization Business

Professional registration/licensure Yes Yrs of employment at present institution 1

Yrs of employment in higher education 3 Yrs of related experience outside higher education 30

Non-teaching experience Hospital Administration

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2016	HMG1 105	14
Spring 2017	HMG1 105	14

**Appendix III
Student Enrollment
Number of Graduates**

Healthcare Management Head Count

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
0	10	11	24	26	34

Healthcare Management FTE

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
0	8.33	8.93	18.5	19.27	24.5

Healthcare Management Graduates

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
0	0	0	0	1	0

**APPENDIX IV
Financial Statement-
Grant Report**

Line Item	Grant Amount Awarded	Prior Expenses Reported through 6/30/15 (if applicable)	Amount Expended 7/1/15 – 6/30/16	Remaining Balance
Personnel (specify)				
a. Faculty	145,800	17,119.85	44,940.61	83,739.54
b. Part Time			1,832.74	(1,832.74)
c.				
d.				
e.				
f.				
g.				
h.				
Subtotal Personnel	145,800	17,119.85	46,773.35	81,906.80
Fringe Benefits	36,000	5,510.39	13,540.23	16,949.38
Travel				
Equipment				
Supplies			175.0	(175.00)
Contracted Services (specify)				
a. Marketing	20,200	200	10,871.73	9,128.27
b.				
c.				
d.				
e.				
f.				
g.				
h.				
Subtotal Contracted Services	20,200	200	10,871.73	9,128.27
Construction				
Wages for Co-op (HB 3009 Learn & Earn ONLY)				
Scholarship (Tech Scholars ONLY)				
Other (specify)				
a.	18,000			18,000
b.				
c.				
d.				

e.				
f.				
g.				
h.				
Subtotal Other	18,000			18,000
TOTALS	220,000	22,830.24	71,360.31	125,809.45

PROGRAM ASSESSMENT PLAN AND ASSESSMENT REPORT (Academic Year 2015-2016)

Program: Associate in Applied Science in Healthcare Management

A. Program Learning Outcomes Summary			
Program Learning Outcome	Primary Targeted Courses	Methods of Assessment	
A1 Demonstrate knowledge of principles, terminology, structure and products of health care management	HMG 105, 210, 215	Comprehensive Final Exam Homework/Quizzes	
A2 Define emerging health care delivery systems and their impact on delivery, financing, practice patterns and the utilization of personnel and services.	HMG 210, 215	Comprehensive Final Exam Homework/Quizzes	
A3 Function within an ethical and legal framework appropriate for a managed care environment	HMG 205	Exams Comprehensive Final Exam Homework/Quizzes	
A4 Demonstrate proficiency in computer applications used in a health care environment	HMG 120	Comprehensive Final Exam Homework/Quizzes	
A5 Apply business practices to the health care setting.	HMG 215	Comprehensive Final Exam Homework/Quizzes	
A6 Demonstrate an understanding of the issues and practices applicable to health information.	HMG 120, 210	Comprehensive Final Exam Homework/Quizzes	

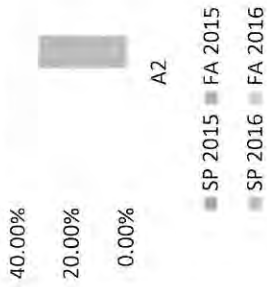
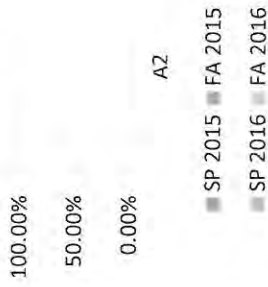
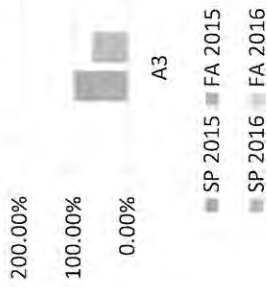
Course Key Listing		
HMG 105	Foundations in Healthcare Management	HMG 120
HMG 205	Ethical/Legal Aspects of Healthcare Management	Computer Applications in Healthcare Organizations
HMG 215	Management of Healthcare Delivery Systems	Quality & Patient Safety in Healthcare

B. Analysis of Results – AAS in Healthcare Management

Analysis of Results

Performance Measure (Competency)	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)
(A1) Demonstrate knowledge of principles, terminology, structure and products of health care management	HMG105 - 75% of students receive 70% or better on Final Exam	HMG105 – 42.85% of students scored 75% or better on the Final Exam	Objectives were met for course. The measurement needs to be changed to 50% of students will score 70% or better on the exam.		<p style="text-align: center;">Final Exam</p> <p style="text-align: center;">Final Exam</p>
	HMG1210- 70% of students receive 70% or better on Final Exam	HMG1210- 33% of students scored 70% or higher on the final exam	Objective not met for this course. The student sample is too small to make an analysis. (3)		<p style="text-align: center;">Final Exam</p> <p style="text-align: center;">Final Exam</p>
	HMG1215- 70% of students receive 70% or better on Final Exam	HMG1215- 0% of students made a 70% or higher on the final exam.	Objective not met for this course. The student sample is too small to make an analysis. (1)		<p style="text-align: center;">Final Exam</p> <p style="text-align: center;">Final Exam</p>

B. Analysis of Results – AAS in Healthcare Management

<p>(A2) Define emerging health care delivery systems and their impact on delivery, financing, practice patterns and the utilization of personnel and services.</p>	<p>HMG 210- 70% of students receive 70% or better on Final Exam</p>	<p>HMG 210- 33% of students scored a 70% or higher on the final exam.</p>	<p>Objective is not met. The student sample is too small to make an analysis. (3)</p>	 <p>Final Exam</p> <p>40.00% 20.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A2</p>
<p>(A3) Function within an ethical and legal framework appropriate for a managed care environment</p>	<p>HMG 215- 70% of students receive 70% or better on Final Exam</p>	<p>HMG 215- 0% of students scored a 70% or higher on the final exam.</p>	<p>Objective is not met. The student sample is too small to make an analysis. (1)</p>	 <p>Final Exam</p> <p>100.00% 50.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A2</p>
			 <p>Final Exam</p> <p>200.00% 100.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A3</p>	

B. Analysis of Results – AAS in Healthcare Management

	HMG205- 80% of students receive 70% or better on the team project.	HMG205-100% received a 70% or higher on the team project.	Objective met	<p>Final Exam</p> <p>200.00% 100.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A3</p>
(A4) Demonstrate proficiency in computer applications used in a health care environment	HMG2 120 - 70% of students receive 70% or better on Final Exam	HMG2 120 – 64.71% students received a 70% or higher on the final exam.	Objective not met.	<p>Final Exam</p> <p>100.00% 50.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A4</p>
	HMG2 120 - 80% of students receive 70% or better on Computer data entry and reports.	HMG2 120 – 100% of students received a 70% or better on the Computer data entry and reports.	Objective met.	<p>Final Exam</p> <p>200.00% 100.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A4</p>

B. Analysis of Results – AAS in Healthcare Management

<p>(A5) Apply business practices to the health care setting.</p>	<p>HMG215- 70% of students receive 70% or better on Final Exam</p>	<p>HMG215- 0% of students made a 70% or higher on the final exam.</p>	<p>Objective not met. Student sample too small to make an analysis. (1)</p>	<p>Final Exam</p> <p>100.00% 50.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A5</p>
<p>(A6) Demonstrate an understanding of the issues and practices applicable to health information.</p>	<p>HMG210 - 70% of students receive 70% or better on Final Exam</p>	<p>HMG210 - 64.71% of students scored a 70% or higher on the final exam.</p>	<p>Objective not met. The student sample is too small to make an analysis. (3)</p>	<p>Final Exam</p> <p>40.00% 20.00% 0.00%</p> <p>■ SP 2015 ■ FA 2015 ■ SP 2016 ■ FA 2016</p> <p>A6</p>

C. Course Specific Outcomes Assessment Plan

	Criteria For Evaluation					
	105	120	205	210	215	
Program Learning Outcome Assessed						
A1	X					
A2				X	X	
A3			X			
A4		X				
A5					X	
A6		X		X		
Assessment Year (2015, 16, 17)						
<u>Methods of Assessment</u>						
Projects	X		X		X	At least 70% of students receive 70% on projects according to grading rubric.
Comprehensive Final Exams/Exams	X	X	X	X	X	At least 70% of students receive 70% on final exams.
Homework and / or Quizzes	X	X	X	X	X	At least 70% of students accurately complete homework at 90% ratings on or above. 80% of students receive passing quiz grades of 65% or better.
Peregrine End of Program Assessment					X	All Healthcare Management students score at or above the national benchmark.
General Education Portfolio					X	At least 75% of student receive a "meets criteria" rating or above in all categories for which course artifacts were submitted

C. Course Specific Assessment Report

Course Selected for Review:

HMG205 Ethical and Legal Aspects of Healthcare Management

<u>Program:</u> AAS in Healthcare Management <u>Date Being Reviewed:</u> 2015-2016		<u>Instructor:</u> Liesa J Kyer <u>Program Coordinator:</u> Liesa J Kyer		
Course Specific Student Learning Outcomes	Methods of Assessment	Criteria for Success	Summary of Assessment Data Collected	Actions Taken Based on Findings
C1 <ul style="list-style-type: none"> ▪ Explain the functions and interactions between courts, legislatures, state and federal agencies and the various stakeholders in the health services industry. 	Homework and Exam Results	75% of students will score better than 70% on Homework Chapters 5 and 6 Review. 75% of students will score better than 70% on exam # 2 (Chapters 5 and 6).	98.03% of students scored better than 70% on Homework 88.46% of students scored better than 70% on the exams	Objectives were met for course Objectives were met for course
C2 <ul style="list-style-type: none"> ▪ Identify common legal issues that arise in the delivery of health services. 	Homework and Exam Results	75% of students will score better than 70% on Homework Chapters 10, 11, 12, 13, & 14 75% of students will score better than 70% on exam 4	94.4% of students scored better than 70% on Homework 84% of students scored better than 70% on the Exam	Objectives were met for course Objectives were met for course

C. Course Specific Assessment Report

Course Selected for Review:

HMGT 205 Ethical and Legal Aspects of Healthcare Management

<u>Program:</u> AAS in Healthcare Management <u>Date Being Reviewed:</u> 2015-2016		<u>Instructor:</u> Liesa J Kyer Program Coordinator: Liesa J Kyer		
Course Specific Student Learning Outcomes	Methods of Assessment	Criteria for Success	Summary of Assessment Data Collected	Actions Taken Based on Findings
C3 Apply knowledge of their rights and responsibilities as health care consumers/patients to facilitate effective communication with their health care providers.	Homework and Exam Results	75% of students will score better than 70% on Homework Chapter 11 and 14 75% of students will score better than 70% on the final exam	94% of students scored better than 70% on the Homework 88% of students scored better than 70% on final exam	Objectives were met for course Objectives were met for course
C4 Apply legal and ethical principles to issues related to decision-making by health care providers and consumers.	Homework, Exam, and Project Results	75% of students will score better than 70% on Homework 75% of students will score better than 70% on exams 75% of students will score better than 70% on the project	94.23% of students scored better than 70% on Homework chapters 1, 2, 4, and 8 70.37% of students scored better than 70% on Exam 1 100% of students scored better than 70% on the project	Objectives were met for course Objectives were not met for course Objectives were met for course

C. Course Specific Assessment Report

Course Selected for Review:

HMGT 205 Ethical and Legal Aspects of Healthcare Mangement

<u>Program:</u> AAS in Healthcare Management <u>Date Being Reviewed:</u> 2015-2016		<u>Instructor:</u> Liesa J Kyer <u>Program Coordinator:</u> Liesa J Kyer		
Course Specific Student Learning Outcomes	Methods of Assessment	Criteria for Success	Summary of Assessment Data Collected	Actions Taken Based on Findings
C5 <ul style="list-style-type: none"> ▪ Analyze and evaluate common ethical issues related to delivery of health care. 	Homework, Exam, and Project Results	75% of students will score a 70% or higher on homework # 75% of students will score a 70% or higher on exam # 75% of students will score a 70% or higher on the project	92% of students scored better than 70% on Homework chapter 9 92% of students scored better than 70% on Exam # 3 100% of students scored better than 70% on the project	Objectives met for the course Objectives met for the course Objectives met for the course

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 and Technical College_____

Program (Degree and Title): Medical Coding Certificate of Applied Science___

I. Introduction

This two-semester certificate program is designed to prepare students for employment as medical insurance specialists and/or medical coders in physician offices, facility coding areas, outpatient departments, attorney offices and insurance companies. This program will enable the student to develop expertise in diagnostic, procedural and advanced medical coding, medical terminology, pharmacology, anatomy, directed practicum and insurance billing procedures. The program will prepare the student to sit for the AHIMA Certified Coding Specialist (CCS®) Certification or the AAPC Certified Professional Coder (CPC®) Certification.

The curriculum uses the current year code books (ICD-10-CM, ICD-10-PCS, CPT and HCPCS) in addition to up to date textbooks so that individuals are able to learn the most recent procedures, guidelines, laws and requirements in the medical coding profession. As part of the curriculum, online applications are utilized so that students have experience entering data used in the medical office and the facility (SimChart and 3M®). This component to their education is an excellent tool to enhance a student's marketability in the workforce.

The success of the Medical Coding Program will be measured by course outcomes through examination successes, program assessments and directed practicum with an employer. Student outcomes are assessed by a national assessment organization.

II. Goals and Objectives

Program Learning Outcomes

- Apply diagnostic and procedure principles and guidelines
- Use medical office billing guidelines and procedures
- Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes
- Interpret medical records for completeness, accuracy, and compliance with regulations

Course Learning Outcomes

MEDC-101 MEDICAL TERMINOLOGY

Course Description

Basic medical terminology course which focuses on the many components of a medical term and how to break down a medical term by simply knowing the meaning of the prefix or suffix. It will also emphasize word roots and their combining forms by review of each body system and specialty area, we well as, word construction, spelling, usage, comprehension, pronunciation and common medical abbreviations.

Course Outcomes

- Spell, define, and pronounce, medical terms as well as understanding the concept of root/suffix/prefix word building
- Recognize common medical terms of major disease processes, diagnostic procedures, laboratory tests, abbreviations, drugs, and treatment modalities
- Use your knowledge of word parts to analyze unfamiliar medical terms
- Relate common medical terms to human anatomy and physiology common disease states, pharmacological categories, and diagnostic tests

MEDC-150 INSURANCE BILLING

Course Description

Basic insurance claims processing, data entry, insurance forms, EOBs, incorporate ICD-10-CM and ICD-10-PCS & CPT/HCPCS coding systems for reimbursement of claims; utilizing billing software applications, charge entry, payment posting, report design, and generation are covered.

Course Outcomes

- Distinguish between governmental and commercial payers.
- Demonstrate the ability to navigate and use the practice management/billing software with proficiency in a simulated environment by applying principles and concepts learned in the classroom
- Identify the code sets and claim forms used to code and bill payers.
- Illustrate the procedures for verifying patient data, entering the encounter information, create claims and post to patient accounts by using the software in the classroom.
- Create a patient record from registration through to accounts receivables by using the practice management/billing software.

MEDC-201 DIAGNOSTIC MEDICAL CODING

Course Description

This course is designed to introduce the student to ICD-10-CM diagnostic coding with an in-depth study of ICD-10-CM coding conventions and guidelines. Students develop their

coding skills using the ICD-10-CM diagnostic coding manual to accurately apply ICD-10-CM codes to exercises and case studies applicable to any clinical setting.

Course Outcomes

- Explain the principles and application of ICD-10-CM coding methodology.
- Analyze medical documentation to support the diagnosis and reflect the patient's progress, clinical findings, and discharge status.
- Demonstrate the ability to use ICD-10-CM code book to correctly assign the correct diagnosis or procedure code(s) to a diagnostic statement or an inpatient case study.
- Demonstrate the ability to adhere to current regulations, official coding guidelines, ethical issues and legal implications in code assignment.
- Recognize the ability to identify medical terms and documentation to code effectively.

MEDC 203 – Procedural Medical Coding

Course Description

This course is designed to introduce the student to ICD-10-PCS procedural coding with an in-depth study of ICD-10-PCS coding conventions and guidelines. Students develop their coding skills using the ICD-10-PCS coding manual to accurately apply ICD-10-PCS codes to exercises and case studies applicable to any clinical setting.

Course Outcomes

- Explain the principles and application of ICD-10-PCS coding methodology.
- Demonstrate the ability to use ICD-10-PCS code book to correctly assign the correct procedure code(s) to an inpatient case.
- Demonstrate the ability to adhere to current regulations and official coding guidelines in code assignment.
- Demonstrate the ability to correctly use coding terminology.

MEDC 205 – CPT/HCPCS Medical Coding

Course Description

This course is designed to introduce the student to CPT/HCPCS procedural coding with an in-depth study of CPT/HCPCS coding conventions and guidelines. Students develop their coding skills using the American Medical Association CPT procedural coding manual to accurately apply CPT/HCPCS codes to exercises and case studies applicable to any clinical setting. Upon completion, students should be able to meet the legal and ethical responsibilities of a multi-skilled health professional.

Course Outcomes

- Spend at least 3 hours per week preparing for class (such as completing the reading, homework, lab, and research assignments, etc.);
- Participate actively in class (discussion/review of class assignments, etc.);

- Perform satisfactorily on exams/quizzes, papers, and other graded assignments by meeting the achievement target score of 70/C or higher (The Student Success Center has tutors on staff and the service is free.); and
- Abide by the policies outlined in this syllabus and in the student handbook, including attendance, cell phone policy, and code of conduct that includes a zero tolerance policy on cheating or plagiarism.

MEDC 240 – Advanced Medical Coding Concepts

Course Description

This course is advanced coding that uses ICD-10-CM, ICD-10-PCS, and CPT/HCPCS code sets to apply conventions, guidelines, and principles in various combinations, settings, and scenarios. Practice case studies take the student from beginning concepts and selection of codes, through intermediate applications using short code assignment scenarios, to advance case studies that are based on excerpts from health records that require complex clinical analysis skills and multiple code assignments.

Course Outcomes

- Spend at least 3 hours per week preparing for class (such as completing the reading, homework, lab, and research assignments, etc.);
- Participate actively in class (discussion/review of class assignments, etc.);
- Perform satisfactorily on exams/quizzes, papers, and other graded assignments by meeting the achievement target score of 70/C or higher (The Student Success Center has tutors on staff and the service is free.); and
- Abide by the policies outlined in this syllabus and in the student handbook, including attendance, cell phone policy, and code of conduct that includes a zero tolerance policy on cheating or plagiarism.

MEDC 250 – Directed Practicum

Course Description

This practicum places the student in a health care facility providing the opportunity for the practical application of classroom knowledge and skills. It is designed to provide students with an opportunity to obtain technical experience under the supervision of competent practitioners in a professional environment. The student is responsible for his/her transportation to/from the practicum location.

Job search materials will be finalized. Requirements to graduate will be completed (complete grad checks, apply for graduation, order cap/gown, take/pass assessments, etc.).

Course Outcomes

- Prepare a professional resume and cover letter
- Analyze first-hand the role of the facility in which you are placed—project a professional image, adhere to ethical and legal principles guiding practice, and work as a team member.
- Manage both routine and non-routine procedural tasks with maximum efficiency.
- Complete all assigned tasks utilizing basic and specialized skills and procedures—prioritizing and performing multiple tasks and managing time effectively.
- Acquire insight into the importance of attitude, communication, and cooperation with supervisors, fellow workers, and patients or clients in the environment/facility appropriate to his/her degree area.
- Transfer knowledge already acquired with maximum efficiency.
- Demonstrate the range of skills and abilities acquired throughout the certificate program.

Program Implementation Need

Document the need that the program was implemented to meet.

Included in the development of the Medical Coding Program-CAS were letters of support of a one-year educational certificate program to provide a career pathway for individuals desiring to become medical coders. Medical Coding represents the business side of healthcare for services rendered in any clinical setting, such as physician's office, hospital/facility, or a durable medical equipment company. In addition, medical coders would be eligible for jobs in an insurance company/payer setting. The service area of BVCTC includes numerous physician offices, facilities and insurance companies. The medical coding student will be prepared to take a national exam such as the CCS through AHIMA or the CPC through the AAPC.

III. Assessment

- A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.
 - The departmental assessment plan for Medical Coding Program was developed after reviewing the requirements of the Higher Learning Commission and ACBSP. The program has been included in the

business division's ACBSP accreditation document request for review. The primary documentation has been submitted to the accrediting body and a site visit is expected in the fall of 2017. The program strives to provide a learning environment that is varied in layout in order to provide elements of visual presentation, critical thinking, and real world skills for the student that may be a visual or kinesthetic learner.

- The assessment plan addresses the Program Learning Outcomes and connects them to the courses that are utilized to meet them. An example: *(Please see the attached assessment documents for the full assessment of the program for 2014-2015, 2015-2016, and 2016-2017)*
 - A1 Apply diagnostic and procedure principles and guidelines
MEDC201, MEDC203, MEDC205, MEDC240
 - A2 Use medical office billing guidelines and procedures
MEDC150
 - A3 Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes
MEDC101
 - A4 Interpret medical records for completeness, accuracy, and compliance with regulations
MEDC201, MEDC203, MEDC205, MEDC240, MEDC250
- The methods of assessment in the individual courses have been defined and examined each year for validity. The methods of assessment utilized in the Medical Coding courses includes: paper and presentation, comprehensive final exams, homework assignments, individual quizzes, in-class group assignments, discussion questions for online courses and Practicum reviews from the individual site. The students also participate in a national assessment that reflects the overall program, unrelated to a professional national coding certification.

B. Provide information on the following elements:

- Educational goals of the program

A. PROGRAM GOALS AND OBJECTIVES

The educational Goals of the program are noted as the Program Objectives as listed in the Program Assessment each academic year. These goals are continually assessed through the student work that is submitted. These submission include students that are taking the course through various methods of instruction such as on-campus, online and through the TAC rooms.

- Apply diagnostic and procedure principles and guidelines

- Use medical office billing guidelines and procedures
 - Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes
 - Interpret medical records for completeness, accuracy, and compliance with regulations
- Measures of evaluating success in achieving goals
- A. The success in achieving goals within the program is measured through various methods. The Program objectives are linked to the individual courses that exhibit student learning that meets the specific requirements of the primary objective. The courses within the program have individual course objectives that are utilized to meet the primary objectives of the program. The course objectives are measured through the use of various methods of instruction and assignments. The assignments that are utilized in the program for assessment purposes include: speaking presentations and paper, individual quizzes, comprehensive final exams, real world observation experiences, in-class assignments and class discussions. These measures are quantified for analysis and graphed in order to assess trends over time.

In addition to the course assessment each year, students participate in the NOCTI national assessment. Specific information is discussed in the Assessment category.

- B. An example of measurements:
- **Course:** MEDC 201
 - **C4** Demonstrate the ability to adhere to current regulations, official coding guidelines, ethical issues and legal implications in code assignment
 - **Method:** Homework and exam results
 - **Criteria for Success:** 75% of students will score better than 70% on Assignment 1.
 - **Results:** 100% of students scored better than 70% on Assignment 1
 - **Criteria for Success:** 75% of students will score better than 70% on Exam 1
 - **Results:** 83.33% of students scored better than 70% on Exam 1

C. Students receive feedback from the Practicum site in relation to their willingness to work, appearance, oral and written communication, attitude and work ethic, quality of work, time management, courtesy and cooperation, transferal of skill, problem solving and critical thinking, and following the corporation rules, regulations and policies. All of our students receive “excellent” ratings in these categories.

- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
 - A. The assessment method utilized by the program in the yearly academic assessment report notes measurable goals that are met or not met through the specific assessment method stated. The data is analyzed each year and a plan for change is formulated for the next academic year. The changes are then reassessed for their effect on the programmatic outcomes

The goals that are successfully met for the 2014-2017 academic year are as follows:

- A1 – Apply diagnostic and procedure principles and guidelines
 - MEDC 201- Objectives were met 83.3% of students scored 70% or better on the Final Exam
 - MEDC 203 – Objectives were met 100% of the students scored 70% or better on the Final Exam
 - MEDC 205 – Objectives were met 83.3% % of students scored 70% or better on the Final Exam
 - MEDC 240 – Objectives were met 80% of students scored 70% or better on the final exam
- A2 – Use medical office billing guidelines and procedures
 - MEDC 150 – Objectives were met 80% of students scored 70% or better on the Final Exam
- A3 – Utilize medical terminology as well as knowledge of human anatomy and physiology and basic pharmacology to assign medical codes
 - MEDC 101 – 73.27 of students scored 70% or better on the final exam

- A4 – Interpret medical records for completeness, accuracy and compliance with regulations
 - MEDC 201- Objectives were met 83.3% of students scored 70% or better on the Final Exam
 - MEDC 203 – Objectives were met 100% of the students scored 70% or better on the Final Exam
 - MEDC 205 – Objectives were met 83.3% % of students scored 70% or better on the Final Exam
 - MEDC 240 – Objectives were met 80% of students scored 70% or better on the final exam
 - MEDC 250 – Objectives were met 100% of students scored 80% or better on the reflective paper and presentation to represent their practicum experience

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

The assessment data that has been collected within the program has been utilized in order to facilitate positive programmatic changes for the benefit of the students and the community. The objectives have been assessed each academic year. When the objectives measurement does not reach the goal's standard of measurement, the program coordinator takes a close look at the measurement data and instills changes for the upcoming academic year. These changes in the program are meant to further assist the students with the academic preparation needed to be successful in the workforce. The changes may be measured by improved test scores in a particular area by spending additional time in class working on critical applications.

2016-2017 Academic Year

MEDC 205 – 18.18% scored 70% or better on the final exam

- This data was evaluated by the program coordinator for validity/difficulty and method of administration
- This is a comprehensive exam with complex concepts. A study guide was not provided. Evaluation of assignment and exam principles will be evaluated for the next session taught.
- Students were not provided study guides due to in-class and homework assignments. This principle will be reconsidered.

MEDC 240 – 60% scored 70% or better on the final exam

- This data was evaluated by the program coordinator for validity/difficulty and method of administration

- This is a comprehensive exam with complex concepts. A study guide was not provided. Evaluation of assignment and exam principles will be evaluated for the next session taught.
- Students were not provided study guides due to in-class and homework assignments. This principle will be reconsidered.

NOCTI Assessment

NOCTI is the largest provider of industry-based credentials and partner industry certifications for career and technical education (CTE) programs across the nation. Whether using assessments to meet Perkins accountability requirements, to guide data-driven instructional improvement, or to assist with teacher evaluation systems, NOCTI provides a credible solution through its validated and reliable technical skill assessment.

Category	2015 Cummulative score 8 students	2016 Cummulative score 5 students	2017 Cummulative score 10 students	Average of 3 Year Result
Medical Terminology	70.18	58.44	56.93	61.85
Anatomy & Physiology	72.79	70.60	59.70	67.70
Pharmacology, lab, Rad	75.00	64.00	45.00	61.33
Medical Coding	70.94	73.54	58.13	67.54
Reimbursement	68.75	54.00	43.00	55.25
Ethics and Standards	81.24	77.76	69.45	76.15
HIM	74.75	60.92	52.74	62.80
Career Overview	71.88	70.00	55.00	65.63
Average	73.19	66.16	54.99	64.78

Although there are noted variables such as the variation of student participation, the program coordinator has begun evaluation of different approaches and review methods to hopefully address each individual student need. For example, DRG reimbursement will be included in ICD-10-CM and ICD-10-PCS; calculation of RBRVS will be included with individual services in CPT/HCPCS; visual aids will be added to each organ system; and time will be devoted in the Practicum class to discuss the NOCTI evaluative concepts.

IV. Curriculum

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

The Medical Coding Program at BridgeValley Community and Technical College is an open enrollment program. The students that enter the program must be qualified to enroll at BridgeValley. These qualifications include having: a high school diploma or General Education Development GED/TASC diploma. Standardized testing scores are utilized to place students in the appropriate General Education courses that have been chosen to compliment the Medical Coding Program. The standardized testing scores that are utilized include: the American College Test (ACT), Scholastic Aptitude Test (SAT), the Accuplacer, or the Compass exam. The students are evaluated every semester within the MEDC courses for academic progress. The courses within the program require that the student is eligible for English 101 due to the amount of reading required in the courses.

The Medical Coding Program was designed to meet the standards of the Higher Learning Commission (HLC), the Accreditation Council for Business Schools and Programs (ACBSP), and the general education requirements of the college. The program is a Certificate of Applied Science which requires a minimum of 6 GEC credit hours, of these 3 hours are classified to Communication (GEC 1) and 3 are Quantitative and Scientific Inquiry (GEC 2).

The Medical Coding Program exceeds these requirements:

- GEC 1 – Communication – English 101
 - 3 credit hours
- GEC 2 – Quantitative and Scientific Inquiry – Business Math and Anatomy or Anatomy/Physiology
 - 7 credit hours
- GEC 4 – Critical Thinking – CPT/HCPCS Medical Coding
 - 3 credit hours

Even though the requirement is 03 credit hours for GEC 2, there are actually 07 credit hours utilized by Anatomy or Anatomy/Physiology and the Business Math course. The Medical Coding Program includes a GEC 4 requirement to address Critical Thinking with the CPT/HCPCS Medical Coding Course.

The curriculum includes a 160 hour Directed Practicum for the students within the medical coding field. Although the job site placement is selected by the instructor, the student will write a cover letter and prepare a resume to provide to each supervisor at the worksite. Each student is assigned to a medical coding site to observe and/or hands-on medical coding experience in the appropriate electronic health record system. This opportunity provides

students with the “real world” aspects of the medical coding profession as compared to the instructional training.

The Practicum is followed by an in-depth written paper and classroom presentation using power point based on the major components of the Directed Practicum experience. The major components include: site mission and vision; equipment, software, EHRs and equipment used; recommendations on curriculum/textbooks; comparison of real-world training to the classroom experience and future plans. These various topics are to be addressed based on their experience in the field and the research that is performed regarding these topics. This assignment provides a reflection of their educational and Practicum experience in preparing for work in the healthcare industry.

- 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.

Please see Appendix I.

- C. Submit a listing of the course delivery modes.

The courses within the program are offered in two major delivery modalities online and on campus. The Medical Coding Program is currently 40% online. Additional courses will be added to increase the selection of online classes. The program coordinator has paid close attention to the mirror courses online and on campus to assure that the students receive a comparable education no matter the delivery modality.

- **On campus-** This is the traditional classroom environment with a few up-to-date revisions to enhance the learning process. The courses within this designation offer a robust learning of guidelines and coding methodologies that are necessary to work in any clinical setting in the healthcare setting. There is a project component to facilitate the Practicum experience for the students within the program. These projects include: individual presentation and papers
- **Online-** The online environment is delivered per Quality Matters standards to facilitate a high standard of online education. All courses are offered online for the working adult learner. This environment closely mirrors the traditional online learning environment with a few additions. The online courses are delivered through Blackboard and provide quality discussion questions each week that relate to the health care industry and current events. Students are graded on their discussion questions as well as their responses to other students within the weekly time frame. The exams are evaluated based on a core

question set and time limited to be comparable to the on campus version of the course. There is one proctored exam required with every online course. This has traditionally been the comprehensive final exam. This is the same for both modes of delivery.

V. Faculty

The total number of full-time and adjunct faculty utilized per year to deliver the Medical Coding Program is 1 fulltime and 1 adjunct faculty member. Please review Appendix II forms for specific information regarding the faculty members within the program.

- 0% of faculty members hold tenure positions
- 100% of the Medical Coding faculty members are Bachelor's prepared in the field of study
- 18% of the Medical Coding courses are taught by adjunct faculty or 3 credit hours per academic year
- 82% of the Medical Coding courses were taught by a full-time faculty member at BridgeValley or 14-16 credit hours per academic year.

Please review Appendix II forms for clarification

VI. Enrollment and Graduates

A. The Medical Coding Program has experienced a steady rise in student interest since its inception in the fall of 2014. There were 11 headcount in the program in fall 2014. This number steadily grew to 20 in the fall of 2016. This shows a 45% increase in enrollment in the program over a two-year period of time. It is anticipated that the final spring 2017 numbers will show further increases in these numbers. The program has had ten graduates in the spring of 2015 and 5 graduates in the spring of 2016. This is due to the relative time that this program has been in existence. In the Medical Coding Program students graduate each spring. It is anticipated that there will be 10 graduates in spring 2017. This program indicates a strong growth and by spring 2018 hope to increase the number of graduates.

Upon graduation students are employed or continue their education towards an Associate or Bachelor degree(s). Students may also sit for either the CPC or CCS exam which has been accomplished. There are 12 students that have become successfully employed in their field of study.

Please review Appendix III

B. The Medical Coding Program has had a total of 15 graduates with an anticipated additional 10 candidates for Spring 17 graduation. This Program is one year in length therefore students graduate every spring. The Directed Practicum course provides the student with 160 hours of training which they

are eligible to apply for positions at the Practicum site. Graduates have also obtained positions in physician offices in the area. Some students have elected to continue their education to obtain an Associate Degree. The beginning rate is \$10-12/hour for a non-certified medical coder.

- C. The Medical Coding Program is a one-year Certificate of Applied Science Degree, therefore as students continue their education they would earn an Associate Degree. Students are informed of the Associate Degree programs at BVCTC that may also lead to Bachelor Degree Programs at four year institutions.

NOTE: Do not identify students or graduates by name.

VII. Financial

- A. The Medical Coding Program has been a grant funded program since its inception in the fall of 2014. The program coordinator began in the fall of 2015. The annual total expenditures for the program are solely that of the salary and benefits of the program coordinator, a divisional recruiter and the salary of an adjunct faculty member. These expenditures are listed in the grant summery documents for each year submitted. The grant for this program ends in June 2017; thus these expenditures will be moved to the Business Division faculty.

The Perkins funding that was allotted was in one payment to the Business Division to be utilized by the departments within the division; thus cannot be calculated in a valid number. These monies were utilized to fund professional development for faculty and provide for classroom/teaching resources.

Student fees are assessed each semester in the amount of \$125.00 per student; thus for the spring and fall of 2016 these fees totaled \$ 3462.50.00. The program receives 40% of these funds totaling \$1385.00. These fees can be utilized to provide any professional development or resources required by the program.

A template for program viability was provided in prior years at this institution and was utilized to perform an analysis of profitability. The formula is as follows: Current FTE x full time tuition – 27% (for overhead) –salary x1.225% (22.5% for benefits allocation) = profit margin. This formula was utilized to analyze program viability:

Current FTE- Spring 2016 (9.8) and fall 2016 (17.9)
Full time Semester tuition: \$2060 = \$57,062
Overhead reduction (27%): \$15,406.74
Salary x 1.225% (Benefits): \$50,625.13
Total Profitability for the year 2016: -8969.87

This analysis was performed with low enrollment numbers compared to expected growth rate based on the prior year comparison. The expected growth rate is 54.91% based on the prior fall 2015 to fall 2016 statistics. This program has had a sustained growth rate that has shown to provide an optimistic future for the program. The spring 2017 numbers have not been released for utilization in this report.

Please see Appendix IV the Medical Coding Program Grant report

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

VIII. Advisory Committee

An advisory committee is a very important component to a community college program. These are valuable individuals that provide insight into the workforce needs regarding the area of education and expertise in the field. The Medical Coding field is one that includes various components and a wide range of specialty areas. The Medical Coding industry experiences constant change due to

the development of new technologies, annual changes in medical codes and guidelines and the State, Federal and Insurance regulations. This committee works to provide real time information to the program in order to facilitate up-to-date learning by the students that are educated within it. The program coordinator has worked diligently to create an advisory committee that could easily provide the guidance that the program will need to be successful in the future.

The Medical Coding Advisory Members include:

- Carol Bragg – Appalachian Regional Hospital
- Chris Brown, CPC – Medical Coder – Montgomery General Hospital
- Sarah Durham – Thomas Health Systems
- Shannon Gandee – Dir. Health Information Systems – Thomas Health Systems
- Nancy Hageman – Plateau Medical Center
- Sharon Humphrey -- Charleston OB/GYN Physicians
- Kathy Jackson – St. Mary’s Medical Center
- Kathy Johnson – Care Communications
- Kim Knapp – Director of Grants and Contracts – Workforce
- Tricia Lowe – Logan General Hospital
- Bonnie Neil – Appalachian Regional Hospital
- Terri Scheneberg – DRG Coordinator – Thomas Health Systems
- Tracey Taylor – Dir. Admitting, Credit and Medical Records – Montgomery General Hospital
- Deborah Walker – Coordinator Clinical Document Improvement Program – Charleston Area Medical Center
- Ruth Wingfield – Data Matrix
- Shante Wright, CPC – Adjunct BVCTC – WVU Physicians
- Linda Danesi, CPC, CPM – Teays Pediatrics
- Jessica Chandler, COC, CPC, CPC-P, CCC, CPB – Medical Practice Management Solutions

The advisory committee has been utilized for program improvement on multiple occasions in various areas. The committee meets twice per year to discuss the programs successes and difficulties. The advisory committee is given an opportunity to assess and discuss the relevance of the objectives for courses, the content provided in courses, the overall curriculum deliverance, the textbook choices and any additional needs that the program may anticipate in the future. The advisory committee minutes are transcribed and posted on share point for further viewing.

IX. Accreditation

The courses in the Medical Coding Program are in the process of being assessed by the Accreditation Council for Business Schools and Programs (ACBSP). The Business Division at BridgeValley Community and Technical College has applied

for this accreditation for multiple business programs that include the business core, general education, and program specific requirements. The division worked together to write the first part of the self-study and submitted the document. This document has received preliminary approval by the accrediting body and is considered a candidate for accreditation. The second part of the self-study will be submitted May 26, 2017. If the second part of the self-study is accepted by the accrediting body, BridgeValley will have an onsite visit in the fall of 2017.

APPENDIX I
Medical Coding Curriculum

First Semester

BIOL	210	Human Anatomy and Physiology	
		Or	
BIOL	220	Human Anatomy	04
ENGL	101	English Composition I	03
MEDC	101	Medical Terminology	01
MEDC	150	Medical Insurance and Billing Practices	03
MEDC	201	Diagnostic Medical Coding	03
MEDC	203	Procedural Medical Coding	05
			17

Second Semester

ALHL	110	Pharmacology	03
BUSN	112	Business Math	03
MEDC	205	CPT/HCPCS Medical Coding	03
MEDC	240	Advanced Medical Coding	03
MEDC	250	Directed Practicum (160 hours)	01
			16

11/20/03

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Maggie McCabe Rank Instructor

Check one:

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

Highest Degree Earned BSBA Date Degree Received April 1978

Conferred by Franklin University

Area of Specialization Business

Professional registration/licensure Yes – COC, CPC, CPC-P, CPC-I, CPB

Yrs of employment at present institution 2

Yrs of employment in higher education 2

Yrs of related experience outside higher education 9.

Non-teaching experience 35

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2015	MEDC 101 Medical Terminology	10
Fall 2015	MEDC150 Insurance Billing	10
Fall 2015	MEDC 201 Diagnostic Medical Coding	6
Fall 2015	MEDC 203 Procedural Medical Coding	5

Fall 2015	MEDC 215 Human Pathophysiology	2
Spring 2016	MEDC 201 Diagnostic Medical Coding	5
Spring 2016	MEDC 205 CPT/HCPCS Medical Coding	6
Spring 2016	MEDC 215 Human Pathophysiology	6
Spring 2016	MEDC 240 Advanced Medical Coding	5
Spring 2016	MEDC 250 Directed Practicum	5
Spring 2016	MEDC 260 Prep for CCS Certification (Self Study)	1
Fall 2016	MEDC 101 Medical Terminology (TAC/Remote)	25
Fall 2016	MEDC 150 Insurance Billing (TAC/Remote)	23
Fall 2016	MEDC 200 Medical Coding (Self Study)	1
Fall 2016	MEDC 201 Diagnostic Medical Coding	16
Fall 2016	MEDC 203 Procedural Medical Coding	18
Fall 2016	MEDC 215 Human Pathophysiology	4
Spring 2017	MEDC 150 Insurance Billing (Online)	10
Spring 2017	MEDC 201 Diagnostic Medical Coding (online)	5
Spring 2017	MEDC 205 CPT/HCPCS	12
Spring 2017	MEDC 240 Advanced Medical Coding	10
Spring 2017	MEDC 250 Directed Practicum	10

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

APPENDIX II
Faculty Data

(No more than TWO pages per faculty member)

Name Shante Wright Rank Adjunct

Check one:

Full-time Part-time Adjunct X Graduate Asst.

Highest Degree Earned Bachelor of Science Health Services Administration

Date Degree Received August 2016

Conferred by WVUIT

Area of Specialization Medical Coding

Professional registration/licensure Yes -- CPC

Yrs of employment at present institution 1

Yrs of employment in higher education 1

Yrs of related experience outside higher education

Non-teaching experience 2

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.

<u>Year/Semester</u>	<u>Course Number & Title</u>	<u>Enrollment</u>
Fall 2016	MEDC 150 Insurance Billing	8

**Appendix III
Student Enrollment
Number of Graduates**

Medical Coding Head Count

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
4	11	10	13	15	20

Medical Coding FTE

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
4.53	7.13	8.53	8.07	9.8	17.9

Medical Coding Graduates

Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
0	0	10	0	5	0

Appendix IV
Financial Statement
Grant Report

Line Item	Grant Amount Awarded	Prior Expenses Reported through 6/30/15 (if applicable)	Amount Expended 7/1/15 - 6/30/16	Remaining Balance
Personnel (specify)				
a. Faculty	141,000	51,063.85	61,289.20	28,646.95
b.				
c.				
d.				
e.				
f.				
g.				
h.				
Subtotal Personnel	141,000	51,063.85	61,289.20	28,646.95
Fringe Benefits	36,960	13,680.64	9,655.88	13,623.48
Travel		2,285.80		(2,285.80)
Equipment	17,540	15,942.83		1,597.17
Supplies		1,020.62	3,982	(5,002.62)
Contracted Services (specify)				
a.				
b.				
c.				
d.				
e.				
f.				
g.				
h.				
Subtotal Contracted Services				
Construction				
Wages for Co-op (HB 3009 Learn & Earn ONLY)				
Scholarship (Tech Scholars ONLY)				
Other (specify)				
a. Training & Prof Development	7,500	2,360		5,140
b. Marketing & Academic Material	17,000	330.42		16,669.58
c.				
d.				
e.				
f.				
g.				

h.				
1/14Subtotal Other	24,500	2,690.42	0.00	21,809.58
TOTALS	220,000	83,993.74	74,927.08	61,079.18

PROGRAM ASSESSMENT PLAN AND ASSESSMENT REPORT (Academic Year 2015-2016)

Program: Certificate in Applied Science in Medical Coding

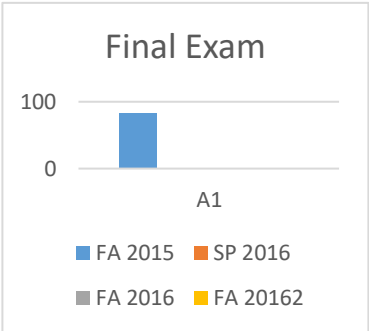
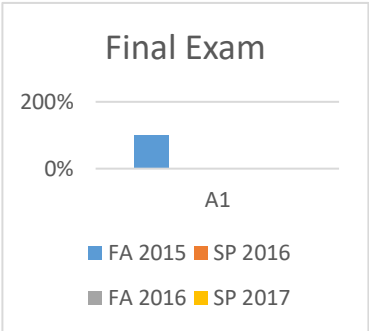
A. Program Learning Outcomes Summary			
Program Learning Outcome		Primary Targeted Courses	Methods of Assessment
A1	Apply diagnostic and procedure principles and guidelines	MEDC201, MEDC203, MEDC205, MEDC240,	Comprehensive Final Exam Homework/Quizzes
A2	Use medical office billing guidelines and procedures	MEDC150	Comprehensive Final Exam Homework/Quizzes
A3	Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes	MEDC101	Exams Comprehensive Final Exam Homework/Quizzes
A4	Interpret medical records for completeness, accuracy, and compliance with regulations	MEDC201, MEDC203, MEDC205, MEDC240, MEDC250	Comprehensive Final Exam Homework/Quizzes End of Semester Presentation

Course Key Listing

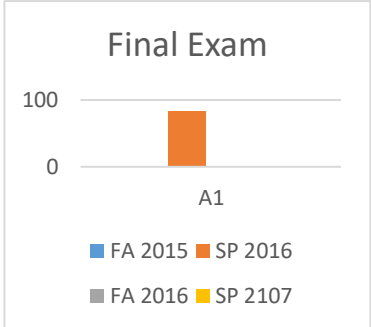
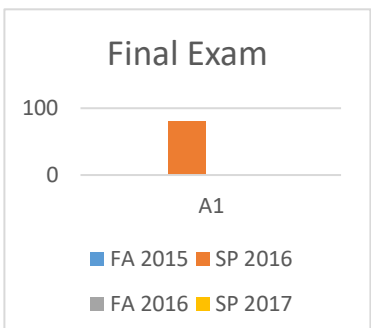
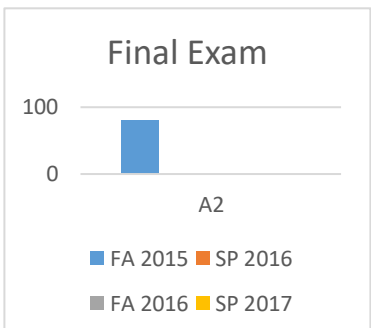
MEDC 101	Medical Terminology	MEDC 205	CPT/HCPCS Coding
MEDC 150	Insurance Billing	MEDC 240	Advanced Medical Coding
MEDC 201	Diagnostic Coding	MEDC 250	Directed Practicum (160) hours
MEDC 203	Procedural Coding		

B. Analysis of Results – CAS in Medical Coding

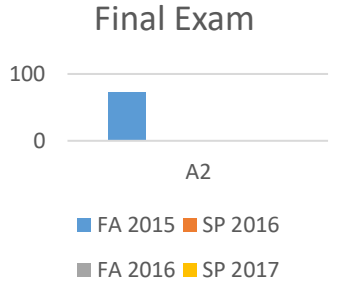
Analysis of Results

Performance Measure (Competency)	Description of Measurement	Areas of Success	Analysis and Action Taken	Results of Actions Taken (during the following year)	Insert Graph or Chart of Resulting Trends (graph up to five years of data)
A1 Apply diagnostic and procedure principles and guidelines	MEDC201 - 70% of students receive 70% or better on Final Exam	MEDC201 – 83.3% of students scored 70% or better on the Final Exam	Objective was met for course. The measurement needs to be changed to 75% of students will score 75% or better on the final exam.		
	MEDC203 - 70% of students receive 70% or better on Final Exam	MEDC203 – 100% of students scored 70% or better on the Final Exam	Objective was met for course. The measurement needs to be changed to 75% of students will score 75% or better on the final exam.		

B. Analysis of Results – CAS in Medical Coding

	<p>MEDC205 - 70% of students receive 70% or better on Final Exam</p>	<p>MEDC205 –83.3% of students scored 70% or better on the Final Exam</p>	<p>Objective was met for course. The measurement needs to be changed to 75% of students will score 75% or better on the final exam.</p>		
	<p>MEDC240 - 70% of students receive 70% or better on Final Exam</p>	<p>MEDC240 –80% of students scored 70% or better on the Final Exam</p>	<p>Objective was met for course. No change is needed at this time.</p>		
<p>A2 Use medical office billing guidelines and procedures</p>	<p>MEDC150 - 70% of students receive 70% or better on Final Exam</p>	<p>MEDC150 – 80% of students scored 70% or better on the Final Exam</p>	<p>Objective was met for the course. The measurement will be changed to include the SimChart for Medical Office which 70% of students receive 70% or better on all exercises</p>		

B. Analysis of Results – CAS in Medical Coding

<p>A3 Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes</p>	<p>MEDC101 - 70% of students receive 70% or better on Final Exam</p>	<p>MEDC101 – 73.27% of students scored 70% or better on the Final Exam</p>	<p>Objective of the course was met. No action recommended at this time.</p>		 <p style="text-align: center;">Final Exam</p> <p style="text-align: center;">100 0</p> <p style="text-align: center;">A2</p> <p style="text-align: center;">■ FA 2015 ■ SP 2016 ■ FA 2016 ■ SP 2017</p>
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B. Analysis of Results – CAS in Medical Coding

	<p>MEDC240 - 70% of students receive 70% or better on Final Exam</p>	<p>MEDC240 –80% of students scored 70% or better on the Final Exam</p>	<p>Objective was met for course. No change at this time.</p>	
	<p>MEDC250 – 80% of students will receive 80% or better on the reflective paper and presentation to represent their practicum experience</p>	<p>MEDC250 – 100% of students scored 80% or better on the reflective paper and presentation to represent their practicum experience</p>	<p>Objective was met for course. No change at this time.</p>	

C. Course Specific Outcomes Assessment Plan

Program Learning Outcome Assessed	Criteria For Evaluation							
		101	150	201	203	240	250	
Apply diagnostic and procedure principles and guidelines	A1			x	x	x	x	
Use medical office billing guidelines and procedures	A2		x					
Utilize medical terminology as well as knowledge of human anatomy and physiology, and basic pharmacology to assign medical codes	A3	x						
Interpret medical records for completeness, accuracy, and compliance with regulations	A4			x	x	x	x	
Assessment Year (2015, 16, 17)								
<u>Methods of Assessment</u>								
Reflective Paper and Presentation							x	At least 70% of students receive 70% on projects according to grading rubric.
Comprehensive Final Exams		X	x	x	x	x		At least 70% of students receive 70% on final exams.
NOCTI Exam							x	All Medical Coding graduates will sit for the NOCTI national exam to assess their overall education.
Homework and/or Quizzes		X	x	x	x	x	x	At least 70% of students accurately complete homework at 100% ratings on or above. 75% of students receive passing quiz grades of 70% or better.

C. Course Specific Assessment Report

Course Selected for Review:

MEDC201 Diagnostic Medical Coding

Program:
CAS in Medical Coding
Date Being Reviewed:
2015 - 2016

Instructor:
Maggie McCabe
Program Coordinator:
Maggie McCabe

Course Specific Student Learning Outcomes		Methods of Assessment	Criteria for Success	Summary of Assessment Data Collected	Actions Taken Based on Findings
C1	Explain the principles and application of ICD-10-CM coding methodology	Final Exam	75% of students will score better than 70% on final exam	77% of students scored better than 70% on the exams	Objective was met for course. No further action at this time
C2	Conduct analysis to ensure that documentation in the health record supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status	Exam Results	75% of students will score better than 70% on exams	85% of students scored better than 70% on the Exams	Objective was met for course. No further action at this time
C3	Demonstrate the ability to use ICD-10-CM code book to correctly assign the correct diagnosis to a diagnostic statement or an inpatient case study.	Exam Results	75% of students will score better than 70% on exams	83% of students will score better than 70% on Exams	Objective was met for course. No further action at this time

C. Course Specific Assessment Report

Course Selected for Review:

MEDC201 Diagnostic Medical Coding

<p style="text-align: center;"><u>Program:</u> CAS in Medical Coding</p> <p style="text-align: center;"><u>Date Being Reviewed:</u> 2015 - 2016</p>	<p style="text-align: center;"><u>Instructor:</u> Maggie McCabe</p> <p style="text-align: center;"><u>Program Coordinator:</u> Maggie McCabe</p>
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	Course Specific Student Learning Outcomes	Methods of Assessment	Criteria for Success	Summary of Assessment Data Collected	Actions Taken Based on Findings
C4	Demonstrate the ability to adhere to current regulations, official coding guidelines, ethical issues and legal implications in code assignment	Homework, Exam,	<p>75% of students will score better than 70% on Assignment 1</p> <p>75% of students will score better than 70% on Exam 1</p>	<p>100% of students scored better than 70% on Assignment 1</p> <p>83.33% of students scored better than 70% on Exam 1</p>	<p>Objective was met for course. Change expectation to 80% of students will score better than 75% on assignment 1</p> <p>Objective was met for course. No further action at this time</p>
C5	Recognize the ability to identify medical terms and documentation to code effectively	Homework	75% of students will score better than 70% on Medical Terminology and Anatomy assignment	83.33 of students scored better than 70% on Medical Terminology and Anatomy assignment.	Objective was met for course. No changes needed at this time.

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF SEPTEMBER 4, 2018**

ITEM: **Program Reviews**

RECOMMENDED RESOLUTION: *Resolved*, that the BridgeValley Community and Technical College Board of Governors approves the program review reports for the A.A.S./C.A.S. in Accounting and the A.A.S. in Board of Governors.

STAFF MEMBER: Peter Soscia, Vice President of Academic Affairs

BACKGROUND:

Each program in the Community and Technical College System is reviewed for viability every five years. Attached for Board review are the program reviews for the above named programs, with the summary recommendations listed below. The recommendation of the BOG will be presented to the West Virginia Council for Community and Technical College Education.

Degree/Emphasis Area	Recommendation
Accounting, A.A.S./C.A.S.	Continuation of the Program at the current level of activity.
Board of Governors, A.A.S.	Continuation of the Program at the current level of activity.

BridgeValley Community and Technical College
Accounting Programs Program Review
Summary

Summary Findings	Reviewer Comments																																																								
Name and Degree level of Program; Number of Hours required for graduation	Accounting Transfer, Accounting General & Accounting Certificate AAS/AAS/CAS 60/60/30 Credit Hours																																																								
Synopses of significant findings, including findings of external reviewer(s)	Please see attached "Synopses of Significant Findings" adapted from ACBSP Accreditation.																																																								
Plans for program improvement, including timeline	Please see attached "Business, Legal and Human Services Division Goals and Strategic Plan"																																																								
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	Please see attached "Opportunities for Improvement" adapted from ACBSP Accreditation																																																								
Five year trend data on graduates and majors enrolled	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">Enrollment by Major</th> <th style="text-align: center;">FALL 2013</th> <th style="text-align: center;">FALL 2014</th> <th style="text-align: center;">FALL 2015</th> <th style="text-align: center;">FALL 2016</th> <th style="text-align: center;">FALL 2017</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3501</td> <td>Accounting-AAS</td> <td style="text-align: center;">19</td> <td style="text-align: center;">24</td> <td style="text-align: center;">21</td> <td style="text-align: center;">24</td> <td style="text-align: center;">12</td> </tr> <tr> <td style="text-align: center;">1501</td> <td>Accounting-CAS</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> </tr> <tr> <td style="text-align: center;">3502</td> <td>Accounting-T-AAS</td> <td style="text-align: center;">30</td> <td style="text-align: center;">15</td> <td style="text-align: center;">16</td> <td style="text-align: center;">15</td> <td style="text-align: center;">17</td> </tr> <tr> <th colspan="2" style="text-align: center;">Graduates by Major</th> <th style="text-align: center;">2013</th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> <th style="text-align: center;">2017</th> </tr> <tr> <td style="text-align: center;">3501</td> <td>Accounting-AAS</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">1501</td> <td>Accounting-CAS</td> <td style="text-align: center;">11</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">12</td> <td style="text-align: center;">6</td> </tr> <tr> <td style="text-align: center;">3502</td> <td>Accounting-T-AAS</td> <td style="text-align: center;">9</td> <td style="text-align: center;">6</td> <td style="text-align: center;">5</td> <td style="text-align: center;">7</td> <td style="text-align: center;">5</td> </tr> </tbody> </table>	Enrollment by Major		FALL 2013	FALL 2014	FALL 2015	FALL 2016	FALL 2017	3501	Accounting-AAS	19	24	21	24	12	1501	Accounting-CAS	1	2	1	0	2	3502	Accounting-T-AAS	30	15	16	15	17	Graduates by Major		2013	2014	2015	2016	2017	3501	Accounting-AAS	3	3	3	4	1	1501	Accounting-CAS	11	7	8	12	6	3502	Accounting-T-AAS	9	6	5	7	5
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Summary of assessment model and how results are used for program improvement	All programs are assessed annually and each class is evaluated once every five years. For details please see attached ACBSP Accreditation application.																																																								

<p>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</p>	<p>ACCT-Transfer For 2014, 2016, and 2017 100% of graduates are either pursuing a four year degree or employed in an Accounting/Finance related position. For 2015, that number is 80%. There is incomplete data to determine year 2013.</p> <p>ACCT-General For 2015 and 2016, 100% of graduates are either pursuing a four year degree or employed in an Accounting/Finance related position. For 2017, that number is 75%. There is incomplete data to determine years 2013 and 2014.</p> <p>ACCT Certificate 100% of graduates for all five years went on to receive their Associates degree. All ACCT Certificate graduates went on to Pursue their Associates degrees and employment data is Reflected above.</p>
<p>Recommendation</p>	<p>I recommend retention of this program.</p>

Synopses of Significant Findings:

It was the desire of the Business and Legal Division to seek accreditation for its business programs through Accreditation Council for Business Schools and Programs (ACBSP). With accreditation being the goal, the process was started in late 2013. The process of completing the self-study for all of the business programs, Accounting, Finance, Management, Marketing, Healthcare Management, Administrative Process Technology and Paralegal Studies, culminated in a site visit in October of 2017. After the ACBSP team visited the institution and reported their findings to the Associate Degree Board of Commissioners, BridgeValley's Business program were granted accreditation in November 2017.

Upon the completion of the ACBSP Accreditation process, the Division received the following feedback which demonstrates significant findings of an external reviewer for all business programs.

Overview and Organizational Profile for Accreditation

1. There were 12 faculty members that prepared the self-study, which was a joint and collaborative effort of the entire Business Unit.
2. The Business Unit appears to work well together and is led by a chair that is knowledgeable due to her long tenure with the institution.

Standard 1: Leadership

3. The Business Unit promotes shared governance as the unit handles leadership on a team basis in setting the vision and goals of the Business Unit.
4. A high-performance work environment is fostered through effective communication at the weekly and monthly meetings, in which division and college-wide information is shared. Additionally, the division meetings are used to discuss any pressing business, budgetary concerns, and the strategic planning progress
5. The business dean conducts regularly scheduled division meetings throughout the semester. The dean meets with chairs once per week to discuss any pressing business, budgetary concerns, and the strategic planning progress
6. The faculty and staff participate in multiple activities each semester to meet the goals of the strategic plan. These activities include: recruitment of new students, support for student organizations, faculty and staff development activities, assessment activities, and participation in community outreach events. The business faculty members work closely with the recruitment/retention specialist to recruit students. The recruitment/retention specialist contacts high schools in the service area and schedules dates for faculty to visit and recruit for the division
7. The Business Unit leadership works with the faculty to create a faculty assessment process that provides a valid assessment model for the department, which includes:
 - Plan of Action (Goals)
 - Self-evaluation (noting minimum percentage for each category)
 - Student/Customer Evaluations

-Classroom observation (one per annual year/may be direct supervisor or peer observation/a subordinate CANNOT observe his or her supervisors)

All faculty evaluation documents are located on Sharepoint.

8. Goals that are established by faculty at the beginning of the year are continually assessed for completion. The faculty evaluation process includes each faculty member being evaluated on their instructional performance in the classroom by the chair of the department and peer evaluations. Faculty are also evaluated by students. Students are given an opportunity to voluntarily complete an anonymous evaluation of the faculty at the conclusion of each semester. Adjunct faculty are evaluated annually by the Department Chair.
9. Faculty members practice good citizenship through active involvement at the College and in the community. Faculty members are encouraged to utilize their time to serve the college and their community through the academic year by allotting time in the faculty schedule for such endeavors. Faculty members volunteer in college, community, and professional organizations. Professional organizations include, but are not limited to, Phi Beta Lambda, West Virginia Business Education Association, and the Southern Business Education Association
10. Faculty also work along with students in school organized opportunities and non-school organized opportunities. School organized opportunities include tutoring, blood drives, MLK Day, etc. Non-school opportunities includes volunteering at hospitals, animal shelters, and libraries. Students are required to complete a minimum of 15 hours of approved community service prior to earning an associate degree
11. The College, President, and Business Unit have a clearly defined educational and leadership system of excellence in place which creates an environment of performance excellence, community connections, and student success. The Business Unit's performance expectations and program directives are aligned with the College's value system, mission, and vision, which enables them to continuously learn, improve, and create a supportive, creative working environment.

Standard 2: Strategic Planning

12. The Business unit follows a well-defined Integrated strategic planning process that has been established institutionally for all academic programs at the college. The process entails a planning retreat held every five years to address minor changes in mission documents/statements. In addition an annual all-campus retreat is held to update the five-year strategic plan that sets forth college priorities, goals and activities to meet the mission of the College.

The goals of the institution and the business unit are Student Success, Institutional Success, Sustainability, and Community and Industry Success. It's these goals that are the basis of the Business Unit strategic plan.

All Chairs, Program Coordinators, and Faculty participate in the Strategic Planning Process with input from Program Advisory Committees

13. The Business Unit has demonstrated a systematic method of addressing strategic planning. The key participants and key initiatives are clearly indicated.
14. The Business Unit has demonstrated a systematic method of addressing strategic planning, how data will be collected, and how it will be used to assess the program performance. The key participants and key initiatives are clearly indicated

15. The Dean sits on the strategic budget and planning council and has input on budget considerations at the college. The business unit has a three year plan for technology and Perkins funds that are received are mainly used to update technology
16. The institution has a five-year Master Facilities Plan which addresses the institution moving forward for the next five years. The plan continues to be updated as changes continue to occur with the merging of both campuses.
17. Classrooms are of traditional size and have proper technology including teacher workstations with computers. The division also has executive classrooms - one on each campus, equipped with a large conference table and computer with TV projection capability. Telepresence classrooms are also available.
18. The division has three dedicated computer labs with functioning computers and up-to-date software
19. Each faculty member has an individual office, equipped with technology, which allows them to meet with students. The majority of the faculty are located at the South Charleston Campus
20. The Business Unit purchased a stock ticker (Business, Finance & Economics), 3M Encoder (Medical Coding Program), and law library subscription (Paralegal Program)
21. The Business Unit has a three year plan whereby the Division Dean submits requests received from the Department Chairs that reflect the faculty and computer lab needs for computers, technology, and software expenditures for budgetary purposes. These are coordinated with the IT Department and this is in line with the School's purchasing policy.

Standard 3: Student, Stakeholder, and Market Focus

22. Articulation agreements, both by course and by program, have been formed with area institutions where the Business Unit's students most frequently transfer.
23. The CCSSE is used for comparison of the Institution's results to national norms.
24. There is a robust 5-year program review policy and process that is followed by the business unit.
25. Student services available to students are very comprehensive with adequate staff to support these efforts
26. The institution encourages faculty and student engagement by providing structure (a common free period) to ensure that class schedules do not conflict with engagement opportunities
27. In response to lower than desired student satisfaction results with Financial Aid, several workshops have been added throughout the academic year to assist students with filling out forms
28. Student satisfaction with the institution and its programs is positive as identified in graduate follow up surveys and meetings with students. Several Business Unit alumni work at the institution, which serves as
29. a testament to students enjoying the college's climate and the college's faith in its graduates' abilities.
30. Advisory board members feel connected to the College and the Business Unit and willingly participate on advisory committees. Advisory board members stated that they offer input to faculty on industry trends that impact program curriculum.
31. Student services available to students are very comprehensive with adequate staff to support these efforts
32. The Institution, as well as the Business Unit, has established policies related to student support and structures in place to provide the support
33. Student satisfaction with the Institution and its programs is positive as identified in graduate follow up surveys and meetings with students.

Standard 4: Measurement, Analysis, and Knowledge Management

34. The institution has come up with a systematic process to track the four essential general education competencies required to be met by all graduates. This is achieved by students compiling artifacts throughout their degree program and writing a reflection paper on how the artifact relates to the competencies and how it will impact their future
35. The Business Unit faculty have a systematic approach of ensuring that all business courses in a program are reviewed within the five-year program review cycle
36. The institution has a clearly defined policy to ensure that all programs go through a review process every five years after it has gone through its first review and feasibility analysis
37. The institution has created a co-requisite model to enable students needing developmental courses to take college courses while completing their developmental courses simultaneously in an effort to increase student retention.
38. Students are required to complete 15 hours of community work as a requirement for graduation which increases graduates' sense of civic and community engagement.
39. The institution has created a systematic process to ensure that all programs are evaluated periodically and graduates meet the four general education competencies. Requiring graduates to complete 15 hours of community service during the program creates civic mindedness in graduates. The offering of co-requisite courses assist graduates in completing their degree sooner and assist in student retention efforts

Standard 5: Faculty and Staff Focus

40. Employee handbooks, policies, and bylaws are evident and accessible for reference by the Business Unit.
41. There is a robust review process in place focused on degree attainment and professional contributions for faculty to be recognized for advancement opportunities
42. Business Unit courses taught by qualified faculty are within ACBSP guidelines
43. Adjustments to faculty qualifications were made and those falling in the Exception category total 4.25%
44. Faculty teaching in the Business Unit are qualified and full-time faculty teach day, evening, and on-line sections.
45. The Business Unit follows BridgeValley's established policy related to faculty qualifications and scheduling.
46. Business Unit Chairs and Program Directors receive course reduction for administrative duties
47. The faculty job description is clearly described. The process for faculty promotion is part of the College's policies and practices.
48. All Business Unit faculty are evaluated annually
49. Sabbatical leave language exists for faculty to engage in sustained research or scholarly activities related to employment.
50. It may benefit the Business Unit to develop a cycle for all Business Unit faculty to attend content-specific professional development to maintain currency in their field
51. Faculty teaching on-line courses in the Business Unit use Quality Matters as a guiding practice, and have participated in QM training. On-line courses use a common shell for consistency.
52. Institutional policies are established and accessible on-line to all employees for each of the operational policies and procedures used by the Business Unit.

53. Faculty load is flexible to allow for community service engagement. Policies at BridgeValley support its commitment to providing faculty a load that values both classroom and external involvement.
54. Guidelines are in place that allow faculty, through a robust review process focused on degree attainment and professional contributions, to be recognized for their advancements and progress in position rank during their instructional career.
55. Business Unit courses taught by qualified faculty are within ACBSP guidelines

Standard 6: Process Management

56. There is a systematic review process in place by the institution with course evaluations by students occurring every semester.
57. All business unit faculty are Quality Matters trained
58. Over 25 percent of the business curriculum credit hours consist of a professional component.
59. Over 25 percent of the associate degree is devoted to courses beyond the professional component to prepare students for transfer or employment given the nature of the degree
60. The business unit uses telepresence access for courses not offered on site to enable students to complete courses without having to commute between campus locations.
61. The institution subscribes to a variety of online resources for the use of faculty and students.
62. The Business Unit maintains a small legal library for use by its students
63. The early alert program is currently actively used by faculty after it was made available electronically with reporting having increased by over 500%. The process and follow-up is well documented with constant review for improved methodology.
64. The institution has a robust faculty review process yearly to encourage innovation and creativity in the education of business students which can be evidenced by the number of trophies won in competitions by business students
65. The Business Unit faculty interact closely with the business students, serving as unofficial mentors in guiding the students through their degree program
66. The business unit faculty are involved in their community, engaging in community events to promote business programs.
67. The business unit has articulation agreements in place with transfer institutions to ensure the seamless transfer of courses. The information is clearly communicated to students on the institution's website.
68. The institution has well defined policies addressing faculty evaluations and student graduation requirements. The business unit has a process in place to have all programs and courses evaluated systematically and have ensured consistency between course offerings by ensuring that all business faculty are quality matters certified and has managed to offer courses at all locations by the use of telepresence access course offerings. The business unit faculty continue to stay engaged with their students and the community.
69. The business unit has ensured that all programs meet the requirements for the general education, business major, and professional component. Articulation agreements and information on the institution's website make it easy for students to have a seamless transition of their courses to other institutions. Making the early alert submission available electronically has increased the strength of the program which is further enhanced by a well-defined follow-up process.

BridgeValley Strategic Plan Goals

<p>GOAL ONE: STUDENT SUCCESS <u>Objective 1.1:</u> Increase Retention rates a minimum of 5% per year <u>Objective 1.2:</u> Increase the number of graduates in certificate and associate degree programs 5% per year</p> <p>Priorities (P): P1 Prepare students to become successful and independent contributors to society by providing transfer skills for future technical innovations P2 Maintain sound assessment program for student learning outcomes assessment P3 Ensure student-centered learning environment and support services</p>	<p>GOAL TWO: INSTITUTIONAL SUCCESS AND SUSTAINABILITY <u>Objective 2.1:</u> Increase headcount by 5% annually <u>Objective 2.2:</u> Increase FTE by 3% annually <u>Objective 2.3:</u> Increase external revenue by 10% annually <u>Objective 2.4:</u> Increase institutional reserves by 3% annually</p> <p>Priorities (P): P4 Assess effectiveness and continuous improvement through data collection and accreditation, and program review processes P5 Promote the college to community and industry through effective recruiting, marketing, branding, and events P6 Provide access to education, training, and enrichment opportunities on multiple campuses, off-site, and online P7 Promote sustainability principles throughout college operations P8 Maintain a safe, secure, modern, and positive learning environment P9 Promote faculty and staff success</p>	<p>GOAL THREE: COMMUNITY & INDUSTRY SUCCESS <u>Objective 3.1:</u> Increase business/industry contacts by 10% per year <u>Objective 3.2:</u> Increase participation in community service and civic engagement by 10% per year</p> <p>Priorities (P): P10 Exhibit responsiveness and flexibility in course and program offerings to meet changing workforce needs of business and industry P11 Build synergistic relationships with community, schools, and alumni P12 Integrate community service and civic engagement opportunities into programming P13 Forge strategic partnerships that advance community, workforce, and economic development</p>
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Business, Legal, and Human Services Division

VISION

The BridgeValley Business, Legal, and Human Services Division will be recognized as the leading provider of opportunities for business, legal, and human services education and training for a diverse learner community while setting the standard for innovative education.

MISSION

The BridgeValley Business, Legal, and Human Services Division strives for excellence by promoting student success, through comprehensive educational programs, collaborating with industry and government, and providing service to professional societies, the community and the state, while adapting to the needs of a technological competitive environment.

Business, Legal, and Human Services Goals

<p>GOAL ONE: STUDENT SUCCESS <u>Objective 1.3:</u> Increase Retention rates a minimum of 5% per year <u>Objective 1.4:</u> Increase the number of graduates in certificate and associate degree programs 5% per year</p> <p>Priorities (BP): BP1 Maintain a safe, secure, modern, and positive learning environment BP2 Deliver demand driven programs and curriculum utilizing emerging technologies BP3 Assess effectiveness and continuous improvement through data collection and accreditation, and program review processes BP4 Provide students with real-world industry application of skills by incorporating a partnership with industry into coursework within their programs BP5 Continue to support and promote student organization membership to students BP6 Incorporate cutting-edge technology in classrooms BP7 Attract, retain and develop quality faculty who demonstrate excellence in teaching BP8 Attract, retain and develop high achieving students <ul style="list-style-type: none"> • Attract high achieving students • Provide opportunities for development to students • Implement a marketing plan for student recruitment </p>	<p>GOAL TWO: DIVISION SUCCESS & SUSTAINABILITY <u>Objective 2.1:</u> Increase headcount by 5% annually <u>Objective 2.2:</u> Increase FTE by 3% annually <u>Objective 2.3:</u> Increase external revenue by 10% annually</p> <p>Priorities (BP): BP9 Explore new associate and certificate degrees to meet needs of industry BP10 Continuously assess the programmatic needs of each campus to ensure cost-effective offerings of business programs BP11 Obtain separate national accreditation for programs BP12 Leverage technology to teach multi-campus courses BP13 Develop partnerships and cooperative agreements with universities and colleges BP14 Attract, retain and develop quality faculty who demonstrate excellence in teaching <ul style="list-style-type: none"> • Provide quality working conditions for faculty • Continued support for adjuncts • Fill vacancies within the Business Studies Division BP15 Strengthen and support funding for the division <ul style="list-style-type: none"> • Apply/utilize grant opportunities for additional resources • Ensure maximum utilization of programmatic fees to benefit the division • Expand online course offerings • Increase online courses by 5% within each department • Explore the feasibility of offering an associate degree that would be delivered completely online and/ alternative scheduling methods. BP17 Increase enrollments through program and market development <ul style="list-style-type: none"> • Expand program marketing to reach a broader spectrum of students • Enhance and expand program and course offerings </p>	<p>GOAL THREE: COMMUNITY & INDUSTRY ENGAGEMENT <u>Objective 3.1:</u> Increase business/industry contacts by 10% per year <u>Objective 3.2:</u> Increase participation in community service and civic engagement by 10% per year</p> <p>Priorities (BP): BP18 Develop partnerships and cooperative agreements with universities and colleges BP19 Promote the college to community and industry through effective recruiting, marketing, branding, and events BP20 Keep Advisory Committees Active and engaged in programs BP21 Incorporate industry involvement for real life experiences and application in student coursework BP22 Utilization of Division website BP23 Utilize student organizations to engage students in community service and industry involvement with the college BP24 Increase collaboration and engagement with the business and education communities <ul style="list-style-type: none"> • Partner with area businesses • Partner with area educators </p>
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**Three-Year Strategic Plan for Program Development, Technology, and Personnel
Academic Years 2017-2019**

PROGRAM DEVELOPMENT

Academic Year	Strategy / Action Plan	Target Date	Cost Consideration	Priorities	Action Taken
2016-2017	Explore the feasibility of AAS in Brewing Operations	01/2017	N/A	BP9 BP1 BP2 BP4 P6	In progress. Advisor Committee formed and curriculum developed. Start date Fall 2018. Program approval April 2018.
	Explore the feasibility of CAS in Baking & Pastry Arts <ul style="list-style-type: none"> Apply for Program Development Grant for CAS in Baking & pastry Arts 	01/2017	N/A	BP9 BP1 BP2 BP4 P6	Grant was applied for in 12/2016 and declined in 01/2017. The college should explore additional offerings in Montgomery as resources such as a kitchen may make the program more cost effective and feasible.
	Incorporate entrepreneurship courses into out of division degrees (i.e.: Diesel, welding, etc.) <ul style="list-style-type: none"> Strategy to increase course enrollment and support viability of AAS in Management-Entrepreneurship concentration Meet formally with other technical program directors to see if entrepreneurship can be incorporated into technical programs 	01/2017 01/2019	No Cost Impact		Fall 2018 Technical programs are now part of the Business Division
2017-2018	Explore the feasibility of AAS in Forensic Science <ul style="list-style-type: none"> Apply for Program Development Grant for AAS in Forensic Science 	01/2017	N/A	BP9 BP1 BP2 P6 BP4	Grant applied for in 12/2016 and declined in 01/2017. The college should continue to explore this degree offering. Plans for request in personnel section. Criminal Justice will be housed in the General Education Division starting Fall 2018.
	Implement AAS in Forensic Science Program	09/2017	*Personnel and Tech Plan	BP9 BP1 BP4 P6	Program approval denied. Continue to investigate options for the Forensic Science Program.
	Continued Increase in AAS in Healthcare Management FTE enrollment by 10%	05/2018	N/A	BP9 BP16	Goal of increasing enrollment of 10% has been met. Program continues to grow.

<p>Healthcare Management: addition of 100% online cohort on alternate semester as onsite cohort. Increase program FTE enrollment by 30%.</p> <p>Teach out Gerontology curriculum utilizing adjuncts</p>	<p>01/2018</p>	<p>Two additional adjuncts needed \$7,200 a year.</p> <p>*Personnel plan</p>	<p>BP12 BP16</p>	<p>Hired two adjuncts to assist with the online delivery when needed.</p> <p>Program has been eliminated from the degree inventory with last graduates completing December 2018. Four classes remain for a Gerontology skill set.</p>
<p>2018-2019</p> <p>New brewing program starting Fall 2018. Develop a Distilling program Develop Outdoor Recreation Program Explore a certificate in Legal Nursing – 1 year program Dean Search Dean Search Development of Medical Coding online, to include CAS and Skill Sets Continue to provide all documentation and reports, membership fees to maintain ACBSP Accreditation</p>	<p>12/2017</p> <p>12/18</p> <p>05/19</p>			

PERSONNEL

Academic Year	Strategy / Action Plan with Business Case	Target Date	Cost Consideration	Priorities	Action Taken																																									
2016 -2017	<p>Replace AAS in Paralegal Studies Faculty Position</p> <ul style="list-style-type: none"> Enrollment Supports Continuation/Replacement: This position is the only faculty position for providing this program. Money generated from enrollment exceeds expenses, including overhead. <table border="1" style="margin-left: 40px;"> <thead> <tr> <th colspan="7">HEADCOUNT ENROLLMENT</th> </tr> <tr> <th rowspan="2">MAJOR DESCRIPTION</th> <th colspan="2">Spring</th> <th colspan="2">Fall</th> <th colspan="2">Spring</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2015</th> <th>2016</th> <th>2016</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Paralegal Studies-AAS</td> <td>34</td> <td>42</td> <td>36</td> <td>32</td> <td>32</td> <td>33</td> </tr> <tr> <td colspan="7" style="text-align: center;">FTE ENROLLMENT</td> </tr> <tr> <td>Paralegal Studies-AAS</td> <td>27.6</td> <td>32.13</td> <td>29.07</td> <td>23.4</td> <td>26.93</td> <td>23.9</td> </tr> </tbody> </table> <p>Hire CAS in Pastry Faculty Program Coordinator</p> <ul style="list-style-type: none"> Pending Program Development Grant Approval If not granted, pending Montgomery campus plans 	HEADCOUNT ENROLLMENT							MAJOR DESCRIPTION	Spring		Fall		Spring		2014	2015	2015	2016	2016	2016	Paralegal Studies-AAS	34	42	36	32	32	33	FTE ENROLLMENT							Paralegal Studies-AAS	27.6	32.13	29.07	23.4	26.93	23.9	08/2016	Replacement	BP7 BP8 P9 BP14	A New program Director of Paralegal Studies was hired
HEADCOUNT ENROLLMENT																																														
MAJOR DESCRIPTION	Spring		Fall		Spring																																									
	2014	2015	2015	2016	2016	2016																																								
Paralegal Studies-AAS	34	42	36	32	32	33																																								
FTE ENROLLMENT																																														
Paralegal Studies-AAS	27.6	32.13	29.07	23.4	26.93	23.9																																								
2017-2018	<p>Hire Forensic Science Instructor – Grant report provided information to substantiate viability of program offering.</p> <p>Business Studies Faculty Member elected phased retirement. Position will be vacant end of school year</p> <ul style="list-style-type: none"> Due to enrollment review, faculty member will not be replaced at this time. When faculty member retires, four full-time faculty will remain in the business programs within the division. To ensure viability, the division will not replace this position. Enrollment will continue to be evaluated for consideration of future replacement 	05/2017	New Position: If Grant Funded \$0 If Institutionally Funded \$43,750.00 (Salary and Benefits)	BP7 BP8 P9 BP14	Grant declined. No new program or position																																									
		08/2017	New Position: \$50,000.00		Program approval was denied. Continue to offer forensic classes using adjuncts for instruction * need to add 2017 data																																									
		08/2017	Est: Savings: <u>\$60,000.00</u> Estimated prorated phased salary and benefits.	BP7 BP8 P9 BP14																																										

HEADCOUNT ENROLLMENT											
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016					
AAS Hosp Mgmt/Hotel & Rest	11	2	1	0	0	0					
Accounting-AAS	15	24	18	21	19	24					
Accounting-CAS	1	2	3	1	0	0					
Accounting-T-AAS	24	15	9	16	16	15					
Advertising-CAS	1	3	2	2	0	0					
Banking and Finance-CAS	0	0	0	2	1	1					
Bus Admin / Management	1	1	0	0	0	0					
Bus Tech/Bus Super Emp A.S.	13	1	1	0	0	0					
Business Tech/Acct Emp A.S.	5	0	1	0	0	0					
Entrepreneurship CAS	3	0	0	2	7	2					
Finance-AAS	0	4	5	1	2	0					
Finance-Banking Conc-AAS	8	4	2	3	1	3					
Finance-T-AAS	9	6	5	5	4	5					
Marketing-AAS	11	10	8	8	6	10					
Marketing-T-AAS	7	3	2	2	2	3					
Mgmt-AAS	6	28	21	22	19	23					
Mgmt-T-AAS	17	22	16	8	10	18					
Mgmt: Entrepreneur Conc-AAS	9	7	4	9	7	10					
Mgmt: Occupation Spr Conc-AAS	3	5	7	11	7	4					
Sales-CAS	0	1	0	0	0	0					
Total	144	138	105	113	101	118					
FTE ENROLLMENT											
AAS Hosp Mgmt/Hotel & Rest	7.87	1.67	0.6	0	0	0					
Accounting-AAS	9.6	17.67	14.47	17.4	13.8	16.33					
Accounting-CAS	0.4	1.07	1.67	0.4	0	0					
Accounting-T-AAS	16.94	9.13	6	12.5	11.4	11.67					
Advertising-CAS	1	2.8	1.2	1	0	0					
Banking and Finance CAS	1.4	0	0	1.87	1.27	0.4					
Bus Admin / Management	0.8	0.6	0	0	0	0					
Bus Tech/Bus Super Emp A.S.	12.13	1.13	0.4	0	0	0					
Business Tech/Acct Emp A.S.	4.4	0	0.93	0	0	0					
Entrepreneurship, AS	2.27	0	0	1.27	0	0					
Finance-AAS	0	2.83	3.4	1.2	1.67	0					
Finance-Banking Conc-AAS	6	2.67	1	2.2	0.87	2.27					
Finance-T-AAS	5.2	3.93	3.27	3.87	2.53	3.07					
Marketing-AAS	8	7.6	6.47	5.87	4.4	8.4					
Marketing-T-AAS	5.47	2.73	1.67	1.47	1.4	2.4					
Mgmt-AAS	5.73	20.93	15.73	16.3	10.93	17.2					
Mgmt-T-AAS	12.53	14.47	10.27	5.8	7.53	12.87					
Mgmt: Entrepreneur Conc-AAS	6.6	6.2	3.13	6.27	5.67	7.93					
Mgmt: Occupation Spr Conc-AAS	3.2	3.73	5.33	8.4	5.13	3					
Sales-CAS	0.2	0.87	0	0	0	0					
Total	59.6	66.1	51.2	52.7	66.6	85.54					

Based on enrollment do not replace AAS in Gerontology Faculty Position. Enrollment in program is as follows:

Absorb CAS in Medical Coding Faculty Position Previously Grant Funded

- Program enrollment supports continuation of program. Additionally, post audit review will provide case for continuation.
- Enrollment now supports payment of position as follows:

HEADCOUNT ENROLLMENT						
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
CAS in Medical Coding	0	11	10	13	15	20
FTE ENROLLMENT						
CAS in Medical Coding	0	7.13	8.53	8.07	9.8	17.9

Hire AAS in Forensic Science Faculty (If not hired at end of 2016 Academic Year)

08/2017	Cost Savings Estimate: \$56,250.00			
08/2017	Prior Funding by Grant- Est Cost: \$43,750.00	BP7 BP8 P9 BP14	Enrollment continues to rise. Position now absorbed by the college	
08/2017	Estimated Cost: \$50,000 (Salary and Benefits)	BP7 BP8 P9 BP14	Program was not approved	

<ul style="list-style-type: none"> Advisory Board and community members support program as both two year degree for employment and pathway to four year degree Savings in other areas of two faculty positions (Gerontology and phased business faculty member) would provide saved monies to fund new position and program. 	<p>08/2017</p> <p>Prior Funding by Grant – Est Cost: \$68,750.00</p>	<p>BP7 BP8 P9 BP14</p>	<p>Program Director's position absorbed by college. Solid enrollment and FTE to support position.</p>																																									
<p>Absorb AAS in Healthcare Management Position previously grant funded</p> <ul style="list-style-type: none"> Program enrollment supports continuation of program. Additionally, post audit review will provide case for continuation. <table border="1" data-bbox="422 1081 592 1774"> <thead> <tr> <th colspan="7">HEADCOUNT ENROLLMENT</th> </tr> <tr> <th rowspan="2">MAJOR DESCRIPTION</th> <th colspan="2">Spring 2014</th> <th colspan="2">Spring 2015</th> <th colspan="2">Spring 2016</th> </tr> <tr> <th>Fall</th> <th>Spring</th> <th>Fall</th> <th>Spring</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>Healthcare Mgmt-AAS</td> <td>0</td> <td>10</td> <td>11</td> <td>24</td> <td>26</td> <td>34</td> </tr> <tr> <td colspan="7">FTE ENROLLMENT</td> </tr> <tr> <td>Healthcare Mgmt-AAS</td> <td>0</td> <td>8.33</td> <td>8.93</td> <td>18.5</td> <td>19.27</td> <td>24.5</td> </tr> </tbody> </table> <p>Absorb AAS in BOG faculty position (BTG Grant Funded)</p>	HEADCOUNT ENROLLMENT							MAJOR DESCRIPTION	Spring 2014		Spring 2015		Spring 2016		Fall	Spring	Fall	Spring	Fall	Spring	Healthcare Mgmt-AAS	0	10	11	24	26	34	FTE ENROLLMENT							Healthcare Mgmt-AAS	0	8.33	8.93	18.5	19.27	24.5	<p>08/2017 or Later</p> <p>Prior BTG Grant Funded – Estimated Cost: \$68,785.00</p>	<p>BP7 BP8 P9 BP14</p>	<p>Position funded by college. Program relocated to General Studies</p>
HEADCOUNT ENROLLMENT																																												
MAJOR DESCRIPTION	Spring 2014		Spring 2015		Spring 2016																																							
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<p>Hire Part-Time/Full-Time Recruiting and Retention Specialist for Division specific recruiting efforts, position previously grant funded</p> <ul style="list-style-type: none"> This position has dramatically impacted the BLHS capability to recruit and retain students. Fall enrollment within the division increased by 8.19% after a continued decline, in a great part due to the support of this position. 	<p>08/2017</p> <p>Prior Funding by Grant – Est Cost: \$16,553</p>	<p>BP7 BP8 P9 BP14</p>	<p>Requested position denied</p>																																									
<p>Increase of three online adjuncts for Medical Coding Program Online Expansion per semester.</p>	<p>01/2018</p> <p>\$10,800 yearly cost of adjuncts (However, more tuition revenue should cover this expense and generate profit) Anticipate an increase in 10-15 students with new cohort</p>	<p>BP14 BP16</p>	<p>Hired one adjunct to teach online and face-to-face.</p>																																									
<p>Division Dean Search</p>	<p>5/2018</p>																																											

2018-2019

TECHNOLOGY

Academic Year	Strategy / Action Plan	Target Date	Cost Consideration	Priorities	Action Taken
2016-2017	Purchase Stock Ticker as First Item for Stock Trading Lab	March 2017	\$20,000 (Perkins Grant Funds Utilized)	BP1 BP2 BP4 BP6 BP8	Stock ticker purchased and installed 5/2017
	3M Renewal of Software	May 2017	\$1000 (Student Fees)	BP15 BP12	
	West Law Software Renewal	May 2017	\$4000 (Perkins Monies or Student Fees)	BP15 BP12	
	Upgrade to Microsoft Office 2016 in Labs (Instructional Materials have been upgraded) Davis and B2000	June 2017	IT to cover estimated cost in system upgrades	BP15 BP12	Completed Fall 2017
	Purchase Healthcare Management Simulation for capstone course	August 2017	\$5,000 (Perkins Monies or Student Fees)	BP15 BP12	
2017-2018	Finance Lab – 48" LED Display Bundle with Teaching Projection Screens	May 2018	\$18,000 (Perkins Monies)	BP15 BP12	
	3M Renewal of Software	May 2018	\$1000 (Student Fees)	BP15 BP12	
	West Law Software Renewal	May 2018	\$4000 (Perkins Monies or Student Fees)	BP15 BP12	Re-negotiated contract for WestLaw to reasonable monthly cost.
	Lan school Purchase for computer labs B216 and Davis 503	May 2018	\$5000 (Perkins Monies to cover)	BP15 BP12	Completed Spring 2018
	Finance Lab – Dual Monitor/Trading Software, Time Clocks	May 2019	\$15,000 (Perkins Monies)	BP15 BP12	
2018-2019	3M Renewal of Software	May 2019	\$1000 (Student Fees)	BP15 BP12	
	West Law Software Renewal	May 2019	\$4000 (Perkins Monies or Student Fees)	BP15	

Opportunities for Improvement

Overview and Organizational Profile for Accreditation

Opportunity for improvement would be to post mission and vision statements of the institution in a visible location.

- A copy of the mission statement has been placed in Student Services which houses Admissions, Financial Aid and the Registrar's office. New and current students will be able to examine the highly visible statement.

Standard 1: Leadership

The Business Unit could benefit from having a timeline established to fill vacancy

- Dr. Peter Soscia, VP of Academic Affairs, as well as the interim Dean of Business and Legal Studies, indicated in a Division meeting dated 10/27/2017 that a new Dean should be in place by the end of the 2017-18 academic year. Due to the departure of the former Dean within two weeks before the start of the Fall 2017 semester, Administration made a decision to delay the search until after the Fall term to consider options within the growing Business Division. The plan is to address the role and responsibilities of the Business and Legal Studies Division Dean at the completion of the Fall term, with an active search to begin earlier in the Spring 2018 term.

Criterion 2.4 Facilities

There is an ongoing legal dispute over the building that the Business Unit occupies which questions the stability of the Business Unit.

- On Wednesday, October 25, 2017 the BridgeValley CTC Board of Governors resolved the service agreement dispute with the West Virginia Regional Tech Park Corporation. The agreement resolves the dispute regarding past monies owed to the Park and established a new service agreement moving forward. (please see attached Board of Governors Meeting minutes dated 10/25/2017 and the attached service agreement)

Criterion 3.2 Stakeholder Satisfaction

The opportunity exists to identify an area in the college as being responsible for conducting environmental scans to identify market needs. The Business Unit could also benefit from having access to data to identify trends, areas needed for improvement, and to measure progress.

- The College has not conducted an environmental scan, but the West Virginia Community and Technical College System(WVCTCS), in conjunction with West Virginia Higher Education Policy Commission(WVHEPC), generates special reports that supply data and information useful to the college for recruiting and programing purposes. Two specific reports, *High School Senior Opinion Survey* and *From Higher Education to Work in West Virginia*, are particularly helpful to the institution and division for recruiting and programming. (reports attached)

While the Business Unit has an Early Alert process beyond the faculty member filing the alert, they have limited or no involvement in the success plan or follow up.

- The current alert process is set up to provide feedback to the faculty member after two attempts to contact the student have been made. The Faculty member is supposed to receive feedback after the alert case has been closed either after contact with the student or after the unsuccessful attempts to reach the student. Student Services does realize that all cases are not being reported back to the faculty member and is rectifying the situation. Appendix A demonstrates the follow of the Early Alert System. (Appendix A – Early Alert Flow Chart)

Students in the Business Unit indicated that the communications they receive from the College on items of importance (i.e. sustainability of the institution with recent news reported in the newspaper and TV news about back rent owed and possible eviction) to them are vague and leave them with questions about the institution. They rely on their instructors whom they trust to address their concerns. The College could benefit from having a communication plan with students to address key concerns and build confidence in the institution and its leadership.

- The Institution realizes this was a problem. Due to the legal nature of the service agreement dispute, communication often had to go through the institution’s lawyer as well as the Board of Governors, and through the Attorney General’s office before it could be transmitted to faculty and students. In this case, the news media was extremely savvy in obtaining information prior to the proper release of information. Critical information is communicated to the students through the Dean of Students – James McDougle. Prior to the communication reaching the student, the Chief Marketing Officer will collaborate with the Vice President of Student Affairs and the Dean of Students, to prepare a consistent message to faculty, staff and students.

Criterion 3.4 Stakeholder Results

The Business Unit may benefit from implementing a formal faculty and staff satisfaction instrument.

- Business and Legal Studies Faculty Senate Representatives are pursuing the development of an evaluation instrument to allow faculty and staff the opportunity to

evaluate processes, procedures, and the management and administration of the institution. Working through the Faculty Senate, in conjunction with the Classified Staff Council, the shared governance model will be more advantageous to accomplish the development of the evaluation instrument. As part of the Faculty Senate agenda for the November 2017 meeting, the first steps were taken to discuss the development of a formal satisfaction instrument. (see attached Faculty Senate Minutes) 3.4 The Business Unit may benefit from formalizing a process, outside of faculty evaluation, of using student course feedback for quality improvement, identifying trends over time

The institution does not have an identifiable Institutional Effectiveness area. Program Chairs appear to be responsible for this type of work (i.e. student surveys, course surveys). It could not be determined if comparisons across the College to an identified threshold were in place. The Business Unit may benefit from establishing a centralized and systematic process to gather and share trend and comparative data with Business Unit staff

The Business Unit may benefit from formalizing a process, outside of faculty evaluation, of using student course feedback for quality improvement, identifying trends over time

Criterion 3.5 Business/Industry Relations

Advisory Board Committee Meeting Agendas and Minutes for each program seeking ACBSP accreditation were not available for both fall 2015 and spring 2016. The Business Unit may benefit from documenting and centrally storing all Advisory Board Committee meeting minute. The college would benefit from electing an external chair to lead the meetings

- All Advisory Board committee minutes are housed on the Business and Legal Studies Microsoft SharePoint Portal for faculty and administrators to review. The division will often have a collective meeting of all advisory committees with break-out sessions for the different programs. The division also has joint meetings with programs that have similar content such as Accounting and Finance, Marketing and Management, Healthcare Management and Medical Coding, Administrative Professional Technology and Legal Studies. This practice has been a good opportunity for programs to share ideas and evaluate shared curriculum and get committee feedback. (Advisory Committee Minutes are attached)

Criterion 4.1 Student Learning Outcomes

The Business Unit may benefit from ensuring there is a distinction between the program learning outcomes. The program learning outcomes are the same for the Accounting degree and the Accounting 2

+ 2 degree. The program learning outcomes are the same for the Management degree and the Management - Occupational Specialty degree. It is important to ensure that program learning outcomes reflect the purpose of the program

Criterion 5.1 Human Resource Planning

As new faculty are hired, the Business Unit may benefit from considering to specifically recruit for more diversity in the faculty that teach in the business unit

Criterion 5.8 Faculty Instructional Development

Faculty in-service topics reviewed are operational in nature rather than focused on teaching and learning. It may benefit the institution to balance this approach with teaching and learning topics

It may benefit the Business Unit if all faculty receive training for campus security related topics. It is currently optional.

Criterion 6.6 Minimum Grade Requirement

The policy on course substitution is not clearly defined leading to a large number of course substitution forms being unnecessarily completed. It would benefit the institution to list alternative courses that are accepted in meeting a degree program requirement to reduce the volume of course substitution requests. Although there is a documented process that is being adhered to for course substitution, a clear policy on course substitution is not evident, resulting in inconsistencies and inefficiencies in the completion of course substitution forms.

- When the institutions (Bridgemont and Kanawha Valley CTC) separated from their 4 year counterparts, each institution prepared their own course listings. Kanawha Valley's administration felt that course substitution were necessary to align the 4 year equivalents to the CTC. In some cases, a student at that time would have had a substitution of ENG 101 for ENGL 101. With the Core General Education Transfer list that was developed by West Virginia Higher Education Policy Commission (see attached), it eliminated the need for substitution forms for the General Education courses transferred from the 4-year institutions. Upon the merger of Bridgemont and Kanawha Valley to form BridgeValley, alignment again occurred with courses and programs. For the Business and Legal Division, this resulted in some programs and courses being eliminated where duplication occurred. It also resulted in programs and courses being revised in outcomes and content. Teach-outs were provided for programs that were eliminated thus producing a fair amount of substitution forms in a student's file. Now all teach-outs are completed and students are enrolled in programs with BridgeValley course offerings. The Division has also identified restricted electives for each programs and has notified the Registrar of these electives. The Institution is also in the process of implementing DegreeWorks which will assist the student in scheduling and restricted elective selection.

Criterion 6.7 Learning and Academic Resources

The current learning resources available for faculty and students in the library are limited to online access only with the library not being staffed with a qualified librarian at the Montgomery campus and the South Charleston campus. It may benefit the Business Unit to have a timeline in place for the creation of a library with physical books and staffed by a qualified librarian.

- The position of the Librarian has been posted and a search committee has been formed. The interviewing process should be completed by earlier December with selection by mid-December. The goal of Administration is to have the new Librarian in place for the Spring 2018 term. The Librarian will be responsible for library services on both campuses. With the acquisition of buildings on the Montgomery campus, Administration is looking at the possibility of a physical library. BridgeValley has a relationship with the Kanawha County Library System as well as the Marshall Graduate College Library, closely located to the South Charleston Campus.

Business Program Performance Including Student Achievement and Summary of Standard 6 – Process Management

It would benefit the institution to have a clearly defined course substitution policy to reduce the number of redundant course substitution paperwork processed each semester. Having a library with physical books available to students and employees will promote research and success for those who are not comfortable with electronic books and articles.

- With the Core General Education Transfer list developed by West Virginia Higher Education Policy Commission (see attached), the need to complete substitution forms for General Education courses from State Institutions has been eliminated. Also with all teach-outs completed from the merger, this has eliminated the need for course substitutions. Identifying restrictive electives in the Business programs has also reduced the need for substitutions forms.
- With the acquisition of buildings on the Montgomery campus, Administration is looking at the possibility of a physical library. BridgeValley has a relationship with the Kanawha County Library System as well as the Marshall Graduate College Library, closely located to the South Charleston Campus.

BridgeValley Community and Technical College
Board of Governors AAS (3101) Program Review

2017-18

Summary

Summary Findings	Reviewer Comments
<p>Name and Degree level of Program; Number of Hours required for graduation</p>	<p><i>Board of Governors Associate of Applied Science - 3101</i> <i>60 credit hours for completion</i></p> <p>Degree Requirements:</p> <p style="padding-left: 40px;">21 hours of General Education 3 credits – Computer Literacy 6 credits – English/Communications 6 credits – Math/Science 6 credits - Social Science/Humanities</p> <p style="padding-left: 40px;">39 hours of General Electives</p> <p>The Board of Governors Associate in Applied Science degree program is a statewide, nontraditional, degree completion opportunity at the associate degree level specifically devised for adult learners to meet occupational goals, employment requirements, establish professional credentials, or achieve personal goals. This degree program provides the opportunity for adult learners to utilize credit for prior learning experiences via licenses, certificates, military credit, and other non-collegiate sources while assuring maximum credit transferability.</p> <p>The Board of Governors A.A.S. requires 60 credit hours which include a general education core of 21 credit hours and 39 credit hours consisting of general electives. The structure of the degree assures flexibility in program design to meet the individual needs of adult students. The required general education courses assure the development of essential skills and competencies necessary for an associate degree level graduate. The general electives, with the opportunity for a defined area of emphasis, allow students to demonstrate and document a defined occupational proficiency. Twelve hours of the degree program must be earned at a regionally accredited Institution. At least three hours of credit from BridgeValley is required to establish residency.</p>
<p>Synopses of significant findings, including findings of external reviewer(s)</p>	<p>When completing a Board of Governors AAS degree, it demonstrates to a potential employer that the candidate has the necessary skills to be successful in the workplace. The US Department of Labor completed a study “Secretary’s Commission on Achieving Necessary Skills (SCANS) report to indicate important skills necessary for the work place. With receiving a Board of Governors AAS degree, it demonstrates that a student has mastered core competencies that employers are looking for.</p> <p>The four General Education Student Learning Outcomes for BridgeValley are:</p>

- Communicate effectively by listening, speaking, and writing using appropriate technology
- Use quantitative and scientific knowledge effectively to solve problems, manipulate and interpret data, and communicate findings.
- Demonstrate interpersonal skills and ethical behavior appropriate for living and working in a diverse society.
- Apply critical thinking skills to analyze problems and make informed decisions.

These competencies align with the competencies mentioned in the SCANS report as being key employable skills. Skills in the SCANS report are as follows:

Resources:

Identifies, organizes, plans, and allocates resources

- *A. Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules
- *B. Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- *C. Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently
- *D. Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal:

Works with others

- *A. Participates as Member of a Team*--contributes to group effort
- *B. Teaches Others New Skills*
- *C. Serves Clients/Customers*--works to satisfy customers' expectations
- *D. Exercises Leadership*--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies
- *E. Negotiates*--works toward agreements involving exchange of resources, resolves divergent interests
- *F. Works with Diversity*--works well with men and women from diverse backgrounds

Information:

Acquires and uses information

- *A. Acquires and Evaluates Information*
- *B. Organizes and Maintains Information*
- *C. Interprets and Communicates Information*
- *D. Uses Computers to Process Information*

Systems:

Understands complex inter-relationships

- *A. Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them

	<ul style="list-style-type: none"> • <i>B. Monitors and Corrects Performance</i>--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions • <i>C. Improves or Designs Systems</i>--suggests modifications to existing systems and develops new or alternative systems to improve performance <p>Technology:</p> <p>Works with a variety of technologies</p> <ul style="list-style-type: none"> • <i>A. Selects Technology</i>--chooses procedures, tools or equipment including computers and related technologies • <i>B. Applies Technology to Task</i>--Understands overall intent and proper procedures for setup and operation of equipment • <i>C. Maintains and Troubleshoots Equipment</i>--Prevents, identifies, or solves problems with equipment, including computers and other technologies <p>Other Significant Strengths:</p> <ul style="list-style-type: none"> • Strong number of graduates • Two CAEL Certified Faculty members who hold a certificate of Mastery in PLA. • The creation of a PLA website – “STEP-Up Make Your Experience Count” - through BTG Funds to attract adult learners. • Professional development provided to faculty to increase the use of credit for prior learning in traditional programs. • Credit for Prior Learning opportunities identified in many degree programs. • Viable degree option for those waiting to get into programs such as Nursing, Diagnostic Sonography, Nuclear Medicine, Medical Laboratory Technology, Dental Hygiene, Respiratory Therapy, and Veterinary Technology. • Viable degree option for student who have stopped out with over 50+ hours. • Viable degree option for students who are struggling in a traditional major, approaching maximum credits for financial aid.
<p>Plans for program improvement, including timeline</p>	<p>See below:</p>
<p>Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished</p>	<p>Consider challenges more than weakness to the program:</p> <ol style="list-style-type: none"> 1. Promotion of degree, in that it is a general education degree with no ties to specific occupations. 2. Student’s understanding of the portfolio process and the depth of the work that is required to complete the process. 3. Faculty’s understanding of the portfolio process and how to evaluate prior learning experiences. 4. Portfolio reviews – coordination of reviews and paperwork with content experts. 5. Community Service requirement of the College for graduation poses a problem for graduating students. Often waivers have to be completed to clear a student for graduation. <p>Implemented solutions: (work in progress)</p>

1. Focus on the core skills demonstrated by the college degree such as communication, critical thinking, problem solving, and interpersonal skills and how employers are looking for core skills and are willing to train specific to the job. Also have students enhance resume to demonstrate core skills and knowledge in a specific content area.
2. Areas of Concentration/Emphasis identified and recorded in some way on the student's transcript.
3. Utilize the PLA website as an option for portfolio completion and distribution to content experts/reviewers
4. Continue to provide professional development opportunities for faculty to learn more about the portfolio process and how to evaluate prior learning. Also investigate other options for the assessment of prior learning such as an institutional challenge exam/paper/project that would demonstrate a student's mastery of the course learning outcomes.
5. Continue to investigate certifications and licensure obtained by students in certain fields of study that would mirror or match the learning objectives in program courses – designate credit for these certifications and licensures to entice students to enter degree programs and complete a degree with having the advantages for earning credit for prior learning.
6. Utilize the college's membership to CAEL to provide information on the assessment of prior learning.
7. Eliminated Community Service Requirement for the Board of Governors AAS degree – May 2018

Five year trend data on graduates and majors enrolled

	13-14	14-15	15-16	16-17	17-18
Declared Majors	23	25	37	21	18
Graduates	38	40	40	48	70

Not many students usually declare Board of Governors AAS as their major early in their college career. When students start looking for an opportunity to receive a degree, based on the credits they have or the experiential learning they have received, the Board of Governor AAS program is examined. This reasoning provides an explanation as to why there are more graduates than students enrolled in the Program.

Summary of assessment model and how results are used for program improvement

The Board of Governors is an adult completion degree. Many students in the program are returning to complete a degree they may have started years ago at institutions other than BridgeValley. In some cases, a student may only need the 3 hour residency requirement for the degree. With few credits earned at BridgeValley, it is not a true assessment of the skills and abilities gain from the College.

The Board of Governors AAS uses the ETS Proficiency Profile as an assessment tool to measure a student's core general education Learning outcomes. The ETS Proficiency Profile measure student's skills in reading, critical thinking, writing and math. The reading and critical thinking questions incorporate arguments from Humanities, Social Science and Natural

	<p>Science. Graduates are required to take the computerized two hours exam as a degree completion requirement.</p> <p>Because of the nature of the degree, skills such as Math and effective written Communication skills may not have been utilized for some time, thus indicating low scores on parts of the ETS exam.</p> <p>With the assessment of the BOG AAS, it is noted that the majority of the students have a mastery of Level 1 Reading and Writing. Mastery level drops considerably at levels 2 and 3. With level 3 - Critical Thinking skills, less than 10% of the students can perform at the Marginal level or above. Math scores indicate that over 80% of the students can perform at level 1, but a significant decrease in the number of students able to perform at levels 2 and 3.</p> <p>Results of the assessment are collected every year and goals for improvement have been established. Seeing similar results each year, advising the returning student to take advantage of the student success center for tutoring as well as using the Adult Basic Education Center for a review of basic math skills is recommended. Also, if a student has been out of the education environment for a while, advisors will recommend repeating certain general education courses for review to enhance skills.</p>
<p>Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees</p>	<p>No data available</p> <p>The majority of the students that complete the BOG AAS degree program are employed full-time. Most students are seeking the degree to enhance employment opportunities within the company they are employed. These students either work for State Government agencies, Public Schools Service, personal or locally owned small businesses. Many complete the degree while waiting to be accepted into one of BridgeValley's Health Science Programs with selected admissions such as Nursing, Diagnostic Medical Sonography, Dental Hygiene, Respiratory Therapy, Veterinary Technology or Nuclear Medicine. Students completing the degree articulate into an RBA program at any of the 4-year institutions. About 1/4th of the graduates continue on to the RBA program. Employment ranges from Elementary School Teacher's Aides, WV State Administrative Assistants, Power Plant Operator, Waste Water Treatment Plant Engineer, City Police Officer, Computer Tech, Sales Representative, School Bus Drivers, Real Estate Agents, and Insurance Agents.</p>