BridgeValley
Community & Technical College

Photo Credit: MetroNews

Higher Learning Commission

Assurance Argument

Year 4: Comprehensive Evaluation 2023

On-campus Visit October 16-17

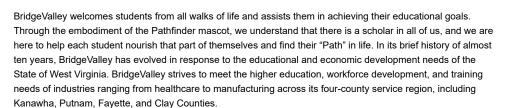Christina Johnson

BridgeValley Community and Technical College

Introduction   Evidence File   Assurance Argument   Administration   Help

Introduction

Edit

Welcome to BridgeValley's 2023 (Year 4) Assurance Argument.

BridgeValley was established in March 2014 in response to the passage of Senate Bill 438 during the 2013 legislative session. The Bill authorized the reorganization and consolidation of Bridgemont and Kanawha Valley Community and Technical Colleges to form a stronger, more comprehensive multi-campus institution for the region. BridgeValley officially began its journey as a newly formed standalone institution in Fall 2014.

BridgeValley welcomes students from all walks of life and assists them in achieving their educational goals. Through the embodiment of the Pathfinder mascot, we understand that there is a scholar in all of us, and we are here to help each student nourish that part of themselves and find their "Path" in life. In its brief history of almost ten years, BridgeValley has evolved in response to the educational and economic development needs of the State of West Virginia. BridgeValley strives to meet the higher education, workforce development, and training needs of industries ranging from healthcare to manufacturing across its four-county service region, including Kanawha, Putnam, Fayette, and Clay Counties.

BridgeValley's President, Dr. Casey Sacks, was named Acting President in June 2021 and was officially selected as President in December 2021 following a national search. In her first 18 months, she and the college leadership team worked to stabilize enrollment and bring in gifts and grants of about $11 million. They also brought to life a vision of a nursing-focused public charter school to help address West Virginia's nursing shortage and provide dual enrollment opportunities to students in our region. As a result, the **W**orkforce **IN**itiative (WIN) Academy for nurses was approved by the state charter school board. The WIN Academy provides an accelerated, dynamic nursing degree program for high school juniors and seniors who are passionate and focused on a nursing career. Dr. Sacks has also focused the College's goals around four strategic initiatives focusing on Enrollment, Retention, Completion, and Fundraising support. Under Dr. Sacks' leadership, the College is becoming stronger and more transparent in its financial planning and data-driven decision-making processes.

Through the dedication of BridgeValley's Faculty, Staff, and Administration and the support of its students and community, the College is living its Mission. As a collective effort between academic, cocurricular, and workforce partnerships, we promote student success, prepare a skilled workforce, and build tomorrow's leaders by providing access to quality education.

The BridgeValley Team wants to thank the Peer Team in advance for participating in our Year 4 Comprehensive Review and site visit. We look forward to meeting with the Team and sharing our story.

WELCOME TO BRIDGEVALLEY!

Powered by Anthology Inc.

Assurance Argument

BridgeValley Community and Technical College

Review date: 10/16/2023

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1. BridgeValley Community & Technical College (BridgeValley) was formed as the result of legislation in 2013 merging Bridgemont Community and Technical College and Kanawha Valley Community and Technical College. The two institutions formally merged and became one in July 2014. BridgeValley currently has campus locations in South Charleston and Montgomery. Per WV Code §18B (page 4), the college's service area consists of four counties in West Virginia which include Kanawha, Fayette, Clay, and Putnam. The college additionally shares service areas with other community colleges.

BridgeValley's mission, vision, and value statements were originally established during meetings and activities as the two institutions worked through the merger process. Per policy, the statements are reviewed at least every five years for currency during **s**trategic planning events. In 2019, faculty, staff, and administrative groups in the college began review and development of a new strategic plan using the Hoshin Kanri approach. Supervisor training involved the use of the SOAR method to integrate college, division, and departmental goals. Through these processes, the college reviewed the mission, vision, and value statements and established a new strategic plan in 2020. The President's Cabinet reviewed the statements along with the institution's strategic plan during the fall of 2021. With minor revisions, the strategic plan was approved by the institution's Board of Governors at their December 2021 meeting.

1.A.2. The mission, vision, and value statements clearly reflect the emphasis the institution places on its responsibility to provide access to quality education and prepare a diverse student body to enter the workforce. BridgeValley supports its mission, vision, and values with academic program offerings, instruction through state-of-the-art simulation laboratories for dental hygiene, nursing,

sonography, and EMT students as well as clinical and public service-learning opportunities. The statements are as follows:

Mission

BridgeValley Community & Technical College promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education.

Vision

BridgeValley Community & Technical College will be the college of opportunity for a diverse learner population, offering leading-edge technology, innovative ideas, and dynamic service to our students and our communities.

Values

Faculty, staff, and administrators share a common set of values that guides the College in fulfilling its mission. These values influence our actions, guide our decision, mold our policies, and determine our strategic planning.

1. *Excellence in Education*
2. *Achievement and Accessibility*
3. *Respect for Diversity*
4. *Accountability*
5. *Quality of Work Environment*
6. *Contribution to Community and Economic Development*
7. *Commitment to the Future*

1.A.3. BridgeValley's mission, vision, and value statements clearly reflect the intent of the college to provide educational opportunities to a diverse student population. The Strategic Plan identifies three goals for the institution that support the mission and vision of the college: Goal 1. Student Success; Goal 2. Institutional Success and Sustainability; Goal 3. Industry and Community Success. Each division works with its individual departments to set goals which support the Strategic Plan thus adhering to and supporting the established mission, vision, and value statements.

1.A.4. BridgeValley has five divisions designed to offer a variety of high-quality CAS, AAS, AA, AS programs and non-credit training. Academic program offerings in business, education, health, and technology fields provide students with a variety of options. Non-credit training such as Commercial Driver's License and BICSI (fiber optics) meet demands of industry as needed and requested.

BridgeValley's Health Division offers a variety of high-quality health programs. The BridgeValley School of Nursing was awarded part of a $9 million grant from the governor's office in May 2022 to expand the nursing program. The program now offers a traditional 2-year program, and three accelerated options that include advance placement options for LPN's, paramedics, and vo-tech nursing graduates as well as a 16-month option. The Diagnostic Medical Sonography program expanded its program and added a cardiac track for students. The decision to develop and offer this track was in response to industry need. These are two examples of how BridgeValley adheres to its mission.

One example of BridgeValley providing access to quality education is the Utility Line Service

Maintenance training. Classes began as non-credit and were developed into credit-bearing courses in 2021 to provide more financial support for students who wanted to complete the expensive training. The credit-bearing courses can be used toward the Technical Studies, CAS degree which is included on the WV Invests Grant inventory. West Virginia Invests is a last-dollar-in financial aid program designed to cover the cost of tuition and academic program fees for certificate and associate degree programs in specific high-demand fields as determined by the West Virginia Department of Commerce at participating West Virginia public two- or four-year institutions.   Under this state aid program, any student, regardless of financial status, is eligible for free tuition at community colleges throughout the state. BridgeValley works to ensure access to quality educational opportunities for all students.

BridgeValley also collaborates with industry partners to provide affordable, accessible educational opportunities. CThe ollege works in partnership with Toyota to deliver an option for students in the Advanced Manufacturing program to attend classes two days a week and work for the company three days. WVU Medicine offers 10 nursing students an opportunity to earn an income of $5,000 per semester provided they sign on for employment upon completion of the program. Both are examples of building a skilled workforce and providing accessibility to education.

BridgeValley has made significant investments in technical laboratories to remain at the forefront of industry changes. To enhance student learning experiences, examples of lab equipment for the health division are simulation laboratories for nursing and EMS, sonography equipment, an anatomage table (3D anatomy), and three digital x-ray machines for the dental clinic. The Advanced Technology Center houses one of only two Process Technology Units in the United States, robotics simulators, programmatic logic controllers, 3D printers, and updated computer and networking equipment. The diesel program provides both diesel engines and electric motors to provide up-to-date hands-on learning experiences.

Students have access to a variety of support services to promote success. These include but are not limited to tutoring, counseling, accessibility, veteran's, career, and library services. Bootcamps and TEAS test prep seminars are available to assist student success.

BridgeValley's student population consists of mostly non-traditional, white females as the demographic chart reflects. Consistent with BridgeValley's service area population statistics, approximately 10% of the student population reports as being a minority.

 1.A.5. The mission, vision, and value statements are publicly articulated in several ways. The BridgeValley website and catalog both offer information to the general public.   The syllabus template used by the institution contains the mission statement as well as a diversity statement. The mission statement is also displayed through job announcements, the College's digital messaging system and in the student handbook.

BridgeValley hired SWIM, a consulting group, to identify ways the College could improve its processes and communication.   The consultants conducted a thorough examination of BridgeValley's enrollment, retention, completion, and fundraising processes during the summer of 2022. The College Leadership Council , consisting of administration, academic Deans, faculty, and staff members, worked with the consultants to establish measurable goals and strategic initiatives. The college began implementing recommendations and initiatives for the four key components that support the institution's mission, its strategic plan, and deemed essential to the sustainability of the institution. The President provides regular progress reports to the Board of Governors on the four strategic initiatives during their publicly held meetings.

BridgeValley supports its commitment to its mission by financially supporting its academic programs and student support services. The institution provides individual department budgets to support its academic programs for supplies, equipment, and professional development. The Student Services area receives institutional budgets to support services and activities directly related to students. The support includes tutoring, counseling, accessibility services, and activities. Funding is also provided through Perkins and grant funding opportunities to support academics and student support services. This will be discussed in greater detail in Criterion 5.

Sources

- 2022-NPS-3 BVCTC Final Report Nursing Expansion Grant
- 3D4.19 Health Labs
- 3D4.20 Technology Labs
- A-1 OP MissionVision and Value Statements
- BridgeValley Program Offerings_F22
- BVCTC Regular Grant Award - F24
- Cabinet Meeting Minutes Oct 5 2023
- Census Data 2020 BV 4 County Service Area DECENNIALPL2020.P2-2023-07-28T144019
- CLC SWIM Retreat Agenda July 2022
- Diagnostic Medical Sonography_ CardiacAAS - BridgeValley Community and Technical College
- Digital Messaging Example Mission and Vision Statement (3840 × 2160 px)(1)
- Division Goals Sheet August 2021
- English and Math Boot Camp flyers
- FY 23 Grants-Revised 8.1.23master.xlsx
- FY24 Department Budgets
- Library Services_TLC
- MissionVisionValueStatement_Catalog23-24
- Nursing-BTW Brochure
- Public Service Learning Opportunities
- Signed BOG Minutes - 12-13-21_Strategic Initiatives
- Strategic Plan 2021-2025
- Strategic Planning Hoshin Kanri for implementation
- Strategic Planning Session Supervisors 01162020
- Student Demographic Data July 2023_
- Student Services Support Activities(4)
- SWIM report-1
- Syllabus Template-Revised 8-14-23
- TEAS Boot Camp flyer
- Technical Studies Utility Line Service Mechanic CAS (1)
- Website Link-MissionVisionValueStatement
- WV Code 18B
- WV Invest Program Inventory list Feb 2023

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. BridgeValley's Vision states that it "will be the College of opportunity for a diverse learner population, offering leading-edge technology, innovative ideas, and dynamic service to our students and our communities." The College serves students with certificates, skill sets, two-year terminal degrees, and transfer degrees. It also serves the public with non-credit workforce development training, short-term courses, and programs through its Workforce Division. Beyond teaching, BridgeValley offers its facilities for community job fairs, public events, and various K-12 activities and competitions. Alternative spring break and community outreach activities are also examples of BridgeValley's service to the public sector.

Dual enrollment opportunities are available for high school students. BridgeValley developed and enrolled its first junior and senior high school students in the Workforce Initiative in Nursing (WIN) academy.

The West Virginia Community and Technical College System (WVCTCS) encourages and supports workforce education and training. The college takes full advantage of opportunities for technology training delivered through WV Advance Grants. These grants are market-driven and focus on providing employers with a highly trained workforce complementing the economic development efforts of the state. By providing training services to local employers, these grants have a positive economic outcome on West Virginia as determined by the West Virginia Development Office. These grants provide funds to deliver occupational programs to meet employer demands.

Another grant program available is the Learn and Earn initiative. These grants allow students to take courses in technical degree programs and be employed concurrently through a cooperative education experience by a sponsoring company. When approved, the state of West Virginia reimburses the employer 50% of a student's salary. One of the companies that participates in a Learn and Earn grant is HPS Company Inc., a local metal fabrication company. HPS President Karl Porter said, "The BridgeValley Learn and Earn program is a beneficial partnership for our firm. We gain career-minded trainees who have an earnest desire to develop working skills and gain on the job applicative experience. This assists us in meeting tight production goals, all the while boosting our bottom line." Another BridgeValley partner is Right at Home WV. This partnership created a cooperative learning opportunity for home health care. The six-week course is designed to meet staffing needs of a local in-home health provider. Gestamp, an automotive parts stamping plant, is another participant company. Students enrolled in the Gestamp program are trained in tool and die making.

The college is responsive to the needs of the local employers on an as needed basis. Each academic division offers training related to their specific programmatic areas as requested. For example, the business department delivered an office clerk skillset and home inspection courses. Various non-credit CDL training is delivered by the Workforce and Technical Education Division to meet the growing needs of the transportation industry. A non-credit phlebotomy course that results in a certification for students is offered to meet the needs of area health facilities. Plans are being finalized to upscale IT workers through the Apprenticeship In Motion (AIM) grant for WVU Medicine.

BridgeValley has two collaborative programs with Carver Career and Technical Center: Respiratory Therapy (AS) and Veterinary Technology (AAS), both are selective admission, accredited programs. Carver delivers program-specific courses which have been vetted through the college's Academic Standards Committee, and the program directors are paid by BridgeValley to complete necessary administrative duties. The College provides the required general education courses.

BridgeValley's actions reflect its understanding that its role is to serve the public, not solely the institution. This is a public obligation of the institution.

1.B.2. Being a public institution, BridgeValley's responsibility is to provide accessible, affordable educational opportunities. The College does not provide dividends to investors or commercial bodies. It is responsible to its students, local employers, other stakeholders, and the general population of West Virginia. For example, BridgeValley's purchasing policy is based on state regulations and restricts amounts of purchases, requires bidding for amounts over $50,000, and limits amounts that can be spent on subordinates as well as other regulations. The policy restricts favors for special interests.

The CFO provides quarterly budget reports to the BOG which reflects expenditures. This record is open to the public and indicates BridgeValley's transparency with its commitment to its educational responsibilities and not external interests.

1.B.3. All degree programs have advisory boards made up of industry members that meet at least annually. Advisory boards provide guidance for academic program currency. This has resulted in updates to course offerings and degree requirements. Advisory boards also provide job placement assistance and feedback to program directors about the quality of their graduates.

BridgeValley promotes activities to interact and serve the general public. Annual events include Discover Engineering Day, Capital City Pumpkin Drop, K-12 Educational Outreach programs, robotics competition leagues, and STEAM Academy. Discover Engineering Day is one of the largest single day attendance events held at the Clay Center, an arts and sciences venue. The Capital City Pumpkin Drop has participation from elementary school, middle school, and high school students across the state. The STEAM Academy summer camp provides many learning opportunities for rising 5th graders through 8th graders in the areas of Science, Technology, Engineering, Arts, and Math. Additionally, the Diversity Equity and Inclusion Committee offer public events for which students and the community may attend.

As a part of their educational experience, students enrolled in health sciences programs provide free health services for the general public. Dental hygiene students offer free dental services, and nursing students offer blood pressure screenings. Students also participate in on-campus blood drives.

BridgeValley recognizes that its facilities can serve the public good through activities other than

traditional teaching. The Advanced Technology Center is often used for community group meetings. The facilities are rented by local hospitals, manufacturing firms, local development organizations, and other groups. United States Senator Joe Manchin's office has used the ATC to host community job fairs. BridgeValley actively engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Sources

- 3D2.22 WIN Academy Fact Sheet and Information
- A-1 OP MissionVision and Value Statements
- AIM
- Alternative Spring Break (1)
- ATC
- ATC Events Calendar
- BridgeValley Blood Drive_Both Campuses
- BV_Free_Preventive_Dental_Hygiene_Services_FLYER_half_pg
- C-2 OP Advisory Committees
- Career Fair Success
- Carver Educational Agreement 2023-24 signed-certified
- CDL Training
- Community Outreach
- Discover Engineering Day
- EquityDiversityPublicEvents
- FY 23 Grants-Revised 8.1.23LearnEarn
- FY 23 Grants-Revised 8.1.23WVAdvancedGrants
- health_veterinary_technology_asc_program_form-signed-certified(2)
- Job Fair Flyers
- Nursing-BTW Brochure
- OfficeClerk_Home Inspection
- Phlebotomy Syllabus
- Policy E-8 Procurement and Purchasing
- Pumpkin Drop
- Signed BOG Minutes - 12-13-21_Rpt Quarterly Budget to BOG
- STEAM Academy Flyer
- tech_-_mfg_tech_-_pipe_160_valve_actuator_fundamentals_-_asc_course_form_-_new_course-signed-certified
- Technical Studies Utility Line Service Mechanic CAS (1)
- VEX Robotics
- Welcome Candidates Announcement
- WF Non-credit

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. BridgeValley recognizes its role in a multicultural society and strives to prepare students for informed citizenship and workplace success by offering curricular and cocurricular activities to enhance and support their educational experience. BridgeValley's Phi Theta Kappa Honor Society chapter provides students with opportunities to enhance and support their classroom experience. Students have attended conferences, achieved 5-Star status, and completed leadership activities.

Student Affairs is very active in ensuring students have opportunities for diverse civic engagement. Alternative Spring Break activities and Service Saturdays are opportunities where students may engage in multiple activities throughout the community. Activities range from serving meals to the homeless to planting trees at the Morris Creek Watershed.

Several BridgeValley academic programs require students to complete clinical hours, perform skills, and observe classrooms. BridgeValley operates a free dental hygiene clinic at the Montgomery location in which students practice their hygienist skills as part of a curriculum requirement. The clinic is open to the public and offers free cleanings and x-ray services to anyone and any age. The students' experience in the dental clinic offers both social awareness and skill development. The Community Health course in the Dental Hygiene program covers care in the global community, discusses differences, similarities, and diversities of various targeted populations, and involves activities in area schools and other local facilities. The Early Childhood Education program requires students to complete various hours of classroom observation and participation to enhance their understanding of the social issues and challenges children often face. BridgeValley's commitment to both informed citizenship and workplace success opportunities for its students are demonstrated through various service activities and educational requirements.

 1.C.2. BridgeValley is committed to a program of affirmative action designed to promote equal opportunities for all areas of the college to enrich the campus atmosphere and foster understanding among faculty, staff, students, and the community it serves. Policies to support this effort include Policies A-5, B-1, and B-16. All job postings contain equal opportunity statements. The Employee Handbook (page 29) contains information supporting the College's commitment as well.

BridgeValley offers a Diversity, Equity, and Inclusion Committee on which faculty and staff may voluntarily participate. The committee members identify activities and opportunities to encourage equitable treatment of all people. The committee's activities include History Alive performances and

religious panel discussions that are free and open to all students and community members. To encourage students to become informed citizens, the college hosted a "Meet the Candidates" night on campus that was open to the public. Student Services support activities such as voter registration events.

Student Affairs offers a variety of Student Clubs and Organizations in which students can express their diverse beliefs and educate others about various cultural topics through events, festivals, and civic engagement. Student clubs and organizations are open to all students with the exceptions of honor society groups or professional health organizations. Student organizations such as the Veterans Club, Bridged By Faith, and LGBQT provide activities for students to experience and learn from each other. The Veteran's club holds an annual luncheon. The speaker for the November 2022 event was a female Brigadier General who shared her career experiences in the WV National Guard. The Bridged By Faith organization provides a free lunch to all students, faculty and staff as one of their activities to promote respect of all persons.

Career Services offers a variety of workshops and career fairs to ensure students have employment opportunities in diverse places of business in our service region. Employers such as WVU Medicine (formerly Thomas Hospital), Toyota Manufacturing and Manpower have been among attendees. To prepare students for these activities workshops such as resume writing and success tips have been offered. Career Services also posts employment opportunities for students. The College held a professional clothing drive to assist students with appropriate attire for job interviews.

On the academic side, the General Education division has received nine state grants in AY 2021 through AY2023 to develop courses with Open Educational Resources (OER) to create a more equitable educational experience. By offering OER courses barriers are removed providing accessibility to course materials and saving students approximately $89,000 per semester.

 1.C.3. BridgeValley is committed to providing a culture of respect for all people. The College has a policy in place to ensure academic freedom.   All employees were required to complete DiversityEdu, an online diversity training. Implicit Bias training was also delivered to employees. The latest sexual harassment workshop available to all employees was delivered by HR in December 2022.

The College requires students in two-year degree programs to complete at least 3 hours of coursework from Institutional Learning Outcome 3 (ILO) which states that students will demonstrate civil discourse appropriate for living and working in a diverse society through the use and understanding of social respect, social responsibility, and social ethics. Students take courses that have been vetted and approved through its ILO committee that meet the criteria of this learning outcome.

BridgeValley is an open enrollment college. No person may be turned away nor denied enrollment and the opportunity to better themselves through education. Policies are in place that ensure faculty are provided academic freedom and the ability to create an educational environment that allows students to ability to develop critical thinking skills. Accessibility services provide students with academic accommodations like note taking, extended test times, quiet exam spaces as well as counseling.

In March of 2022, the College began using the *Great Colleges to Work for MondernThink Education Insight Survey* as an employee satisfaction survey. The survey was distributed to all faculty, administrators, and professional exempt staff, and a random sample of adjunct faculty and non-exempt staff. The survey included a core survey dimension focused on Diversity, Inclusion &

Belonging.   This dimension gauges faculty and staff perceptions of the levels of diversity, inclusion, and belonging at the institution. It asks employees to evaluate the institution's diversity and inclusion efforts, as well as the individual's own personal sense of belonging. Six survey items compose this dimension. The survey results showed an overall average of 82% of survey participants who agreed that the college environment is diverse and inclusive. In March of 2023, the satisfaction survey was once again distributed to employees and the college plans to participate in annual data collection to use the survey results to design activities to improve our college.

The Collegiate Recovery Program is a grant funded program offered to students at BridgeValley. Students in recovery receive academic, social, and recovery support in a supportive, stigma-free environment. The Peer Recovery Coach hosts a variety of workshops and meetings to engage and encourage students in their academic journey.

BridgeValley fosters a climate of respect and encourages diversity both on campus and in the regions it serves. BridgeValley offers opportunities for students, faculty, and staff to participate in civic engagement activities to develop a more complete understanding of the diverse, multicultural society, and globally connected world in which we live.

Sources

- Accessibility Services Website_ Student Handbook
- Alternative Spring Break (1)
- B-1 Revised 12_02_22 w revisions final
- B-16 Affirmative Action
- Bridged By Faith Community Outreach
- BridgeValley Community and Technical College Topline Survey Results
- BV_Free_Preventive_Dental_Hygiene_Services_FLYER_half_pg
- BV_HistoryAliveFlyer_BessieSmith_v2
- Career Day flyer
- Career Fair Success(2)
- Catalog_ILO Course List
- Clothing Drive Flyer
- Club Rush(2)
- Collegiate Recovery Program
- DENT 262 Syllabus S23 Scala
- Diversity Training Email Information Fall 2019
- EDUC 295 Syllabus
- EquityDiversityPublicEvents
- GSA Activities
- Handbook-BridgeValley
- Implicit Bias Training Resources
- Job Posting
- ModernThink-Higher-Education-Full-Survey-by-Theme_Evergreen
- National Voter Registration Day
- OER Awards
- OER Course List and Savings Summary
- Policy A-5 Title IXSexual Harrassment and Discrimination
- PTK Email

- Service Saturday
- Sexual Harassment Workshop
- Veterans Day Celebration Flyer
- Welcome Candidiates Announcement
- WV Advanced Grants 23

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

As demonstrated by the evidence provided, BridgeValley's mission is clear and is shared with all constituents in multiple ways. The mission, vision, and value statements are the guiding force for the College and provide the basis for all college operations and decisions.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1. BridgeValley develops and the Board of Governors (BOG) adopts the institutional Mission. The College is guided by institutionally approved Mission, Vision, and Values Statements (See Section 1.A.1). The statements guide institutional decision-making, strategic planning, strategic imperatives, and programming. As outlined in policy, the statements are regularly reviewed to ensure currency and validity.

The BOG last reviewed and approved the Mission, Vision, and Value statements in 2021.

Approved statements are posted on the College website .

2.A.2. Maintaining fair and ethical practices regarding the College's operational processes is an institutional priority. As outlined in the Code of Conduct Operating Policy, BridgeValley is committed to the highest ethical, legal, and professional standards of conduct as an integral part of its core values. To achieve this goal, the College relies on each community member's ethical behavior, civility, integrity, and good judgment. All members of the BridgeValley Community must be aware of and comply with the relevant policies, standards, laws, and regulations that guide our work. Each member is individually accountable for their own actions and, as members of the BridgeValley Community, are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws, regulations, and policies.

Financial integrity: The integrity of BridgeValley's financial operations is assured through adherence to Purchasing, Budget development (See 5.B.3. & 4), and financial Audit processes. Its financial operations conform with state code section 18B-5. BridgeValley contracts with Suttle & Stalnaker, PLLC, to complete its independent annual financial audit (See 5.C.1.). The annual third-party audit determines compliance with regulations, procedures, and standard financial practices. It ensures institutional audits are presented fairly in all material respects. The annual audit findings are presented for review and approval to the BOG . Since the last HLC review, BridgeValley has received an unqualified opinion on all audits performed.

The BOG provides financial oversight and leadership through its regular review of the organization's

financial health and institutional budget approval. The Board receives regular updates from the Chief Financial Officer (CFO) and other members of the President's Cabinet on the institution's budget, grants, fees, and daily operations. As described in Section 5.B.3., BridgeValley has a well-developed process in place for budgeting and monitoring its finances. The BOG is responsible for approving the institutional budget. Once revenues are established, expenditures for salaries and benefits, fixed costs, academic departments, and administrative areas are entered into the budget spreadsheet. The President and CFO share the budget spreadsheet with the BOG Finance Committee. Once the Finance Committee completes its review, the CFO presents the proposed budget to the entire Board for approval. Following Board approval, the President and CFO are tasked with implementing the budget for the College. Using a multi-level budget development, review, and approval process ensures the integrity of the institutional budgeting process.

Academic Integrity: Curricular matters navigate through multi-level oversight before being implemented. The Academic Standards Committee (ASC) is the primary academic oversight body for the College. It is charged with overseeing the creation, revision, and discontinuance of academic programs and individual courses. The ASC membership is comprised of department chairs with faculty rank from each academic department, two elected faculty representatives, and non-voting ex-officio administrators that include the CAO and academic deans. Including representatives from all academic areas allows for multi-divisional reviews of curricular matters. ASC members review and approve prerequisites, academic rigor, and student learning expectations to ensure the academic integrity of individual courses and academic programs.

Instructors use a course syllabus to clarify grading processes, student requirements, and course expectations. An ASC-approved course syllabus template was created to provide a common appearance and consistent language for course information provided to students. Course syllabi are collected, archived, and maintained by the Office of Academic Affairs each semester.

BridgeValley strives to treat students honestly, fairly, and consistently. To aid in this process, the College website is the primary means to communicate information to students and the public. The digital publication of content is regularly reviewed and updated for the distribution of key documents and information including catalogs, course schedules, academic calendars, financial information, and consumer information. The College catalog is the primary resource for information on academic program offerings and institutional requirements (e.g., program curriculum requirements, describing college entrance requirements, the transfer of courses, assessment and placement, academic counseling, and instructional practices). The catalog is reviewed and revised annually to maintain its currency and accuracy and is posted publicly on the College website. Regular review and update of institutional and academic information ensures the College operates with integrity.

Human Resources Integrity: The integrity of personnel functions and expectations is assured by adherence to the policies and procedures found in the Employee Handbook . The Office of Human Resources (HR) maintains and updates the Employee Handbook.

The Office of Human Resources monitors adherence to these policies and procedures and takes appropriate action to ensure compliance. The Chief Human Resource Officer serves as the Compliance Officer for all matters related to employment policies. Employment appeal and grievance policies (Handbook p. 9) are in place to provide due process to employees who have a grievance. Resources for employee grievances are available through Human Resources for all employees. Classified staff and faculty have additional representation from their ACCE Representative for classified employees and ACF Representative for faculty members.

BridgeValley is an Equal Opportunity/Affirmative [Action](#) institution and does not [discriminate](#) against any person because of race, gender, age, color, religion, disability, national or ethnic origin. For the 23-24 academic year, the College used the Vector LMS Higher Education Edition Online Training System for Title IX and FERPA training. New [students](#), newly hired employees, and existing employees are [trained](#) in primary prevention and awareness programs relating to sexual misconduct, domestic violence, and related offenses as a part of the annual Title IX training. Additionally, employees receive training to ensure adherence to FERPA guidelines. Adherence to FERPA regulations ensures student academic records' integrity and information privacy.

[Hiring](#) qualified employees drives academic and operational functions to enable the College to meet its Mission. To meet institutional staffing needs and priorities and to maintain hiring integrity, HR, in coordination with functional areas, evaluates academic and staffing positions for required skills and determines the minimum required credentials. When position vacancies occur, job [descriptions](#) are posted on the College's website and or an online job posting platform. Applicants apply for positions through an online portal. HR oversees the hiring process and ensures applicants meet the minimum credential/training requirements presented in posted job descriptions. HR maintains records of job requirements and [credentials](#) for operational and academic employees.

The [Student Handbook](#) outlines institutional policies, procedures, and expectations related to the Student Code of Conduct (The Code). The Code is intended to provide the framework for an orderly and stable environment. Students are expected to practice high standards of academic and professional honesty and integrity and to comply with the rules and regulations of the College and its departments. The Code sets forth administrative procedures whereby students accused of violating College rules are afforded due process and receive fair discipline. The Code also specifies procedures by which a student may exercise the appeal process for certain decisions.

Auxiliary Integrity: The College fairly and ethically operates auxiliary and student support functions, most notably the College bookstore, Student Affairs Department, and Administrative Operations Department. Consistent with its [Mission](#), the College offers opportunities for students to develop leadership and experience real-world education through cocurricular activities on campus as well as in the community. BridgeValley offers a wide variety of [student clubs and organizations.](#) Student organizations allow students to participate in an assortment of cocurricular activities. As outlined in the [Student Handbook](#), organizations and clubs are required to observe the policies of the College and conduct their affairs in a manner compatible with the College's educational objectives. There are opportunities for students to create new clubs and organizations that allow students to pursue an avenue of interest and engagement while obtaining their degree. The Student Organization Club [Handbook](#) (p.41) also provides instructions and guidelines for creating new organizations**.**

Integrity in auxiliary operations is assured by adherence to state and institutional policies (e.g., BOG policies [B-7](#), [E-6](#), and [E-8)](#)and procedures. The Division of Student Affairs and the Office of Operations oversee auxiliary operations and monitor adherence to policies and procedures. The [bookstore](#) and [vending services](#) are contracted with third-party vendors. Contracts issued to vendors go through a rigorous [state purchasing procedure](#) to ensure fairness to all possible contractors.

BridgeValley establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing Board, administration, faculty, staff, and students.

Sources

- 3A1.6 Academic Standards Committee Information Sheet
- 3A1.7 Academic Standards Committee Minutes_Curricular Review
- 3C1.1 BOG B-16 Affirmative Action EEO
- 3C1.1 BOG B-16 Affirmative Action EEO(2)
- 3C1.5 Job Description Examples-adjunct faculty staff administration)
- 3D2.1 New Student Orientation PowerPoint
- A-1 OP MissionVision and Value Statements
- B-4 OP Code of Conduct
- Barnes Noble College Booksellers LLC FY2.xlsx
- BOG B-7 Ethics
- BOG Meeting Agendas Minutes - Budget Updates
- BridgeValley FY23-24 Budget Documents (1)
- BridgeValley Student Clubs and Organizations_1
- BridgeValley Student Handbook 23-24 Final--
- BridgeValley Student Handbook 23-24 Final-- (page number 41)
- Budget and Process
- BV Policy E-8 Procurement and Purchasing.pdf
- BV Purchasing Card Internal Controls 03 15 2021
- Employee Handbook-BridgeValley_2
- Employee Handbook-BridgeValley_2 (page number 6)
- Employee Handbook-BridgeValley_2 (page number 9)
- IB1. Budgeting Process
- Independent Auditors Report FY21 and FY22
- Policy A-5 Title IX Sexual Harrassment and Discrimination
- Policy E-6 Bookstores
- PTEC103B01 - 202308 - Syllabus - Fitzwater
- Recruitment Process
- Series 11 Post Audit Worksheet_REVISED 12.6.21-jc
- Series-30-Final-Filed
- Signed BOG Minutes - 12-13-21 - Strategic Plan Mission Approval
- Signed BOG Minutes - Dec 13 2022
- Staff Credentials
- Student Affairs-AVI Food Services Contract_Student Services
- Syllabus Template-Revised 8-14-23(2)
- Website Link-MissionVisionValueStatement
- WeeklyConnectionFacultyandStaff

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1. BridgeValley strives to ensure the accuracy of the representations it makes. To aid in this process, the College website is the primary method to communicate information to the college community and public. The digital publication of content is regularly reviewed and updated for the distribution of key documents and information, including catalogs, course schedules, academic calendars, financial information, and consumer information. The College also uses digital formats to distribute and store student and employee handbooks and course syllabi.

The College catalog is the primary resource for information on academic program offerings and program requirements. The catalog is reviewed and revised annually to maintain its currency and is posted on the College website. Academic program information is reviewed by program administrators and outlines the program curriculum and other program-related requirements as appropriate. Assessment information, including general education (aka ILOs) and program learning outcomes, are also displayed in the catalog. ACALOG, an online academic catalog management system, allows the institution to create, organize, maintain, and publish interactive course information. The College also uses digital distribution to post information using student and employee information portals, campus emergency notifications, and social media posts (i.e., Facebook).

Course offerings are posted on the BridgeValley website each semester in a "live," searchable course schedule. The online schedule lets users receive the most up-to-date class offerings and enrollment.

Degree Works, an online, real-time electronic information software platform, is used by students, faculty, and staff as a comprehensive academic advising, transfer articulation, and degree audit tool. Using current and historical course and program information maintained by the Office of the Registrar, the platform helps students accurately visualize and track their academic progress and program completion requirements.

Professional advisors work with academic program areas to ensure programmatic advising information is kept up to date and accurately shared with students. Professional advisors are housed in the Student Success Center (SSC). The mission of the SSC is to provide effective academic assistance, testing, student assessment services, tutoring, and academic advising for all BridgeValley students. The SSC communicates and shares information with the public in a variety of ways, including through the College website. For example, the SSC -Testing webpage provides access to placement test descriptions and registration directions. The SCC – Tutoring webpage provides

students with information about on-campus and online tutoring options.

The employee Directory with names, email addresses, phone numbers, and job titles is maintained by the IT Department and posted publicly on the College website. A Faculty List with qualifying degrees listed for full-time faculty is maintained by Human Resources and posted on the website. A Contact/FAQs link located at the bottom of the main BridgeValley webpage provides general contact information and a list of Frequently Asked Questions (FAQs). The FAQ information is maintained by the Student Services Department.

The Consumer Information page on the College website provides links to webpages with essential institutional information, including cost of attendance, net price calculator, financial aid, and third-party accreditation. The information included on the Consumer Information page is owned by the Student Affairs Division and is reviewed and updated annually to ensure accuracy.

The Cost of Attendance site lists current tuition and required fees for an academic year. A Financial Aid site describing the Types of Aid available and a Net Price Calculator are also provided. The calculator provides estimated net price information (defined as estimated cost of attendance - including tuition and required fees, books and supplies, room and board (meals), and other related expenses - minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year. The cost of attendance and financial aid information is updated annually to ensure accuracy.

BridgeValley is governed by a Board of Governors (BOG) comprised of nine Gubernatorially appointed lay members, and a faculty, staff, and student representative elected by their respective governing bodies. Board meeting schedules, policies, agendas, meeting minutes, membership, and other information relevant to BOG oversight are published on BridgeValley's BOG webpage.

The Accreditation webpage provides access to institutional and program accreditor contact information, accreditation status, and the next accreditation visit dates. The AVP of Assessment and Accreditation maintains the accreditation information.

Additional methods used to communicate with students, employees, and the public include the use of social media platforms (e.g., Facebook, Instagram, and LinkedIn), Digital Messaging System monitors displayed throughout the College, employee newsletter (Weekly Connection), and student newsletters (via email). Digital messaging and the employee newsletter are maintained through the Office of Outreach and Communications. The student newsletter is maintained through the Office of Student Engagement and Leadership.

BridgeValley ensures the accuracy of its representations regarding academic offerings, institutional requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

2.B.2. BridgeValley ensures evidence is available to support claims it makes regarding its contributions to the educational experience, community engagement, experiential learning, and economic development. BridgeValley strives to provide quality education, support student success, respect and foster diversity in a learning environment, and community contribution through academic and professional means as outlined in the institution's Value Statements.

BridgeValley's Mission promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education. The Mission is supported and promoted

through academic programs and support services offered by the College, including student organizations, community outreach events, and workforce development partnerships.

To support its claims and to provide evidence regarding its contribution to the educational experience, the College established Outcomes Assessment and Program Review processes, maintains third-party accreditation for academic programs, seeks feedback through student graduation satisfaction surveys, seeks industry feedback through program advisory committees, and, when needed, partners with third parties to evaluate and improve institutional processes.

The Outcomes Assessment processes are used to measure student performance in academic and cocurricular programs. Each process includes data collection and utilization processes to evaluate and validate student and program performance. The Outcomes Assessment process provides annual opportunities to review programs and courses and act upon findings. The Program Review process is used to ensure the viability, adequacy, and necessity of academic programs. Program Reviews provide a five-year review of established programs with an opportunity to act on findings. The Outcomes Assessment and Program Review processes are presented in detail with supporting evidence in Sections 4.A.1 and 4.B.1 &2.

Section 4.A.5. presents evidence of the third-party accrediting agencies that have granted specialized accreditation to BridgeValley programs. Contact information for all third-party accreditors is published on the College's Accreditation webpage. Programs that maintain active third-party accreditation undergo additional review and meet required performance standards set by accreditors. Maintaining accreditation provides another source of evidence to show the College is adhering to its Mission by promoting student success, preparing a skilled workforce, and building tomorrow's leaders by providing access to quality education.

BridgeValley students provide feedback through the annual graduation student satisfaction survey. The survey evaluates general satisfaction with institutional experiences and, as of AY22-23, also indirectly evaluates the attainment of Institutional Learning Outcomes (ILOs).

Advisory Committees assist in the planning, implementation, and maintenance of sound, relevant educational programs that meet the needs of regional employers and accrediting entities. Advisory Committees serve as a direct communication link between academic programs and employers, identify current skills and knowledge needed to be successful in the workplace, and keep academic programs informed of changes in professional standards and related areas that should be reflected in the curriculum.

In 2022, the College partnered with the SWIM consulting group to improve student onboarding processes and establish strategic planning initiatives. The SWIM team held interviews and focus groups with students and employees to help the College identify improvement strategies. Understanding barriers to onboarding and implementing improvement strategies helps the College to be accountable for the student experience.

Community engagement is one of the core components of service learning at BridgeValley. BridgeValley works hard to convey to students the importance of giving back. Through both on-campus and off-campus events, BridgeValley provides service opportunities to students wishing to participate in community engagement opportunities. The Student Affairs Division promotes community engagement through the annual Alternative Spring Break week of activities. Activities range from helping at a local food pantry serving meals to supporting local animal shelters.

Community engagement, both in and out of the classroom, is an integral part of enhancing the academic experience for students. Programs such as Medical Coding, Emergency Medical Services and Human Services Rehabilitation Studies require students to complete field hours or practicums at various organizations and businesses partnered with each program.

Student clubs and organizations also offer additional chances for community engagement opportunities. BridgeValley offers a variety of student organizations and activities centered on community outreach and engagement. These activities strongly connect to the institution's Mission and allow students to express themselves, form relationships, and learn valuable leadership skills that will assist them in their academic and professional endeavors.

One of the main student organizations that adds to the overall educational experience is the Student Government Association (SGA). This organization aids students in their desire to have a quality education by representing their direct interests, issues, and needs through their elected representatives. This organization also aids students by presenting numerous cocurricular learning opportunities throughout each semester.

In the area of experiential learning, BridgeValley works to partner with area businesses and organizations to allow students to have a more enhanced learning experience. The College strives to make each student's experience as robust and successful as possible. Through experiential learning experiences and opportunities, students learn the importance of the relationship between academics and community. Students are given opportunities to form lasting relationships that will aid them both personally and professionally.

An example of experiential learning is the Learn and Earn Program sponsored by the West Virginia Community and Technical College System. This program allows BridgeValley students to participate in paid internships with a $15.00 per hour wage, a flexible schedule to work around class schedules, and the opportunity to translate their class knowledge to on-the-job experience.

BridgeValley works diligently to provide experiential learning opportunities through internships and preceptorships that contribute to and enrich the overall experience for students. Experiential learning opportunities, activities, and events centered on the College's efforts to build and maintain relationships with our employers and to prepare our students for success in employment in our community are offered through the College. Experiential learning is built into academic programs such as Nursing, Diagnostic Medical Sonography, and Dental Hygiene and offers students an opportunity to gain valuable knowledge, real-world experience, and an overall sense of community while students actively participate in a quality college education. Learning activities that promote student engagement, success, and aid in the development of skills will serve students well in their next academic steps or when they enter the workforce after graduation.

The Dental Hygiene program operates a free dental clinic open to the general public, students, staff, and faculty nine months out of the year. Approximately one thousand individuals take advantage of the free clinic at the Montgomery location every year. Dental Hygiene students get valuable hands-on experience while providing much-needed preventative care to an under-served population in the Upper Kanawha Valley.

BridgeValley's educational contributions directly support the economic development of its service region and the state of West Virginia. In 2018, the WVCTCS commissioned an Economic Impact Study for the Community and Technical System of West Virginia. The impact study focused on individual community college contributions and the WVCTCS's contribution to the state. The study

measured how the institution affects the local economy and compared the costs and benefits to determine the return on investment.

The Impact study found that BridgeValley significantly impacts the business community and generates a return on investment for its major stakeholder groups—students, taxpayers, and society. BridgeValley plays a key role in helping students increase their employability and achieve their individual potential. The College draws students to the region, generating new dollars and opportunities for BridgeValley's service region. BridgeValley provides students with the education, training, and skills they need to have fulfilling and prosperous careers.

By supporting and advancing its Mission, BridgeValley continues to positively impact its business community and service region. A new impact study is currently under development for the latest post-COVID statistics.

The WV's Higher Education Data Portal provides statewide and institution-specific data for the state's public 2- and 4-year institutions of higher education. The data portal provides additional evidence to support BridgeValley's claims of its contributions to the state's economic development by providing trend data on metrics such as Workforce Outcomes, Employment Trends, Student Success, and Degree Production.

BridgeValley works to ensure the accuracy of the representations it makes and ensures evidence is available to support the claims it makes regarding its contributions to the educational experience. BridgeValley makes every effort to present itself clearly and completely to its students and the public.

Sources

- 3A2.14 Catalog_ILOs with Performance Indicators and Glossary
- Accreditation Webpage
- Advisory Committee Meeting Minutes
- Alternative Spring Break (1)
- BOG Webpage
- BV Board of Governors Membership
- BV Operating Policy C-2 Advisory Committees
- Community Outreach
- Consumer Information Webpage
- Cost of Attendance Webpage
- Digital Messaging System Examples
- Economic Impact Study - Analysis
- Economic Impact Study - Executive Summary
- Economic Impact Study - Infographic and Factsheet
- Economic Impact Study - Main Report
- Economic Impact Study - Proposal
- Employee Directory
- Explorer - WVHEPC - Data Portal
- Faculty List
- Frequently Asked Questions Webpage
- Graduation Satisfaction Survey Items and Data AY22-23
- Grant List - Learn and Earn

- Grant List.pdf
- HowTo-SelfAdvise-DegreeWorks
- ILO Graduation Satisfaction Survey Items
- Internships Preceptorships Apprenticeships - Program Examples
- Internships Preceptorships Apprenticeships - Student Evaluations
- Learn and Earn Grant Application 2021
- Learn and Earn MOU Template
- Learn and Earn PowerPoint
- MissionVisionValueStatement_Catalog23-24
- Net Price Calculator
- Programs with Community Engagement and Experiential Learning.pdf
- Student Government Association Constitution
- Student Newsletter Examples
- Student Organizations.pdf
- Student Success Center - Testing
- Student Success Center - Tutoring
- Student Success Center Mission
- SWIM report-1
- SWIM report-1 (page number 101)
- Using MyBVDegree
- Weekly Connection - Enrollment Goals
- WV Code 18B-2A-1 – Board Composition
- WV Data Portal - Degree Production Data
- WV Data Portal - Student Success Data
- WV Data Portal - Workforce Data - Median Wage
- WV Data Portal - Workforce Data - Post Graduation Employment

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1. West Virginia's Higher Education [Code Article D on Higher Education Accountability](#) outlines the training and development requirements for institutional governing boards. A newly appointed governing board member shall complete three hours of training and development by the end of the first fiscal year of service if the appointment is made in the first half of a fiscal year. If the appointment is made in the second half of a fiscal year, the member completes three hours of training and development by the end of the first half of the second fiscal year. Each member completes at least six hours of training and development related to his or her duties within two fiscal years of beginning their service and within every two fiscal years of service thereafter.

Newly appointed members of BridgeValley's Board meet individually with each of the members of the President's [Cabinet](#) to receive three hours of initial training through 30-minute [training](#) sessions on the functional areas of the College. Areas of training include the Foundation, Financial Affairs, Operations, Outreach and Communications, Academic Affairs, and Student Affairs.

In 21-22, the BOG held a series of training events to help inform the Board about facilities at the College and the financial obligation tied to those facilities. Those trainings resulted in the first-ever college [facilities master plan](#) adopted by the [College BOG on April 1, 2022](#).

In 2022, the BOG held a day-long [retreat](#) at the governor's mansion to ensure Board members understood college policies and processes.

Annually, the Board Chair certifies to the WVCTCS Council the number of hours of training and development each member received during the preceding fiscal year. The Council [tracks](#) completed training for individual Board members. If a member does not meet the training requirements, they are replaced on the Board by the Governor, or in the case of the faculty, staff, or student representative, respective constituent groups replace them.

During the October 2022 [BOG meeting](#), General Counsel for the WV Higher Education Policy Commission, presented training on the process of [Policy Development](#) for Boards. The training was

provided to ensure the BOG policy review and revision initiative was conducted according to state guidelines.

Every other year, the Higher Education Policy Commission offers statewide training for all College governing boards. In 20-21 that training was virtual during the Covid pandemic and included speakers from ACE, SREB, NACUBO, NASPA, and others. For the 23-24 academic year, a statewide BOG Training Summit is scheduled in person for October 11-12.

BridgeValley's Board is trained and knowledgeable to make informed decisions with respect to the institution's financial and academic policies and practices. In addition to receiving training regarding institutional operations, BridgeValley's Board is comprised of industry professionals who bring their knowledge, skills, and experience to help the College meet its legal and fiduciary responsibilities.

2.C.2. The BOG consists of nine lay members appointed by the Governor of West Virginia and a faculty, staff, and student representative appointed or elected by their respective governing bodies. This structure ensures shared governance and involves internal and external parties who may have interests in deliberations. In accordance with policy, the BridgeValley BOG meets no less than six times each fiscal year and holds an annual meeting each June. All BOG meeting agendas and minutes are located on the BridgeValley website and meetings are registered and announced through the Secretary of State's Office.

The following are examples of discussion and action items that demonstrate the BOG's intention to preserve and enhance the institution.

- Approval of BV Master Plan
- Approval of Strategic Plan 2021-2025

2.C.3. Below are three recent examples of the Board of Governors reviewing the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The BOG saw that other CTCs in the state were planning to increase tuition for the 23-24 year to balance budget increases with PEIA premium increases. At the same time the Board places a high value on low tuition and fees for students at BridgeValley and did not want to increase tuition at the College. The Board executive committee asked the President and CFO to develop alternative options to balance the budget and cover insurance premium increases. At the March 2023 meeting, the CFO presented a Tuition Pilot Program to charge for all credit hours taken as an alternative to recommending a general per credit hour increase. The President initiated a conversation with the Faculty Senate to ensure faculty had input into the potential tuition structure change. As part of its deliberation, feedback from the Board's student representative was sought to ensure the student's perspectives and concerns were considered before a vote was taken. The faculty representative also engaged in the discussion. Following a lengthy discussion, the tuition model change was approved as a two-year pilot program during the March 24, 2023, BOG meeting.

In the spring of 2023, the BOG Policy Committee, President, and Chief Human Resources Officer began reviewing Board policies focused on salary administration to look for redundancy and review salary distribution levels. Following the review, the Policy Committee asked the Human Resources Office to present the Committee's recommendations to the full Board for review and consideration. The Policy Committee requested for three overlapping, redundant salary policies to be rescinded. Policy B-22 was recommended for revision as much of the other policy's information was already

captured in B-22. The revised policy included salary schedules for faculty and staff and a merit increase adjustment process. The Committee recommended the salary administration policy treat all employees the same when there is a merit pool of funds available. The revised B-22 policy requires merit funds to be applied to all eligible employees without an application process. The Committee also recommended extending the faculty pay ranges for faculty rank levels from a 7% pay range to a 25% pay range per faculty rank category. The faculty and student BOG representatives actively engaged in the Board discussion. Following deliberations, the Board recommended rescinding the redundant policies and approved the revised Salary Administration Policy The proposed policy revisions were posted on the College's BOG webpage for a thirty-day comment period following Board approval to ensure the campus community could engage in the policy development and approval process. The revised B-22 Policy went into effect on July 1, 2023.

As part of the development and approval process for the Facilities Master Plan, the BOG conferred with an external constituent, ZMM Architects. The 10-year plan establishes all capital improvements that support the mission, vision, values and strategic initiatives of the College. Following approval by the Board, the Plan was forwarded to the WVCTCS for additional review and final approval.

2.C.4. To ensure the BOG's independence, BridgeValley adheres to Chapter 18B Article 2A of the West Virginia State Code. To preserve its independence from undue influence on the part of donors, all board members are required to complete the Oath of Office Certificate and complete ethics certification through the Governor's office. Each board member, as well as all BridgeValley employees, are held to the standards outlined in the state Ethics policy.

2.C.5. The day-to-day management of the College is operated by the President and administration as demonstrated by the institutional organizational chart. Through a shared governance system, as outlined in the Faculty Senate's Constitution and By-Laws, the Academic Standards Committee, a standing committee under the Faculty Senate, is charged with academic oversight.

BridgeValley's Board of Governors is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

Sources

- 4.7.2023 BOG Meeting Minutes
- Academic Standards Committee Information Sheet
- BOG B-22 Salary Administration Policy_1
- BOG B-7 Ethics
- BOG Meeting Agendas Minutes - Budget Updates
- BOG Meeting Agendas Minutes - Budget Updates (page number 51)
- BOG Meeting Minutes - 04-01-2022
- BOG Meeting Minutes 3-24-23
- BOG Meeting Minutes 3-24-23 (page number 15)
- BOG Planning Retreat
- BOG Policy Making Presentation
- BV Board of Governors - Policy Training
- BV Board of Governors Membership
- BV Board of Governors Policy A-4 - Meetings
- BV Master Plan - FINAL with Appraisals

- College Leadership Council Membership
- College-Wide Org Chart July 2022
- Faculty Senate Constitution and By-laws
- Faculty Senate Meeting Minutes 03 2023
- New BOG Member Training Presentations
- Org chart simplified 2022
- StrategicPlan 2021-2025
- WV Code 18B-1D-9 BOG Training Requirements
- WV Code 18B-2A-1 – Board Composition
- WVCTCS Approval - BV Master Plan 04 22
- WVCTCS BOG Member Training Tracking

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D. BridgeValley is committed to [freedom of expression](#) and the pursuit of truth in teaching through the affirmation of academic freedom and responsibility in its core values. BOG [policy B-1](#) and the WVCTCS Procedural Rule 135 – [Series 9](#) address academic freedom, professional responsibility, and promotion and tenure. As outlined in Section 2 - Academic Freedom and Professional Responsibility, the BOG recognizes the vigilant protection of constitutional freedoms is nowhere more vital than in the institution. Faculty members and students must always remain free to inquire, study, and evaluate. Additionally, through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their role at the institution.

Faculty members have freedom in the classroom to discuss the subject they are teaching. In addition, faculty members may conduct and publish the results of their research with full freedom as long as they do not sacrifice their other academic or professional duties.

At BridgeValley, the concept of academic freedom is coupled with that of academic responsibility. Each faculty member at BridgeValley is viewed as a citizen, a member of a learned profession, and a representative of an educational institution. As such, a faculty member, together with all other members of the academic community, is responsible for protecting, defending, and promoting individual academic freedom for all members of the community. Faculty members are responsible for contributing to institutional, campus, and departmental missions in teaching, research, and service, as defined by the policy. The faculty member is responsible, as a teacher, for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution.

 BridgeValley expects each faculty member to foster respect for learning, treat students with individual attention and consideration, provide an environment of trust in the classroom, and help define and support campuswide academic integrity standards.

Students are provided avenues and processes to ensure their collective voice is heard regarding their perception of academic course delivery. Under the BridgeValley Student Evaluation of Instruction [Policy](#), surveys are distributed electronically at the end of each semester. This procedure aims to provide students with an opportunity to evaluate their instructors and courses. These evaluations help instructors evaluate their strengths and weaknesses and, in turn, improve their teaching. All faculty (full-time and adjuncts) are evaluated in classes taught each semester of the academic year. Student participation in the student evaluation survey is voluntary and anonymous to promote open and honest feedback.

BridgeValley's Diversity, Equity, and Inclusion [Committee](#) (DEI) is comprised of various faculty, staff, and student representatives. The DEI Committee provides the leadership necessary to facilitate

constructive dialogue and keep abreast of relevant issues. It gathers and disseminates information, including curricular support, and provides activities for faculty, staff, and students within our diverse community. The Committee hosted book clubs, sponsored a Belief and Spirituality event, and developed a social media group that highlights various diversity campaigns including supporting veterans, HIV, Indigenous, LatinX/Mexican/Spanish culture, Appalachian culture, Suicide Awareness, Anti-Bullying, Religious freedoms campaigns, and Women in history. The DEI Committee hosted several speakers and performers on campus. The DEI Committee wrote and secured a grant from Appalachian Water that allowed all the members of the Committee as well as the president, a BOG member, and representatives from Student Services, to be trained in LGBTQ+ Safe Space Training. This training focused on having a deeper awareness and understanding of the LGBTQ + community and how to become a safe space for our students. In addition, two members of the DEI Committee were trained to provide training to faculty, staff, and students each academic year.

BridgeValley is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Sources

- 3B3.11 Diversity Equity and Inclusion DEI Committee Information Sheet
- 3B3.12 Book Club Announcement
- 3B3.13 Belief and Spirituality flyer
- 3B3.14 DEI Social Media Campaign Examples
- 3B3.15 DEI Speaker and Performer Flyers
- 3B3.16 Safe Space Grant Report
- 3B3.17 Safe Space Training Certificate
- BOG Policy B-1 -Academic FreedomProfessional ResponsibilityPromotion and Tenure
- BOG Policy F-1 Freedom of Expression
- BV Operational Policy C-3 Student Evaluation of Instruction
- Student Handbook 20-21_1
- WVCTCS Procedural Rule 135 Series 9

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. While BridgeValley is a teaching, not a research institution, it still utilizes several oversight and support mechanisms to ensure the integrity of institutional research and scholarly practice. Data and information from internal, state, and national sources are used to make decisions and improvements for the institution. The Enrollment and Planning Committee meets biweekly to analyze internal data related to admissions, retention, and demographics. The Division of Student Affairs conducts graduate surveys to determine possible changes based on the findings. External instruments used include the Community College Survey of Student Engagement (CCSSE) and the Integrated Postsecondary Education Data System (IPEDS). The HR department and Office of Assessment partner to collect data about campus climate from faculty and staff as part of the Employee Satisfaction Survey, and use that information to make BridgeValley a better environment. The College also has an ethics hotline, anonymous email box that goes to the President and Chief HR Officer, and an anonymous mailbox where faculty and staff can submit questions that the President or appropriate cabinet member addresses in the campus newsletter.

In BridgeValley's day-to-day operations, the College is bound by the West Virginia Ethics Act. The code of conduct established by the Ethics Act applies to all public servants including public employees, elected public officials, appointed public officials and public servant volunteers, whether full-time or part-time, in the legislative, judicial, and executive branches of state, county and municipal government, including all boards, commissions and agencies.

To ensure the BOG meetings maintain integrity, BOG Policy A-4 outlines Board meeting and voting procedures. The policy establishes that no decisions (i.e., no voting) may be made in the executive session.

To ensure fiscal accountability, purchasing and accountability practices are outlined in the Purchasing Policy. Purchasing practices and procedures established by state law, the WVCTCS Council, and the BridgeValley Board of Governors are necessary to protect the interests of taxpayers, vendors, the Council, the College, BridgeValley's Governing Board, and College employees.

2.E.2. BridgeValley provides several support services to ensure the integrity of scholarly practice on campus. IT, Teaching and Learning Resource Center, and institutional research largely support faculty and staff practices. The Student Success Center including tutoring, advising, and career

services support student integrity with respect to scholarly practice.

The Computer Use and Abuse Policy is intended to provide guidelines on proper use for authorized users of computing and network resources, effective protection of individual users, and equitable access to computing resources. In addition, users must comply with the West Virginia Computer Crime and Abuse policy. Students are made aware of this policy through a mandatory orientation program as well as through specific topical discussions in GNST CollegeSuccess courses. Common forms of computer abuse are outlined for students and corresponding disciplinary action is provided.

2.E.3. To promote academic integrity and help reduce incidences of falsification and academic misconduct, degree-seeking students are required to take an English course (ENGL 101/102), where they learn the fundamentals of college writing, including academic research skills and documentation. Depending on the student's discipline or department preference, students learn to use MLA or APA citations. The BridgeValley Librarian instructs students on copyright laws, the ethics of citation, and when to use citation generators in the library and other classes when invited by faculty.

2.E.4. BridgeValley recognizes academic integrity as a fundamental principle of the College. The credibility of the College's academic programs and all institutional procedures rests on the foundation of honesty and integrity. Policies supporting honesty and integrity are published in the Student Handbook as part of the Student Code of Conduct (the Code - p. 24). The Code outlines both student rights and responsibilities. All students are responsible for reading the college catalog and Student Handbook and conforming to the Code. Administration and enforcement of the Code fall under the purview of the Dean of Students, with ultimate decision-making authority by the President or their designee.

Section 4 (p. 34) of the Code outlines the code enforcement process. The College encourages students, faculty, and staff to resolve conflicts informally and at the lowest level possible. In the case of academic misconduct, the appropriate academic dean will evaluate all reports and attempt an informal resolution before initiating a formal process. If applicable, the Academic Dean will file a report with the Dean of Students indicating informal complaint resolution, and the College will retain records of the informal process.

When an informal resolution is not possible or appropriate, a campus community member may report alleged student misconduct using the College's online reporting form. The report describes the misconduct and identifies the student(s) involved in the incident. The Dean of Students will review reports and determine if there is reliable information indicating that a violation may have occurred. The Dean of Students will initiate the student conduct process, create a conduct case, and notify the student of the charges and the student conduct process in writing. The College also reserves the right to initiate a case without a formal complaint and to investigate anonymous reports. When appropriate, reports may also be addressed through the BridgeValley early alert procedures or other non-conduct procedures.

Disciplinary actions for misconduct can range from counseling or restitution to reprimand, probation, suspension, and even expulsion. Additionally, some academic programs specify more stringent sanctions for academic dishonesty violations as noted in their respective policy manuals.

BridgeValley enforces policies on academic honesty and integrity.

Sources

- BV Complaint Form - Online
- BV Operating Policy B-OP-18-14 Computer Use and Abuse
- BV Policy E-8 Procurement and Purchasing
- Community College Survey of Student Engagement (CCSSE) Evidence
- Employee Satisfaction Survey - Committee Recommendations - President and Cabinet
- Employee Satisfaction Survey - ModernThink Survey Details
- ENGL 101 and 101E W04 1130 and 1150 Syllabus Fall 2023 James A
- Enrollment Planning Committees Examples of Data Review Evidence
- GNST 106 W01 1478 Syllabus Fall 2023 Leftwich K
- Graduation Satisfaction Survey Items and Data AY22-23
- IPEDS Data Report Evidence
- Library Resources
- Policy A-4 Board of Governors Meetings_
- Program Handbook Examples
- Syllabus ENGL 102 Spring 2022
- West Virginia Code Chapter 6B

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

BridgeValley operates ethically, responsibly, and with integrity in all aspects of the College. The Board and administration act in accordance with state code and state and institutional policies. The faculty and staff strive to ensure the pursuit of honesty in teaching and learning and have policies in place to address academic dishonesty.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1. BridgeValley courses and programs are developed and reviewed on multiple levels to ensure they are current and require performance levels appropriate to the degree or certificate awarded.

BridgeValley has instituted a multidimensional assessment committee structure that sustains the assessment framework of the college's course, program, and institutional-level learning outcomes and assessment validity and reliability. A new process for assessment has been implemented since the last HLC visit, including the creation of Division Assessment Committees and an Outcomes Assessment Committee. Each committee includes representation from varying institutional areas and plays a role in the oversight, review, and maintenance of the College's assessment processes. Each committee works in conjunction with the Academic Standards Committee (ASC).

Curricular matters navigate through multi-level oversight before being implemented. The ASC is the primary academic oversight body for the college and is charged with overseeing the creation, revision, and discontinuance of academic programs and individual courses. The ASC membership is comprised of department chairs with faculty rank from each academic department, two elected faculty representatives, and non-voting ex-officio administrators that include the CAO and academic deans. Including representatives from all academic areas allows for multi-divisional reviews of curricular matters. ASC members review and approve prerequisites, academic rigor, and student learning expectations to ensure academic integrity of both individual courses and academic programs.

The primary functions of the Division Assessment Committees are to serve as the recommending body for the assessment of student learning. The Committees facilitate the development, evaluation, collection, and housing of course, program, and institutional student learning outcomes, assessment strategies, and data for continual improvement and support of students. Recommendations from the respective division committees are submitted to the ASC for final approval and implementation.

The Outcomes Assessment Committee is an administrative committee that oversees and reviews program-level student learning outcomes assessment processes. The Committee's primary purpose is to support student learning by ensuring learning outcomes assessment is consistent with the mission of the College, is student-centered, promotes a culture of continuous improvement, and uses direct assessment measures The Outcomes Assessment Committee reviews program-level student learning outcomes to ensure outcomes are appropriate to course and program levels and have valid assessments.

BridgeValley offers programs with specialized accreditation. These programs are identified on the website and in the catalog. Programs with specialized accreditation are also required to collect, analyze, and report data annually to respective accreditors to continually improve program success and ensure levels of performance are appropriate to the degree awarded. For example, the Respiratory Therapy, Dental Hygiene, and Nursing programs submit annual reports to track program and student success indicators such as enrollment trends, retention rates, graduation rates, and exam pass rates.

3.A.2. BridgeValley articulates and differentiates learning goals for its academic programs. Under WVCTCS Title 135, Series 11, certificate and associate degree programs must include a full complement of general education requirements appropriate to the level of the degree, including essential communication and computation skills. Each program is bound, under the Institutional Learning Outcomes Requirements, by a minimum number of general education hours, dependent on degree type, ranging from 24 hours for Associate in Science (AS) and Associate in Arts (AA) degrees, 15 hours for Associate in Applied Science degrees, to 6 hours in Certificate in Applied Science (CAS) degrees. BridgeValley uses an interdisciplinary approach to meet the general education requirements. Institutional Learning Outcomes (ILOs) are integrated into specific general education or program-designated ILO courses. Each associate and certificate curriculum includes English 101 (or ENGL 109 for selected technical programs) and a 100-level math course unless otherwise specified by state or national accreditation requirements. Program-specific courses students must take to satisfy the ILO credit hour requirements are outlined in the catalog. BridgeValley's ILOs focus on four educational areas and are guided by a common set of student learning outcomes with performance indicators. Upon successful completion of ILO courses and upon graduation, students will be able to demonstrate each of the ILOs.

In addition to the learning expectations of the ILO assessment process being articulated, individual programs establish program-level student learning outcomes (PLOs) and participate in the Outcomes Assessment Process (Plan/Map/Report templates) to measure and evaluate student and program performance. ASC-approved PLOs are published in the college catalog. Each program (program samples) establishes outcomes and performance expectations appropriate to the program and discipline. Since the 2019 review, the Outcomes Assessment process has been revised (interim report ILO section) to ensure programs articulate learning goals through measurable PLO statements and evaluate student performance based on the expected learning level. Through the Outcomes Assessment process, the College continues its effort to review and revise PLOs to make them meaningful, manageable, measurable, and clearly articulated for credential levels.

3.A.3. BridgeValley delivers programs and courses via face-to-face, blended, remote, and fully online web-based delivery using the College's learning management system. Regardless of the delivery mode, location, or length of the academic semester, program and course expectations remain the same. The delivery method does not affect the learning outcomes, number of contact hours, or the amount of work required to complete a course. The amount of work, contact hours, and credit hours granted remain the same regardless of the delivery method or time frame. To ensure consistency of

pertinent information across all sections of a course, a course syllabus template is used. Dual/Early enrollment offerings are treated as every other course offering, following the same syllabus, course outcomes, assessments, and standards. Program completion and graduation requirements are program specific and not affected by modes of delivery for individual courses.

In Spring 2020, most courses transitioned to be delivered online due to the COVID-19 pandemic. An Emergency Remote Plan that followed Quality Matters (QM) standards was implemented to help faculty transition campus courses to online delivery. Knowing that most courses would be delivered remotely or online during the 2020-2021 academic year, full-time and adjunct faculty were required to participate in an online course in Best Practices Remote Teaching Pedagogy. Faculty took the course to learn how to fully engage student learners in online and remote courses as they would in face-to-face seated courses.

The institution returned to offering a mixture of face-to-face, blended, remote, and fully online web-based courses in the 2021-2022 academic year.

In January 2023, the College replaced Blackboard as its Learning Management System and began using D2L/Brightspace. As the demand for online courses grew and more courses were being developed, an online course development process was established to ensure the uniformity of design and quality of instruction. The Director of Instructional Technology and Library Services worked with the representatives of the Brigthspace to help create a new standard landing page to maintain online course quality and consistency. Developing a new online course begins when the department chair submits a request to their dean. The chair is responsible for finding an appropriate content expert to develop the course. To ensure all stakeholders are involved in the development process, the chair submits a form to be signed by the chair, faculty, dean, and Director. The chair and faculty members meet with the Director of Instructional Technology and Library Services to set a timeline and development parameters. The Director works with the faculty and completes an evaluation based on Quality Matters standards to assure instructional design and quality. The offering department has final approval of the content.

BridgeValley's program quality and learning goals are consistent across all modes of delivery and all locations. To ensure the quality and integrity of programs, the College uses a multi-dimensional assessment process that incorporates an annual Program Outcomes Assessment, a five-year Program Review, and General Education embedded Institutional Learning Outcomes Assessment processes. Sections 3.B.1 and 2 and 4.A.1 describe these processes in detail.

Sources

- 3A1.1 Division Assessment Committee Example
- 3A1.2 Division Assessment Committee Recommendation Examples
- 3A1.3 Outcomes Assessment Committee Information Sheet
- 3A1.4 Outcomes Assessment Committee Action Plans
- 3A1.5 Outcomes Assessment Submission Tracking
- 3A1.6 Academic Standards Committee Information Sheet
- 3A1.7 Academic Standards Committee Minutes_Curricular Review
- 3A1.8 BVCTC Site_Specialized Accredited Programs List
- 3A1.9 Specialized Accredited Programs_Annual Report Examples
- 3A2.10 Catalog_Academic Programs by Degree Designation with Examples

- 3A2.11 WVCTCS Title 135 Series 11
- 3A2.12 Catalog_ILO Requirements
- 3A2.13 Catalog_ILO Course List
- 3A2.14 Catalog_ILOs with Performance Indicators and Glossary
- 3A2.15 Catalog_Program Map Examples with Designated ILO Courses
- 3A2.16 OAC Plans and Action Forms_PLO Changes Examples
- 3A3.17 Syllabi Examples-same course_different delivery modalities
- 3A3.18 Syllabus Template
- 3A3.19 Syllabi Examples_High School (Dual Credit) Courses
- 3A3.20 LMS Standards_Course Landing Page
- 3A3.21 Best Practices Remote Teaching Pedagogy Course Information
- 3A3.22 Evaluation of Online Course Examples
- 3A3.23 QM Coordinator Certificate
- 3A3.24 Emergency QM Remote Instruction Checklist
- 3A3.25 Job Description_Director of Instructional Technology

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1. BridgeValley's general education program is appropriate to the Mission, educational offerings, and degree levels of the institution. The institution articulates its general education requirements' purpose, content, and intended learning outcomes in the College catalog. BridgeValley's Institutional Learning Outcomes are the foundation of its general education program. ILOs are statements of the general knowledge and skills that graduates should demonstrate by the time they graduate, regardless of their academic program of study. BridgeValley's ILOs include defined student learning expectations designed to provide a foundation for future study, expand the educational experience, and enhance life experiences. In addition, the ILOs afford students a shared general education learning experience and provide opportunities and support to develop the skills, behaviors, and attitudes to be more successful as they progress through higher education and professional endeavors. The four Institutional Learning Outcomes are:

ILO 1. Communicate effectively when speaking and writing, using appropriate technology.

ILO 2. Employ qualitative and quantitative reasoning skills to interpret and analyze data, solve problems, synthesize hypotheses, and communicate findings.

ILO 3. Demonstrate civil discourse appropriate for living and working in a diverse society through the use and understanding of social respect, social responsibility, and social ethics.

ILO 4. Apply the critical thinking process to analyze problems and make informed decisions.

Each degree or certificate program specifies courses students must take to satisfy the requirements for general education (ILO courses) as well as major courses. Courses meeting ILO standards are listed in the College catalog. Each program, defined by the ILO Requirements, includes a minimum number of general education hours, dependent on degree type, ranging from 24 hours for Associate

in Science (AS) and Associate in Arts (AA) degrees, 15 hours for Associate in Applied Science degrees, to 6 hours in Certificate in Applied Science (CAS) degrees, in accordance with WVCTCS Title 135, Series 11 specifications. To ensure the minimum ILO requirements are met by programs, new programs and programs requesting curricular modifications identify ILO courses on the (ASC) Program Form.

3.B.2. BridgeValley's ILO (general education) program is grounded in a framework developed by the institution. The process imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the College believes every college-educated person should possess. BridgeValley's ILOs include defined student learning expectations designed to provide a foundation for future study, expand the educational experience, and enhance life experiences.

To ensure the ILO process is grounded in a practical framework, the ILOs and assessment process were overhauled in a two-step, multi-year process starting in 2020. A major revision was done on the former general education competencies (GECs) to become our current ILOs, followed by an ILO assessment process redesign in spring 2023.

In Spring 2020, revision of the general education competencies began. An Ad Hoc Committee used established research as well as input from faculty to develop four outcomes, each with four measurable performance indicators. All faculty were given an opportunity to comment in a campus-wide videoconference as well as during division meetings. A glossary of terms was also developed to ensure clarity and consistency. In November 2020, the ILOs were approved by the ASC.

After the ILOs were approved, an Ad Hoc ILO Redesign Committee was formed to develop the data collection process for ILO assessment. The new process relies on direct assessment measures in ILO-designated courses.

Each ILO course includes assessments that meet the four specified performance indicators for a particular ILO. Courses seeking ILO designation must complete the appropriate ILO rubric that is submitted first to the respective Division Assessment Committee and then to the ILO committee. The ILO committee reviews submissions to ensure appropriate direct assessment measures are used to measure student performance for the respective ILO outcomes and performance indicators. The ILO committee reports their findings to the ASC for the final decision on the courses holding ILO designation.

The ILO assessment process starts with each ILO course collecting data using direct measures of specific performance indicators. This data is reported using the ILO data submission form. The process establishes a minimum student performance benchmark of 70% on approved ILO-focused assessments and an institutional performance target of 85% for each ILO student performance indicator. It closes the loop by including a section on the data submission form for each student performance indicator to describe how the findings will be used to make or plan improvements that support student learning. In addition to direct course-level assessment, questions linked to the institutional graduation survey and Community College Survey of Student Engagement (CCSSE) are used as indirect measures to support the direct assessment process. Assessment data is collected each academic year, and aggregated data are reviewed by the Office of Academic Assessment, which reports the results back to the divisions, departments, and faculty so they can make data-informed course-level improvements during the next academic year. This process is used to inform student attainment of the institutional learning outcomes. The revised process was approved by the ASC in May 2022. Two ILOs are assessed annually following a schedule. During the 2022-2023 academic year, data collection for ILOs 2 and 3 began. Academic departments and divisions reviewed data

results to evaluate performance and will develop improvement plans between August and September 2023. The final assessment results for the initial ILO assessment cycle are due to the Office of Assessment by October 1, 2023.

Several subcommittees, including the ILO Committee, Outcomes Assessment Committee, and Institutional Assessment Committee have been established to incorporate additional oversight into the ILO and programmatic assessment frameworks. Additionally, division assessment committees review all submissions before sending them to the ASC for additional review and approval.

The goal of BridgeValley's ILO process is to make students adaptable to the ever-changing landscape of the communities we serve by ensuring graduates possess a broad knowledge base. The ILOs ensure that BridgeValley graduates are well-rounded, socially conscious, and possess the knowledge and concepts that are the mark of any college-educated person. The ILOs and their assessments guide each step of the general education processes at the College. While the ILO process is new, the framework was designed to be sustainable and allow for course-level and institution-level performance determinations and improvements.

3.B.3. The education offered by BridgeValley recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

To provide degree-seeking students with a foundation of communication, interpersonal skills, ethics, and critical thinking skills for use in a diverse world, BridgeValley requires that each program incorporates ILO general education outcomes as outlined in the ILO Requirements. Programs are assessed using a variety of institutionally approved approaches to ensure ILOs are supported (See section 3.B.2). Additionally, most programs include some form of real-world clinical experiences that provide students with additional skills to live and work in a multicultural world.

BridgeValley recognizes human culture and diversity as one of its core Institutional Learning Outcomes. ILO 3 deals with demonstrating civil discourse appropriate for living and working in a diverse society through the use and understanding of social respect, social responsibility, and social ethics. As an educational institution that meets the needs for workforce development and industries ranging from healthcare to manufacturing, diversity and culture can be found as part of the curricula. While most programs use the Intro to Humanities course to fulfill their ILO 3 requirement, several programs have chosen to use program-specific ILO-3 courses. Business Administration AAS includes Business Communications and Ethics and the Highways Engineering program AAS includes Ethics and Professionalism. All ILO 3 designated courses explore different cultural perspectives, diversity of histories and communication styles, influences of oneself on communities, and conflicting ideas and resolutions. As ILO courses, these courses are assessed using the ILO assessment process.

Students in the Nursing program gain real-world experience by performing hands-on patient care through simulations and clinicals. In HSRS addiction counseling and youth development concentrations, students spend 240 hours at a chemical dependency facility. Students gain hands-on, in-field experience, allowing for an in-depth understanding of the individual recovery and rehabilitation process of persons with psychiatric and developmental disabilities or in addiction counseling domains.

Appreciation for human and cultural diversity takes place not only in the classroom but in other areas of the college as well. In terms of economic diversity, BridgeValley recognizes the needs of our most economically disadvantaged student populations. In conjunction with the West Virginia Division of Health and Human Resources, BridgeValley received a $120,000 five-year grant designated to

support the population who receive Temporary Assistance for Needy Families (TANF) funds. This population historically faces many barriers in coming to school and we are committed to making sure these students succeed on campus. The role of the TANF counselors is to help eliminate barriers and provide support to those who are seeking a college education. In academic year 2021-2022, there were 18 TANF students and three graduates who had received funding from the grant.

BridgeValley formed a Diversity, Equity, and Inclusion Committee (DEI) in 2015 comprised of various faculty, staff, and student representatives to support the mission of the College, particularly as it pertains to meeting the higher educational needs of tomorrow's leaders of a community characterized by economic, social, and cultural contrasts. The DEI Committee provides the leadership necessary to facilitate constructive dialogue and keep abreast of relevant issues. It gathers and disseminates information, including curricular support, and provides activities for faculty, staff, and students within our diverse community. The Committee hosted book clubs, sponsored a Belief and Spirituality event, and developed a social media group that highlights various diversity campaigns including supporting veterans, HIV, Indigenous, LatinX/Mexican/Spanish culture, Appalachian culture, Suicide Awareness, Anti-Bullying, Religious freedoms campaigns, and Women in history. The DEI Committee hosted several speakers and performers on campus including Eric Eyre, a journalist discussing how to identify fake news, and Doris Fields, a character actress portraying Miss Bessie Smith. Marc Harshman, Poet Laureate of EV, and Doug Van Gundy, fiddle player and educator, shared their poetry and music dedicated to Appalachian culture. The DEI Committee wrote and secured a grant from Appalachian Water that allowed all the members of the Committee as well as the president, a BOG member, and representatives from Student Services, to be trained in LGBTQ+ Safe Space Training. This training focused on having a deeper awareness and understanding of the LGBTQ + community and how to become a safe space for our students. In addition, two members of the DEI Committee were trained to provide training to faculty, staff, and students each academic year.

The College also demonstrates a commitment to diversity in all syllabi. Beginning in the spring of 2023, all course syllabi include the following Diversity Statement: "BridgeValley Community and Technical College values diversity of people, cultures, ideas, and honors the dignity of all people." This statement was developed with input from the DEI Committee and was approved by the ASC in Fall 2022.

BridgeValley provides more than 20 clubs and student organizations with approximately 400 students participating in at least one of these groups. The clubs and organizations range from National and International Honor Societies to Pathfinder E-sports to GSA (Genders and Sexuality Alliance). Clubs and organizations allow students to become involved in what interests them as well as work and socialize with others who may come from different cultures, backgrounds, or opinions. Members can also meet individuals throughout the community as some of these student organizations perform outreach and community service. In 2019, the Paradigm Pioneers cosponsored the Recovery Walk Event held in Charleston, WV. The Event was attended by 250+ community members, including approximately 20 club members. The event celebrated the milestones of recovery and consisted of guest speakers, resource booths, games, food, and a walk. Another organization, Bridged by Faith, collects nonperishable food to distribute to some of the homeless communities in the area several times each semester. This group also volunteers to prepare meals at the Charleston Manna Meal and visits with residents at the local Hospice House.

3.B.4. Faculty and students are encouraged to contribute to scholarship, creative work, and discovery of knowledge.

The College is driven by its mission to promote student success through quality education. BridgeValley provides access to faculty and students to demonstrate leadership, scholarship and to grow in a supportive and safe environment. The faculty and students of BridgeValley participate in many practitioner development activities. Each year, several faculty present original material at local, state, and national conferences. Faculty presented at Innovations 2022, sharing ways to provide civic engagement to STEM students; at NISOD 2022, sharing how to incorporate trauma-based strategies to reduce stress in learning environments; and at ACEN 2023, sharing strategies to recruit and retain qualified nursing students. Another example of the College's dedication to driving leadership and innovative ideas is its support of its student organizations. Phi Beta Lambda (PBL) is a nationally recognized student organization that promotes skills and abilities learned through the Business Program. Each year, students involved in BridgeValley's branch of the organization place in the top of their groups at the state, regional, and national levels. BridgeValley's Phi Theta Kappa (PTK) International Honor Society attended the PTK Regional Convention in Springfield, VA, in March 2022 and received several awards. Every spring, the Office of Student Life and Department of Student Services hold a Leadership Awards Ceremony to recognize student organizations, including the Community Service and Heart of Gold Awards. A Student Ambassador program provides students the opportunity to serve as goodwill representatives of the College, working closely with Student Services to enhance communication, management, and teambuilding skills. Another opportunity for students is the Learn & Earn program, that allows students to take technical courses while gaining paid work experience with an area employer.

The College sponsors outreach, hands-on learning, and creative opportunities through events such as the Pumpkin Drop and STEAM Academy available to the community. During the pandemic, the Office of Student Life sponsored events remotely like the Make & Take where craft kits were supplied that could be picked up, and then remote sessions were held to give instructions on how to make something. The college also hosted a Virtual Health Fair and the Pathfinder's Got Talent contest where both faculty, staff and students showed off their talents via electronic means to promote engagement while people were isolated in their homes. The DEI committee sponsored a literary, photography, poetry, and art contest called "Remembering the Darkness to Find the Light,". Local artists from Appalachia, helped to judge the writing, photography, art, and literary submissions. Faculty, staff, and students were all invited to submit items to go in a Time Capsule observing the pandemic. The Womxn Journey to Empowerment Event featuring local female authors led to the establishment of the BridgeValley Book Club. The Book Club has met monthly since 2019 and is open to students, all employees, and the community. During each meeting, a few chapters of a chosen book are discussed. Some examples of titles include "Don't Tell'em You're Cold: A Memoir of Poverty and Resilience" by Katherine Manley, "Hillbilly Elegy" by J. D. Vance, and "Caste: The Origins of Our Discontents" by Isabel Wilkerson. As the campus reopened, the Student Affairs sponsored more face to face events including Popcorn & Paint, Mindful Mondays, and Naloxone training. In Spring 2023, the DEI sponsored the "Spring into Diversity" contest of prose, poetry, and visual arts that reflected Appalachian diversity.

BridgeValley's faculty, staff, and students contribute to scholarship, creative work, and the discovery of knowledge appropriate to its mission.

Sources

- 3B1.1 Catalog_ILOs with Performance Indicators and Glossary
- 3B1.2 Catalog_ILO Course List

- 3B1.3 Catalog_ILO Requirements
- 3B1.4 WVCTCS Title 135 Series 11
- 3B1.5 ASC Program Form with ILO Examples
- 3B2.1 Catalog_ILOs with Performance Indicators and Glossary
- 3B2.10 ILO Rubrics_Completed Examples
- 3B2.11 ASC Minutes 10.14.22_ILO Course Approval Examples
- 3B2.12 ILO Assessment Process
- 3B2.13 ILO Course Data Submission Form
- 3B2.14 ILO Graduation Survey_ILO Questions
- 3B2.15 CCSSE Questions_ILO Questions
- 3B2.17 ASC Minutes 05.06.22_ILO Assessment Process Approved
- 3B2.18 ILO Course List Review Schedule
- 3B2.19 Catalog_Program Map Examples with Designated ILO Courses
- 3B2.2 Former GECs with Performance Indicators
- 3B2.20 Catalog_ILO Requirements
- 3B2.21 WVCTCS Title 135 Series 11
- 3B2.22 Institutional Learning Outcomes ILO Committee Information Sheet
- 3B2.23 Outcomes Assessment Committee Information Sheet
- 3B2.24 Institutional Assessment Committee Information Sheet
- 3B2.25 ASC Minutes 10.14.22_ILO Course Approval Examples
- 3B2.26 WVCTCS Title 135 Series 11
- 3B2.27 WVCTCS Title 135 Series 10
- 3B2.28 BOG Policy C-5 Program Approval and Termination
- 3B2.29 C-OP-12-19 Academic Program Post-Audit Policy
- 3B2.3 Faculty Input on ILOs revision
- 3B2.30 B0G Policy C-1 Program Review Procedures
- 3B2.31 C-OP-12-20 Program Review Policy
- 3B2.32 Program Review Schedule
- 3B2.4 ASC Minutes 11.12.20_ILOs Approved
- 3B2.5 ASC Minutes 11.12.21_ILO Process Redesign Committee Establised
- 3B2.6 Catalog_ILO Course List
- 3B2.7 ILO Designation Course Rubrics
- 3B2.8 Division Assessment Committee Minutes_ILO submission
- 3B2.9 Institutional Learning Outcomes ILO Committee Information Sheet
- 3B3.1 Catalog_ILO Requirements
- 3B3.10 TANF Quarterly Reports
- 3B3.11 Diversity Equity and Inclusion DEI Committee Information Sheet
- 3B3.12 Book Club Announcement
- 3B3.13 Belief and Spirituality flyer
- 3B3.14 DEI Social Media Campaign Examples
- 3B3.15 DEI Speaker and Performer Flyers
- 3B3.16 Safe Space Grant Report
- 3B3.17 Safe Space Training Certificate
- 3B3.18 Syllabus Template
- 3B3.19 ASC Minutes 10.14.22_11.11.22_Diversity Statement Approval
- 3B3.2 HUMN 110 Syllabus
- 3B3.20 Student Organization and Club List
- 3B3.21 Community Service and Outreach Examples
- 3B3.3 BUSN 230 Syllabus

- 3B3.4 HWAY 106 Syllabus
- 3B3.5 ILO Assessment Process
- 3B3.6 NURS 245 Syllabus
- 3B3.8 HSRS 298 Syllabus
- 3B3.9 WVDHHR Grant Letter
- 3B4.1 Innovations NISOD and ACEN Conference Programs
- 3B4.10 Remembering the Darkness to Find the Light Flyer
- 3B4.11 Time Capsule Information
- 3B4.12 Womxn Journey to Empowerment Event Flyer
- 3B4.13 Book Club Announcement
- 3B4.14 Student Life Event Calendar
- 3B4.15 Spring into Diversity Flyer
- 3B4.2 PTK Regional Convention
- 3B4.3 Leadership Awards Ceremony
- 3B4.4 Student Ambassador Information
- 3B4.5 Learn and Earn Information
- 3B4.6 Pumpkin Drop and STEAM Academy Flyers
- 3B4.7 Make Take Flyer
- 3B4.8 Virtual Health Fair Flyer
- 3B4.9 Pathfinders Got Talent Flyer

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1 BridgeValley strives to ensure the overall composition of its faculty and staff reflects human diversity for the populations it serves. To support its Mission of promoting student success, preparing a skilled workforce, and building tomorrow's leaders by providing access to quality education, BridgeValley encourages diversity and inclusivity in its workforce. BridgeValley is an equal opportunity, affirmative action institution that does not discriminate based on race, color, religion, sex, national origin, age, disability, veteran status, or any other legally protected status in its employment, programs, or activities.

Following BridgeValley's Non-Discrimination Policy, and WVCTCS Series 40, the College seeks to ensure and provide equality of opportunity in all aspects of employment and personnel activities including in the recruitment, selection, training, compensation, benefits, discipline, promotion, transfer, layoff, and termination processes.

When a vacancy or new position is available, a dean, director, or vice president submits a recruiting request form to Human Resources (HR). After receiving approval to initiate a candidate search, HR and the position supervisor develop a job posting announcement that meets the Non-Discrimination Policy guidelines. The College Mission and Equal Opportunity/Affirmative Action statements are posted with job announcements. The Equal Opportunity/Affirmative Action statement is also posted on the main BridgeValley website landing page with a link to the Non-Discrimination Policy. To ensure a wide pool of applicants, full-time faculty and staff openings are posted on NeoEd, BridgeValley's website, Handshake, and HigherEd Jobs. Some position postings are also shared on BridgeValley's Facebook and LinkedIn pages. Adjunct positions are typically posted only on NeoEd

and BridgeValley's website. A search committee is formed, and qualified applicants are interviewed under the supervision of HR to ensure a fair, equitable, and confidential process.

The College displays its commitment to diversity through its workplace hiring and institutional inclusivity practices. In the Spring of 2023, a Diversity Statement was added to the syllabus template to further promote the College's focus on diversity and inclusivity. Moving forward, all syllabi will prominently display the College's Mission and Diversity Statement.

Annually, the WV Higher Education Policy Commission publishes an Almanac Report (p. 37), which provides year-end higher education statistics for both of the state's higher education systems (4- and 2-year). In 2022, BridgeValley reported 8% of its student population is comprised of minority students and 59% represent students identified as female (p. 28-29). In our service region, 92% of the population identifies as White, 58% hold a high school diploma or less, and 9% are veterans. Our student population mirrors the geographic area that we serve in the state.

For BridgeValley's employee population, the HR Department maintains Affirmative Action Programs (AAPs) for Minorities and Women, Protected Veterans, and Individuals with Disabilities. The 2023-24 AAP for Minorities and Women (p. 7), indicates the College has 297 employees, including 25 (~9.3%) minorities and 184 (~62.0%) females. The Chief HR Officer is designated as the College's Equal Employment Opportunity (EEO) Administrator. In setting forth AAPs, BridgeValley reaffirms its belief in equal employment opportunity for all employees and applicants for employment in all terms and conditions of employment.

Population estimates recorded for West Virginia and BridgeValley's four-county service region (Putnam/Clay/Fayette/Kanawha) on the US Census website show similar statistics with the State reported as having a minority population of ~9.2% (~5.3%/3.60/8.0%/12.0%) and female population of ~50.1% (~50.3%/49.7%/49.1%/51.6%).

Comparing BridgeValley's student and employee populations to the State's shows that the overall composition of its employees aligns with the demographics of the State (and its service region) and the composition reflects human diversity as appropriate for the students it serves. While the College's current populations are aligned with the State and its service region, the College recognizes the need to continue to diversify its employee and student populations, specifically by recruiting more men to both student and employee positions, to continue to promote a culture of inclusivity.

3.C.2. BridgeValley employs sufficient faculty to carry out institutional activities in academic areas. Division heads determine staffing requirements for instructional faculty and staff in their respective areas. To promote continuity, renewable term faculty contracts are used. In Fall 2021, BridgeValley reported an 11:1 student-to-faculty ratio. The number of part-time faculty employed varies by semester depending on the number of students enrolled and the courses needed. Division heads communicate hiring expectations for faculty. Faculty roles and responsibilities are described in job descriptions. Instructional performance is monitored through a multidimensional evaluation process. Faculty rank, per WVCTCS Title 135 Series 9 and BOG Policy B-1, is determined according to predetermined criteria. Faculty are directly involved in the hiring process through participation on search committees. Full-time faculty maintain a minimum teaching load per week as determined by WVCTCS Title 135 Series 45 and Teaching and Office Load Policy.

Within each division, there are faculty who perform non-classroom duties through leadership roles as Chairs and Program Coordinators. Chairs perform administrative duties and oversee the faculty and instructional staff in an academic area. Program Coordinators ensure program compliance with

internal and external academic policies and procedures and assist chairs. Faculty are directly involved in the oversight of curricular matters and institutional assessment, including evaluation of student learning through participation and leadership on institutional committees such as Academic Standards (ASC), Institutional Learning Outcomes, Outcomes Assessment, and Program Review Committee. The ASC is the principal oversight body for academic matters and has representation from all divisions. Additional information on the duties and membership of these committees is in sections 3.A.1, 3.A.2, and 4.A.1. Faculty actively participate in a shared governance model through participation and leadership on committees such as Faculty Senate, Faculty Evaluation Committee, and Faculty Governance.

3.C.3. Pursuant to the Faculty Credentials Policy, BridgeValley employs qualified faculty to provide a meaningful educational experience for students. The College ensures the quality and integrity of its academic programs by employing individuals who have demonstrated adequate academic and professional preparation for the subject matter they teach. The Human Resources Office (HR) generates and maintains a full-time faculty roster and credentialing records. Review of faculty and adjunct credentials is an ongoing process that occurs at new hire and at least annually to ensure employees meet the qualifications for their position and that they have provided the College with proper documentation (i.e., transcripts, certifications, licensures) outlining their ability to teach.

For early enrollment course offerings, the dean from the offering academic division is charged with vetting the credentials of instructors. Most early college courses are taken by high school students on site at BridgeValley in classes with other more traditional college students. In courses offered at high schools, either a BridgeValley faculty or adjunct teaches the early enrollment course such as the GNST 110 course offered at George Washington High School, or a teacher at the high school with the proper credentials is used for example, at Clay County High School, a teacher at the high school with an MBA was qualified by the Business Division to offer an Introduction to Business course on-site during the school day.

The College follows institutional, programmatic accrediting, and HLC credentialing requirements for full-time, adjunct faculty, and high school instructors in the early enrollment program. Faculty have the necessary qualifications with credentialing records kept on file in the HR Office. All applicants for FT and Adjunct faculty positions are screened for appropriate credentials before being hired. Candidates provide resumes and copies of transcripts during the search process. When a faculty member is hired, an official transcript is obtained and kept on file with the HR Office.

Faculty, full- and part-time, who teach in specific program areas must have appropriate academic and in-field credentials. General Education faculty are required to possess an infield master's degree or a minimum of 18 graduate hours in a discipline or subfield to be qualified to teach transferable courses. Technical degree faculty are expected to hold specialized certifications, licensures, or credentials relevant to the field. Faculty teaching in programs with specialized accreditation must meet the educational background, regulatory and accreditation standards, and have experience in their content area. Nursing faculty must hold a master's or bachelor's degree plus 10 years of nursing experience and be experts in their specific health content area. The College also requires faculty and adjuncts to submit necessary licenses and certifications to the HR Office to be kept on file. HR maintains a spreadsheet to keep track of when the licenses/certifications expire and, if any lapse, HR reaches out to the employee to obtain updated information.

3.C.4. Pursuant to WVCTCS Title 135 Series 9 and BOG Policy B-1, BridgeValley's faculty are evaluated annually following established institutional procedures outlined in the Faculty Evaluation Handbook. Faculty are responsible for keeping current in their fields and are expected to contribute to

the missions of respective departments and divisions of the College. Full-time faculty and Chairs are evaluated through the multidimensional faculty evaluation process that looks at areas of teaching, professional development, and service. Chairs are additionally evaluated in the administrative area. Measures such as Performance Evaluation, Teaching Observation, Student Evaluation of Instruction Surveys, Self-Evaluation, and Supervisor Evaluation are used in the evaluation process. Per the Student Evaluation of Instruction for Academic Credit Operating Policy, faculty are evaluated in all classes taught during the academic year through student instruction evaluation surveys. Results for classes are sent to individual faculty, respective supervisors, and Division Deans at the end of each semester for review.

The Faculty Evaluation Committee (FEC) is comprised of representatives from each division as stated in the Faculty Senate Constitution and By-laws. The FEC oversees the faculty evaluation process and periodically reviews procedures and instruments for faculty evaluations. The FEC is charged with evaluating faculty members who apply for promotion and faculty who rebut evaluations from respective evaluators. In addition to being evaluated by supervisors, faculty applying for promotion are also evaluated by the FEC. The FEC makes recommendations to the President's Office regarding the retention and promotion of full-time faculty.

To maintain the integrity of instruction for part-time faculty and per BOG Policy B-5, adjunct faculty are evaluated annually as such evaluation is the basis for continuing employment. Department supervisors conduct classroom Teaching Observations at least annually using the same form as for full-time faculty with new adjunct faculty being evaluated in their first term of teaching. Adjunct faculty, the same as full time faculty, are further evaluated by Student Instruction Evaluation Surveys.

In May 2022, the President asked faculty senate to develop a new faculty evaluation tool and process. The Faculty Senate charged the FEC with the development task. The development committee is co-chair by the VPAA and the HR Director, and the development committee is made up of members of the FEC. A pilot evaluation process is expected to begin in the fall of 2023.

3.C.5. Pursuant to BOG Policy B-11, BridgeValley has budget processes and resources in place to support professional development opportunities to assure that instructors have the opportunity to remain current in their respective disciplines and teaching roles.

Each division is provided an annual budget using a formula based on the number of full-time faculty. Historically, professional development monies equal to $500 per full-time faculty member have been allocated to each division. Deans, department chairs, and faculty have autonomy to spend their budget allocations to meet the professional development needs of their respective divisions.

BridgeValley also funds a Faculty Development & Training Committee (FDTC) which receives an annual allocation to support faculty development opportunities. The committee serves as a review board for financial support requests and other assistance pertaining to professional development, continuous improvement opportunities, and coordinating college-wide faculty development programming in conjunction with the Vice President of Academic Affairs (VPAA). FDTC uses guidelines to determine the eligibility and amount of funding. With the help of Perkins and CARES funding, the College was able to increase the 2022-2023 FDTC allocation from $5,000 to $25,000 for use of professional development with the stipulation that any activity funded had to contribute to student success after the pandemic.

In Fall 2022, a newly re-imagined space, the Teaching and Learning Resource Center (TLRC), opened in the former Library space. The mission of the TLRC is to provide instructional services that

encourage innovative teaching and learning techniques to promote student engagement and success. Services offered by the TLRC are course reviews (in-person, blended, online), feedback on course materials, training and consultation on educational technology, and educational workshop presentations. The office for the Director of Online Learning and Library Services is in the TLRC and faculty can schedule one-on-one training/consultation and the Director designs and delivers several workshops to support engagement. Student use of the TLRC is outlined in sections 3.D.2 and 3.D.4.

The Nursing Program received a ~$40,000 grant from WV Nursing Faculty Investment Program funded through the CARES Act that provided various professional development for 18 nursing faculty. New nursing faculty received orientation training in the Nurse Tim Series and attended a conference dealing with concept-based curriculum. Additional trainings in the Nurse Tim Series and for the Certified Nurse Examination were also provided. The Simulation Coordinator attended the "International Nursing Association for Clinical Simulation and Learning Conference", the Nurse Administrator attended the "Nursing Education Accreditation Conference", and 10 nursing educators attended the "NurseThink for Nurse Educator NexGen Learning Conference".

3.C.6. Per Faculty Teaching and Office Hour Load Policy and WVCTC Title 135 Series 45 full-time faculty are expected to maintain a minimum of 25 hours per week on campus which includes teaching and office hours. Faculty Door schedules with availability and contact information are posted at faculty offices. Office hours and contact information are also included in the syllabi to ensure students are made aware of availability. Additional office hours outside of the regularly posted times are available upon request for student meetings. Faculty office hours are to be used to provide student support services such as advising, tutoring, or additional instruction. Some faculty also hold virtual office hours in the evenings to accommodate the needs of online students. Adjunct faculty are expected to provide accessibility directly before and after class meetings as well as through campus email.

Student-faculty communication outside of class time and office hours is available via BridgeValley email or through the internal email and messaging systems within the D2L/Brightspace LMS.

The College's Course Schedule is designed to provide accessibility for students. Classes may be scheduled during the day, evening, weekends, or asynchronously. When multiple sections of a class are offered, the location (South Charleston or Montgomery) and different modalities (seated, remote, hybrid, online) may be offered depending upon the needs of the offering program. Varying days, times, locations, and modalities of classes also provide opportunities for students to interact with faculty. A decentralized scheduling system, Ad Astra, was implemented collegewide in spring 2023. This system uses the requested course needs of each program and creates the most efficient schedule to maximize course accessibility for students. The for overlaps in required courses within a program, times between the ending and beginning times of courses, and that the course offerings are at times when students are available. The Registrar's Office oversees the College Course Schedule. The Schedule Review Team, consisting of the Registrar, a dean, and the Vice of Operations, reviews the schedule created by the Ad Astra system and addresses any issues that develop.

Department chairs and deans verify full-time faculty accessibility for students through course syllabi and posted Faculty Door Schedules. Student Evaluation of Instruction Surveys of courses are given every semester as outlined in BridgeValley Operating Policy C-OP-8-19. The Student Evaluations provide students the opportunity to evaluate the accessibility, responsiveness, and willingness of both full-time and adjunct faculty to assist and provide additional support. All faculty receive a summary sheet of their Student Evaluation responses. Individual faculty, chairs, deans, and the VPAA receive

and review the aggregate data from the Student Evaluations. Full-time faculty are also required to include their Student Evaluation results in their annual evaluation materials.

3.C.7. The Department of Student Affairs is comprised of two divisions: Enrollment Services and Student Services. Enrollment provides services such as Admissions, Financial Aid, Military/Veteran Benefits, and Registrar. Student Services provides Advising, Accessibility, Career, and Counseling Services and oversees Student Life. Each staff position has a specific job description that aligns with the duties and responsibilities of the position. All staff members meet the credentialing requirements for their position. Review of staff credentials by the HR Office is an ongoing process that occurs at least annually to ensure employees meet the qualifications for their position and that they have provided the College with proper documentation (i.e., transcripts, certifications, licensures). Applicants for staff positions are screened for appropriate credentials before being hired. Candidates provide resumes and unofficial transcripts during the search process. If a credential is required by the position, upon hiring, staff members provide an official transcript to be kept on file with the HR Office.

Staff members who provide specific services must possess appropriate academic and/or in-field credentials. The Director of Counseling must hold a master's degree in counseling or a related field and be a licensed counselor. The Director of Veteran and Military Affairs must be a Veteran Affairs School Certifying Official that requires monthly training from the Department of Veteran Affairs. The Tutoring Coordinator must have a bachelor's degree in student Personnel, Counseling, Social Work, or a related field and have 2 years of relevant experience. The Financial Aid Manager must have a bachelor's degree in business or a related field and stay current on financial aid policies and procedures including but not limited to FAFSA, Pell, State Grants, Third Party Scholarships, and Institutional funding. Advising and Retention Specialists must have a master's (or bachelors with experience) in counseling, education, or a related field and possess a working knowledge of all programs to do advising. These specialists also receive additional training in their responsibility areas of either Early Alert System, Probation, or Success Strategies for At-Risk Students.

Pursuant to BOG Policy B-11, BridgeValley provides support for staff professional development. Both on-campus and off-campus professional development opportunities are available to ensure staff keep relevant in their given positions as outlined in the Student Services and Registrar Annual Reports. Staff are evaluated on their engagement with professional development through the Staff Performance Appraisal process.

Sources

- 3C1.1 BOG B-16 Affirmative Action EEO
- 3C1.2 WVCTCS Title 135 Series 40
- 3C1.3 Employment Handbook
- 3C1.4 Recruiting Request Form
- 3C1.5 Job Description Examples-adjunct faculty staff administration)
- 3C1.6 Syllabus Template
- 3C2.1 F21 IPEDS Summary-Student Ratio
- 3C2.10 Institutional Learning Outcomes ILO Committee Information Sheet
- 3C2.11 Outcomes Assessment Committee Information Sheet
- 3C2.12 Program Review Committee Information Sheet
- 3C2.13 BVCTC Faculty Senate Constitution and ByLaws

- 3C2.14 Faculty Evaluation Committee Information Sheet
- 3C2.15 Faculty Governance Committee Information Sheet
- 3C2.2 Job Description Examples
- 3C2.3 WVCTCS Title 135 Series 9
- 3C2.4 BOG B-1 Academic Freedom Professional Responsibility Promotion and Tenure
- 3C2.5 WVCTCS Title 135 Series 45
- 3C2.6 CR-B-16-4 Faculty Teaching and Office Load
- 3C2.7 Department Chair_Coordinator Duties
- 3C2.9 Academic Standards Committee Information Sheet
- 3C3.1 CR-B-16-2 Faculty Credentials
- 3C3.2 Full-time Faculty Roster_S23
- 3C3.3 GNST 110 Syllabus
- 3C3.4 BUSN 106 Syllabus
- 3C3.5 Job Description -GEN ED Faculty-Biology
- 3C3.6 Job Description -TECH Faculty-Welding Process Technology
- 3C3.7 Job Description-ACCRED Faculty-Nursing
- 3C4.1 WVCTCS Title 135 Series 9 - Copy
- 3C4.10 Faculty Evaluation Committee Information Sheet
- 3C4.11 BVCTC Faculty Senate Constitution and ByLaws
- 3C4.12 BOG B-5 Adjunct Faculty
- 3C4.13 Peer Teaching Observation F2F Online
- 3C4.14 Student Instruction Evaluation Surveys
- 3C4.15 Faculty Senate Minutes 05.06.2022
- 3C4.2 BOG B-1 Academic Freedom Professional Responsibility Promotion and Tenure
- 3C4.3 FEC Handbook
- 3C4.4 Performance Evaluation
- 3C4.5 Peer Teaching Observation F2F Online
- 3C4.6 Student Instruction Evaluation Surveys
- 3C4.7 Self-Evaluation
- 3C4.8 Supervisor Evaluation
- 3C4.9 C-OP-8-19 Student Evaluation of Instruction for Academic Credit
- 3C5.1 BOG B-11 Employee Development
- 3C5.2 Faculty Development Training Information Sheet
- 3C5.3 Faculty Development Training Guidelines
- 3C5.4 Faculty Development Training Funding Reports 2020-21_ 2021-22
- 3C5.5 Faculty Development Training Funding Report 2022-2023
- 3C5.6 WV Nursing Faculty Investment Program Grant
- 3C5.7 Teaching and Learning Resource Center PowerPoint
- 3C5.8 Teaching and Learning Resource Center Workshops
- 3C6.1 CR-B-16-4 Faculty Teaching and Office Load
- 3C6.2 WVCTCS Title 135 Series 45
- 3C6.3 Faculty Door Template
- 3C6.4 Syllabus Template
- 3C6.5 Student Instruction Evaluation Surveys
- 3C6.6 C-OP-8-19 Student Evaluation of Instruction for Academic Credit - Copy
- 3C7.1 Website_Student Life Services
- 3C7.10 Registrar VA Office Annual Report 2021-2022
- 3C7.11 Staff Performance Appraisal
- 3C7.2 Staff Job Description Template

- 3C7.3 Job Description_Director of Counseling
- 3C7.4 Job Description_Director of Veteran and Military Affairs plus Certificate
- 3C7.5 Job Description_Tutoring Coordinator
- 3C7.6 Job Description_Financial Aid Manager
- 3C7.7 Job Description_Advising and Retention Specialist
- 3C7.8 BOG B-11 Employee Development
- 3C7.9 Student Services Annual Report 2020-2021
- Almanac
- BridgeValley Affirmative Action Program
- BridgeValley Service Region Census Data
- Staff Credentials

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1. Student support services start at the beginning of the onboarding process and continue throughout each student's academic journey. To ensure that services provided align with student needs, the College contracted during the 2021-2022 academic year with Swim Digital Group and Community College Survey of Student Engagement (CCSSE)to determine growth opportunities. SWIM recommended a restructuring of the student services areas with improvements needing to be made to communication, the student experience, and the onboarding process (See 3.D.3). The CCSSE recommendations focused on student experience including providing students with better access to career counseling, tutoring services (See 3.D.2), and computer availability (See 3.D.4).

In January 2022, a reorganization of the student support areas was started to address a SWIM recommendation. The Department of Student Affairs was divided into two divisions. Enrollment provides services dealing with Admissions, Financial Aid, Military/Veteran Benefits, and Registrar. The Office of Veteran and Military Affairs was reassigned to the Office of the Registrar to facilitate an immediate and cohesive effort to improve the experience of veteran and military student populations. A second division, Student Services, provides Advising, Accessibility, Career, and Counseling Services and oversees Student Life.

BridgeValley recognizes that for students to be successful their financial, physical, and mental needs must be met. The first step is communication. The Student Affairs Department has gone to a decentralized email system for its service departments. Members of the student affairs staff have access to vanity email accounts in their respective departments in addition to their individual email accounts. All members of the Student Services team monitor the "StudentServices@BridgeValley.edu" account. General inquiries can be answered by anyone on the team or specific questions can be forwarded to the appropriate party, leading to quicker response times. Responses are copied to the vanity email so that all team members are kept in the loop of the communication and know if the request has been fulfilled or if further action needs to be addressed. Collegewide communications, including recruitment materials, are coordinated through the Office of Outreach and Communication so that messages are consistent, concise, correct, and meet the College's branding standards. The Outreach and Communications team transitioned this year to using a new Recruit CRM software to better standardize messages to prospective students. Student

Ambassadors work alongside Student affairs and serve as goodwill representatives of the College providing students with an approachable contact during recruitment, campus activities, and community events.

BridgeValley recognizes that today's students need access to tutorials and information on their time schedule. The College meets this need by maintaining tutorials and information on its website and within the Learning Management System (LMS). The Student Affairs tab is prominently displayed on the College's landing page and offers quick links to the Registrar, Library, and Student Services pages. The Registrar's page includes links to institutional calendars, frequently used forms such as FERPA information, and a FAQ section as well as student tutorials on "Self-Registering using MyBridge" and "Self-Advising using DegreeWorks." The Library page contains contact information for the librarian and a Library Orientation video that shows students how to use the library's databases. The Student Services page provides links to support services, Student Handbook, and information on Student Life. Students can access individualized information through the Student Portal (MyBridge). MyBridge gives students access to self-service Banner (registration, financial aid), email, LMS, and the TRAC system (a scheduling system used for advising and tutoring appointments). Additionally, the LMS Main Landing Page contains direct links to Services and Supports so students are presented with available resources every time they access a course shell.

The Office of Financial Aid assists with completing FAFSAs, Student Academic Progress (SAP) Appeals, and applications for grants, scholarships, and loans in addition to answering questions about student accounts. An Americorps Financial Literacy Coordinator provides students with financial consulting services and links students with community resources. The College provides a Student Scholarship Application Portal that pairs students with BridgeValley scholarships based on eligibility.

There are several programs that provide financial assistance to special populations. The Temporary Assistance for Needy Families (TANF) Program provides monthly cash assistance for qualified students. There are two TANF Specialists on campus who manage student cases and provide counseling, supplies, and support. Veterans and their qualifying dependents are provided with benefits through the Veteran and Military Services Office. BridgeValley received Military Friendly Gold Star status in 2022 and has had a dedicated full-time director to manage veteran services since 2014. The ASCEND (Accelerating Student Completion Encouraging New Dreams) and (Apprenticeships in Motion) programs, funded through the Department of Labor (DOL), give direct support to students in academic areas. The ASCEND program assists eligible students in the Advanced Manufacturing, Computer Science, Cyber Security, and Nursing (1st year) programs. ASCEND is funded through two DOL grants -the Workforce Opportunity for Rural Communities Initiative (WORC) and the Strengthening Community Colleges (SSC) grants. ASCEND is a replication project of the nationally recognized ASAP program out of NY. ASCEND not only provides financial assistance with tuition, course materials, gas, and groceries but also gives personalized assistance by providing students with a support program advisor and help with the transition to the workforce. The AIM program connects students interested in Information Technology (IT) occupations with companies willing to offer a paid work-based learning experience while students are still working on their degrees. Students may also receive tuition, fees, and other supportive assistance through the program. Students who take at least one IT course which leads to an IT certification are eligible to apply for the AIM program.

The College also works to link students to prospective employers. The Office of Career Services offers services ranging from the World of Work Career Assessment (WOWI) that match a student's

interest and work style to specific careers to resume development. Career Services organizes Career Fairs and events to build employability skills such as the Etiquette Dinner and Mock Interview Sessions. The Learn & Earn Program is unique to West Virginia and provides the opportunity for students to take college classes while gaining experience in a paid internship in their field where the college splits the wages the student earns with the employer through a state grant fund. The Office of Career Services also provides access to job placement resources including Handshake, Manpower, and Gradcast.

BridgeValley focuses on the student as an individual and understands that sometimes physical needs must be met for students to be successful. The College is in compliance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act. BridgeValley has a full-time Accessibility Services Coordinator serving both campuses. Accessibility Services strives to provide equal opportunity and full integration into the campus environment. Physical accessibility is provided through reasonable accommodations and auxiliary aids. BridgeValley also meets the physical needs of students through the Nourish Every Student Today (NEST) Food Pantry. Any BridgeValley student in need is eligible to receive necessary resources such as non-perishable food items, personal hygiene products, career clothing, and school supplies. In Spring 2023, a Snack Shack was added to the lobby in South Charleston that is supplied with grab-and-go lunch and snack items that are available for any student who is hungry.

BridgeValley recognizes that the mental well-being of students is also crucial to their academic success. The College has a licensed counselor on staff. Enrolled students are eligible to receive free counseling services with an option of either TeleHealth Distance Counseling Support Services or a face-to-face session. Counseling sessions consist of a short-term basis (9 sessions per semester) or if it is determined that long-term counseling services are more appropriate to address a student's need, the counselor will provide a list of community resources. The Collegiate Recovery Program (CRP) facilitates a supportive, stigma-free community of students in recovery through individual, academic, social, and recovery supports. The College has a Peer Recovery Support Specialist and is a partner institution in the WV Collegiate Recovery Network. The CRP offers individual and group support meetings and sponsors events such as Naloxone Training. Additionally, BridgeValley promotes a sense of belonging by promoting participation in organizations and social events. BridgeValley provides more than 20 clubs and student organizations with approximately 400 students participating in at least one of these groups of varying interests. A full calendar of free events ranging from midday events like BVFest to family-friendly events like Family Fun Night are available to promote student engagement.

3.D.2. The College prioritizes preparing students for the rigors of college and giving them support through their academic career. Improvements to the onboarding process and retention strategies have been implemented.

Newly admitted students attend a New Student Orientation session that provides an overview of BridgeValley's student support services. Students are supplied with a New Student Guide that outlines the necessary processes to start the semester and gives information on how to access services. Links to the Campus Directory, Student Handbook, and Academic Catalog are provided to students. Student Affairs develops a Communication Plan for registration to map out the order, timeline, and responsible parties of the initial student communications so that students are informed, and redundancy is minimized.

BridgeValley recognizes that students need to maneuver in a digital society. New students are enrolled in a free mini-course BridgeValley Online Learning Introduction (BOLI) that is hosted on

the LMS. BOLI is made up of two orientation components: Learning Management System (LMS) Usage and College Resources Overview. BOLI introduces students to basic course navigation and the most used features of the LMS. BOLI was updated and rebranded (Formerly STOR: Student Orientation) to address SWIM Consultant recommendations and the transition to a new LMS provider. (From Blackboard to D2L/Brightspace). In Spring 2023, both new and current students were enrolled in BOLI to facilitate the transition to the new LMS. In the LMS modules, students engage in active learning by creating emails and course messages, posting to a discussion board, and uploading and submitting an assignment. The Resource modules cover the Emergency Alert System, Campus Security, Registrar's Office including Title IX and FERPA, Student Portal (MyBridge), Library, Bookstore, and IT Services. Students completing all modules and the final exam of the BOLI at 80% or higher receive a certificate which is a required upload for future online courses.

Improvement of the tutoring services, one of CCSSE's recommendations, is another way the College supports students during the learning process. BridgeValley has a Student Success Center (SSC) (studying, tutoring, and testing area) in both South Charleston and Montgomery. The SSC provides studying skills workshops, peer and faculty tutoring, and proctored testing options for both placement exams such as Accuplacer, TEAS, CLEP, and course exams. The College offers students tutoring services through Brainfuse, a 24/7 online tutoring provider, that can be easily accessed through the LMS. The Teaching and Learning Resouce Center (TLRC) in South Charleston provides a study space and offers individual and class instruction on information literacy, library services, and academic honesty. The office for the Director of Online Learning and Library Services is in the TLRC and students can make an appointment or drop by during business hours for assistance with using virtual library resources.

Student Services provides support through its retention services. The Early Alert System identifies students, through referrals from the faculty and staff, that may need customized services early in the semester. Once an Alert is created, one of the Advising and Retention Specialists will reach out to the student to discuss issues and coordinate services that may assist them. The Specialists then emails the creator of the Alert to let them know the result of the student contact. Student Success Training is provided to help students be more successful.

Per WVCTCS Series 21 BridgeValley's academic placement procedures are indicative of the requirements of all new degree-seeking students who must show proficient academic skills in mathematics, reading, and writing. Test scores from the Accuplacer, ACT, or SAT are used to place students in the appropriate courses for student success. If students have no test scores or scores are older than five years, the College provides free Accuplacer Placement testing. Students have access to practice Accuplacer tests to prepare. Each semester, English and Math Boot Camps are offered to students with academic needs below the standard placement scores to assist in advancing their skills to the appropriate levels for placement into the program-required general education courses. Students who need more academic support will be placed in foundational or corequisite courses to increase skills for success in future courses.

Program specific preparatory and retention initiatives have been implemented in the Nursing program to address SWIM recommendations. Nursing Information Sessions are held every semester to explain the application process, prerequisites, and expectations of the Nursing Program of interested students. Bootcamps are available several times a year to help students prepare for the Test of Essential Skills (TEAS) which is a required entrance exam in nursing.

Admitted nursing students attend Orientation Sessions given by their level coordinator (each semester is a level) to outline expectations for that semester. Starting with Fall 2023, all students

admitted to the Nursing program are required to take the ATI (Assessment Technologies Institute) Achieve modules that address test-taking, study, and classroom skills. During the mandatory Orientation, faculty go over the ATI Orientation video and give a description of the product. These modules provide orientation and necessary academic skills for the rigors of the program. Students report that they like being prepared for the first day of class and faculty report that they can deliver the nursing content at a more manageable pace since ATI covers the student success skills. All first semester nursing students go through a Test-taking session (via Zoom call with ATI representative) before taking their proctored first semester exam.

Some of the success strategies to increase retention and completion rates include hiring a Nursing Retention Specialist, adjusting scheduling to avoid long class periods, streamlining the required reading by reducing the number of textbooks, and implementing academic and mental well-being training. In conjunction with Student Services, a Campus Mental Health Grant funds academic support and KORU Mindfulness Training called "Nourishment for Nursing". Starting in Fall 2022, all nursing students (80 students in F22 cohort and 55 in S23 cohort) are required to take the training which includes notetaking, test-taking, time management, and mindfulness strategies.

Several new nursing options were added to give additional pathways into nursing careers. Funded by the Nursing Expansion Grant, the 16-month Accelerated Program Option that permits students to complete the program in four consecutive academic terms: 1) Fall-Spring-Summer- Fall; or, 2) Spring- Summer-Fall -Spring rather than the traditional 2-year option was added in 2022. The Practical Nursing CAS Program funded by the Technical Program Grant is slated to start in Fall 2023. The WIN Academy, a nursing focused charter school launched in Summer 2023. Accepted high school juniors and seniors will complete their prerequisite and introductory nursing courses while simultaneously finishing their high school diplomas. Those students who successfully complete the Academy will be able to complete their nursing degree at BridgeValley one year after high school graduation.

3.D.3. The Advising Center at BridgeValley is an important support service for new students. The team of Advising and Retention Specialists contact students to schedule an advising meeting either face-to-face, remotely, or by phone to discuss general education and career goals. They can assist the student with the creation of an academic plan that fits the needs of the individual learner. New students meet with an Advising and Retention Specialist prior to registering for classes. Students with special needs will also be contacted by a specialty advisor. Veterans and their eligible dependents have a hold on their registration until they consult with the Director of Veterans and Military Affairs to ensure they are meeting their VA Benefit requirements. Students desiring accommodations will consult with the Accessibility Services Coordinator who assists in completing paperwork and arranging needed services.

Continuing students are assigned a faculty academic advisor within their degree program. Students can find their assigned academic advisors and contact information within their student profile in Self-Service Banner (SSB) within the Student Portal. Likewise, faculty advisors have their advisees information in the Advising tab in SSB within the Faculty Portal for easy access to student records and contact information. Beginning the second semester of enrollment, academic faculty advisors will contact students to meet face-to-face or remotely to schedule courses. In the case that a student changes programs, a Change of Major form is completed and recorded in the Registrar's Office. A new academic advisor in the desired program is then assigned to the student.

The College uses holds and PINs during the registration process to ensure students do not make registration errors that have academic or financial consequences. Holds on student accounts require

students under certain conditions to contact a college unit prior to course registration or schedule adjustments. Students may have holds due to using Veteran or scholarship requirements, needing special accommodations, or having missing documentation like FAFSAs or transcripts. Each student has a semester-specific PIN that is given by the advisor. During open enrollment periods, current students, without holds and with advisor approval, can self-register or adjust schedules on SSB using their assigned PIN. Students with holds or registration errors submit an advisor-signed Registration Form to the Registrar's Office after resolving issues and/or receiving the required signatures.

3.D.4 A fundamental teaching resource at BridgeValley is the Learning Management System (LMS). Every course (face-to-face, blended, and online) is provided with a course shell within the LMS with a minimal requirement that faculty post the syllabus. Each shell has the same landing page structure derived from the Quality Matters Rubric to maintain course quality and integrity. For face-to-face courses, the amount and types of tools used within the LMS are at the discretion of the faculty member unless dictated by a department or division standard. For these courses, typical uses in the LMS may be the Announcements, Gradebook, Discussion Board, and Assignment tools. For blended and online courses, full utilization of modules including learning outcomes, instructional materials, assignments, and assessments is expected. The College changed LMS providers in Spring 2023, with the transition to a new LMS, the College is working on a new evaluation process for online courses. Currently, faculty may have their newly developed courses evaluated by the Director of Online Learning using the New Evaluation for Online Courses to ensure good design and instructional quality. The offering department of the course has final approval of content and instructional design.

Faculty training opportunities were offered throughout the Fall 2022 semester to prepare for the transition to the new LMS (Brightspce/D2L) starting in Spring 2023. A series of webinars led by a Brightspace trainer were offered. The series started in September with an Instructor Essential webinar open to all faculty, including adjuncts, followed by two deeper dive webinars for a cohort of faculty. The cohort included the Director for Online Learning and several faculty from each division who agreed to help their colleagues with the LMS transition. The Director of Online Learning continued to reinforce the material presented in the BrightSpace webinars by holding an Open Forum for all faculty along with presenting mini-training sessions during division meetings to address specific concerns. Faculty were given a sandbox course shell to practice new skills. During the Spring 2023 Welcome Back Week, four full days of preparation were dedicated to faculty for building their courses within the new LMS. During this week, the Director of Online Learning held Open Sessions (in-person and virtual) and division-specific sessions to assist any full-time or adjunct faculty with issues or questions.

The Information and Technology Department (IT) provides technological support to students and faculty for D2L/Brightspace as well as support for general computer issues. In 2021, the College implemented an SSO (Single Sign On) system through Student and Faculty Portals termed MyBridge that streamlines access to the various systems: email, LMS, IT Help, Registration, etc. The IT department uses a HelpDesk ticket tracking system and can be accessed via email, QR Code, or through the Student and Faculty Portals on the College's website. Students and Faculty can call the IT Department (during regular business hours) or use the IT FAQs pages found in the respective portals to troubleshoot issues.

BridgeValley has 120 loaner laptops that are used to address student needs for temporary access to online course shells and other digital resources. Students needing to borrow a computer fill out an IT HelpDesk ticket. An IT staff member contacts the student to assess their needs and make plans for the laptop pick up. A record of assigned loaner laptops is kept in the IT Office. All students are

provided with a campus email and access to Microsoft 365. The College uses Microsoft Teams and Zoom video communication platforms for meetings and classroom instruction. Wi-Fi access is available across all campus buildings. In 2021, a Cisco Meriki MR-46 system was installed which enables Wi-Fi 6 Technology for faster Wi-Fi connectivity.

In 2022, the College used CARES funding to outfit fifty-four classrooms (20 in Montgomery and 34 in South Charletson) with new teaching stations that include a laptop, document camera, docking station, keyboard, mouse, USB hub, power station, direct connection to a ceiling-mount projector, and an adjustable-height teaching station. These newly equipped classrooms are designed to meet the needs of seated, remote, and hybrid (seated and remote students simultaneously) courses.

Another way BridgeValley makes learning more accessible to students is by offering courses using Open Educational Resources (OER). These courses eliminate some of the financial barriers that students face with the rising cost of a college education. The General Education division has concentrated on offering as many OER courses as possible, when appropriate, since all students take courses from this division. Select courses in English, Humanities, General Studies, and Science (Chemistry and Environmental Science) use OER materials.

The College provides support for effective teaching and learning by providing access to educational spaces. The Teaching and Learning Resource Center (TLRC) located on the South Charleston campus houses 15 laptops for student use. Computers for student use are also located in the Student Success Center (SSC) on both campuses. The TLRC and SSCs also have printing capabilities and are open for student use.

BridgeValley uses a Virtual Library that can be accessed through the Student or Faculty Portal on the college's website. In addition to subscription-based and open-access databases, medical and writing resources are available in Library Resources. Most of the resources are through the West Virginia Electronic Resource Library Consortium which chose the resources based on the needs of all institutions and shares the costs based on each institution's FTE.

Additional journals and databases available are based on institutional requests. The Journal of the American Dental Association, Journal of Periodontology, and Clinical Advances in Periodontics were added since the last HLC review as they are required for the Dental Hygiene program's accreditation. Mergent which focuses on business information was also added by request of the Business Division.

BridgeValley provides students access to Learning Labs, Science Labs, Health Labs, and Technology Labs as needed for their respective programs. Affiliation agreements also provide access to clinical and work sites that provide real-world experiences. Two recent programs that saw significant investments in infrastructure were the Diesel Technology and the Nursing Programs.

In Fall 2019, Diesel Technology was relocated into a former car dealership in Montgomery. The facility includes a classroom/training area equipped with computers, an office, and a garage area. Students have access to real diesel equipment, industry-standard tools and diagnostic software, and a 10,000-square-foot diesel shop. This hands-on program shows students how to diagnose and fix engines, brake systems, drive trains, hydraulic systems, and electrical systems. Additional equipment was secured, and forklift operation was added to the new location.

In Fall 2022, the Booker T. Washington (BTW) Nursing Wing opened on the South Charleston Campus. The BTW Wing, which replicates a hospital floor, was funded through a $ 3 million Nursing Expansion Grant. The Wing includes an assessment lab, skills lab, nurses' station,

medication room, office and storage space, and five patient simulation rooms. The simulation rooms are furnished with new-generation mannequins and medical equipment that allows students to experience birth-to-death patient care.

BridgeValley lives up to its Misson of promoting student success, preparing a skilled workforce, building tomorrow's leaders, and providing access to quality education by investing in and providing students and instructors access to a variety of electronic, hands-on, and real-world resources necessary to support effective teaching and learning.

Sources

- 3D1.1 SWIM Report
- 3D1.10 Financial Literacy flyer
- 3D1.11 Scholarship Portal Screenshot
- 3D1.12 TANF Services Overview current flyer
- 3D1.13 VA Services Overview
- 3D1.14 ASCEND flyer
- 3D1.15 ASCEND AIM Eligibility Requirements
- 3D1.16 WORC Reports and SSC Highlights
- 3D1.17 AIM flyer and Information
- 3D1.18 AIM Support Services Allowable Costs documents
- 3D1.19 WOWI Information
- 3D1.2 CCSSE Report
- 3D1.20 Career Fair flyers
- 3D1.21 Etiquette Dinner flyer
- 3D1.22 Mock Interview flyer
- 3D1.23 Learn Earn flyer
- 3D1.24 Career Resources-Handshake ManPower Gradcast
- 3D1.25 Accessibility Services Website_ Student Handbook
- 3D1.26 NEST Food Request
- 3D1.27 Snack Shack Image
- 3D1.28 Counseling Services Form
- 3D1.29 Collegiate Recovery flyer
- 3D1.3 Student Affairs Org Chart
- 3D1.30 WV Collegiate Recovery Network webpage
- 3D1.31 Collegiate Recovery Meeting flyer
- 3D1.32 Student Services Event Calendar
- 3D1.34 BV Fest flyer
- 3D1.35 Family Fun Night flyer
- 3D1.36 Military Gold Certificate and Press Release
- 3D1.37 Student Handbook
- 3D1.4 Website_Student Life Services
- 3D1.5 Student Ambassador Information
- 3D1.6 Registrar FAQ page
- 3D1.7 Registrars Tutorials
- 3D1.8 MyBridge Student Portal Screenshot
- 3D1.9 LMS Standards_Course Landing Page
- 3D2.1 New Student Orientation PowerPoint

- 3D2.10 Early Alert Training and Data Reports
- 3D2.11 Academic Success Workshop flyer
- 3D2.12 WVCTCS Title 135 Series 21
- 3D2.13 Catalog_Placement Guidelines
- 3D2.14 English and Math Boot Camp flyers
- 3D2.15 TEAS Boot Camp flyer
- 3D2.16 ATI Achieve Modules Description
- 3D2.17 Job Description_Nursing Retention Specialist
- 3D2.18 Campus Mental Health Grant-KORU
- 3D2.19 Nourishment for Nursing flyer and Data Reports
- 3D2.2 New Student Guide
- 3D2.20 Nursing Expansion Grant
- 3D2.21 Technical Program Development Grant
- 3D2.22 WIN Academy Fact Sheet and Information
- 3D2.3 Communication Plan
- 3D2.4 BOLI syllabus
- 3D2.5 Student Success Center Flyer
- 3D2.6 Strategies for Success and Study Boot Camp flyers
- 3D2.7 Tutoring_SSC and Brainfuse and Data
- 3D2.8 SSC Testing Services and Data Report
- 3D2.9 Teaching and Learning Resource Center PowerPoint
- 3D3.1 Change of Major Form
- 3D3.2 Holds Document
- 3D3.3 Registration Form
- 3D4.1 LMS Standards_Course Landing Page
- 3D4.10 Student Success Center Flyer
- 3D4.11 Library Database Resources and Usage Report
- 3D4.12 Affiliation samples
- 3D4.13 Diesel Inventory List
- 3D4.14 Perkins Funding by Program-Diesel
- 3D4.15 BTW Nursing Wing Press Release and Images
- 3D4.16 Nursing Expansion Grant
- 3D4.17 Learning Labs
- 3D4.18 Science Labs
- 3D4.19 Health Labs
- 3D4.2 Evaluation for Online Courses form
- 3D4.20 Technology Labs
- 3D4.3 S23 Welcome Back Week Faculty Schedule
- 3D4.4 MyBridge_Student Faculty Portal Information
- 3D4.5 IT Helpdesk Sign
- 3D4.6 IT FAQ pages
- 3D4.7 Teaching Station Specifications
- 3D4.8 OER Course Samples
- 3D4.9 Teaching and Learning Resource Center PowerPoint
- Ellucian CRM Recruit - Dashboard and Invoice
- Link to Student Services Event Calendar 3D1.33
- OER Course List and Savings Summary
- WVCTCS Learn and Earn Policy 3D1(2)

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

BridgeValley provides quality education wherever and however its offerings are delivered. The College lives up to its Mission of promoting student success, preparing a skilled workforce, and building tomorrow's leaders by providing access to quality education. Policies are in place so the College has enough well-qualified faculty and staff who have access to continually receive professional development to keep them current in their fields. Faculty and student services and support are accessible to help students achieve success. BridgeValley has course, program, and institutional learning outcomes that are appropriate for its population. The Institutional Learning Outcomes provide students with the broad knowledge of a college-educated person while the revised ILO Assessment Process is designed to provide the College with evidence of student learning. BridgeValley values human and cultural diversity, creativity, and scholarship and incorporates these principles in the classroom and throughout the college. The College is committed to providing students, faculty, and staff with services, resources, and infrastructure to support effective teaching and learning and seeks to foster a climate of continual improvement.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1. BridgeValley maintains a practice of regular program review and acts upon findings to improve student learning and institutional processes. Such reviews allow the College to make informed decisions and programmatic adjustments as part of its commitment to student success and a continuous improvement process. Since the 2019 Comprehensive Review, the College has worked to develop, improve, and strengthen its program review and assessment processes.

BridgeValley's program review process incorporates an annual program outcomes assessment, three-year post-audit, and successive five-year program review processes that are governed by Institutional Operating Policies (Post Audit, Program Review, Outcomes Assessment), BridgeValley Board of Governors (Policies C-1 and C-5), and the West Virginia Community and Technical College System (WVCTCS - Series 10, 11, and 37). The Office of Assessment maintains a Program Review and Post Audit reporting schedule to aid in tracking when new programs are due for an initial post-audit review three years after implementation and subsequent five-year program reviews for established programs. The Office of Assessment also tracks which programs submit required components of the annual outcomes assessment reporting process.

The Outcomes Assessment process uses a 4-year Plan, Curriculum Map, and Annual Report to evaluate and track student and program performance and encourage a continuous program review process. The Outcomes Assessment Committee is charged with reviewing and providing feedback. A Committee Action Form is used to provide a standard format for the Outcomes Committee to provide direct, actionable feedback to program administrators. The Action Form guides program administrators to act on committee findings and address opportunities for improvement with submission requirements such as program learning outcome (PLO) statements, targeted courses, assessment methods, and data utilization.

Since the 2019 review, a PLO context, direct outcome-focused assessment methods, targeted courses, student performance benchmarks, and program performance targets (PPT) have been added to the Outcomes Assessment process to strengthen and formalize expected reporting measures. A PLO Curriculum Map was added in the spring of 2022 to help faculty identify which courses assess for program-level outcome mastery. In addition to providing direct feedback through the Action Form, the Outcomes Committee also updated the Plan and Report templates to add descriptive information on reporting expectations to help clarify the process. The Action Form was also revised to include findings and feedback for the PLO Map submissions.

Below are examples from the AY21-22 and 22-23 Outcomes Assessment review cycles showing how academic programs and the Outcomes Committee use the outcomes assessment process to review programs and act on findings.

- Paralegal Studies
- Highways-Bridge Inspection
- Medical Coding
- HSRS - Addictions

The Outcomes Assessment Process is in the third year of the initial four-year cycle. Submissions for AY22-23 were submitted to the Division Deans by June 1, 2023. A preliminary review by the Division Assessment Committees occurs in August-September, and a formal review with feedback and corrective action requests performed by the Outcomes Committee begins in October 2023. With each review, the Outcomes Assessment process is becoming more meaningful, and program faculty are becoming more skilled at selecting outcome-focused assessments, presenting data, and acting upon findings to improve annual program reviews, student learning, and program performance.

While the Outcomes Assessment process provides an annual opportunity to review programs and act upon findings, the institutional Program Review process provides a five-year review of established programs with an opportunity to act upon finding by establishing plans for the next review period.

The Program Review process requires established programs to be reviewed at least once every five years following the initial post-audit review, which only new programs submit three years after implementation. Programs submit a self-study using a prescribed report template. The WVCTCS Series 10 established the minimum reporting requirements, and additional reporting elements were implemented by the College.

The Program Review Committee is charged with reviewing self-study submissions and making recommendations. Recommendations are then forwarded to the Academic Standards Committee and the Board of Governors for additional review and approval. The BOG makes the final institutional recommendations for program continuance, modification, or discontinuance.

Below are examples from AY21-22 and 22-23 of how the Program Review Committee acts upon self-study findings and recommends a program discontinuance and follow-up report with specific focus areas.

- Mechatronics
- Welding Technology

Below are examples of how programs act on self-study findings by developing plans for supporting and improving student and program performance for the next review period.

- IMCT - Gas Measurement
- Criminal Justice
- Healthcare Management

In response to Program Review and Post-audit reporting changes requested by the WVCTCS , the College took the opportunity to further strengthen each process internally to improve process alignment, meet State requirements, improve HLC reporting expectations, and clarify reporting items language.

In May 2023, the Program Review and Post-audit Self-study reporting templates were aligned to mirror reporting expectations to ensure new and established programs are asked to evaluate themselves equivalently after their first three years and during subsequent five-year reviews. To help develop actionable plans, an item asking programs to provide a synopsis of significant findings, including how the findings from the self-study will be used to support student learning and improve the program moving forward was added to the reporting templates. The revised templates will be used beginning Fall 2023 for submissions due December 1.

Since the 2019 review, the College has made substantial improvements to its program review and assessment processes. BridgeValley is committed to improving student learning and its educational programs. The institution maintains a practice of regular program review and acts upon findings to demonstrate responsibility for the quality of its educational programs and improve student learning and institutional processes through a continuous programmatic review process.

4.A.2. BridgeValley provides students with opportunities to earn college-level credit through a variety of both traditional and non-traditional avenues. All transcripted credits, including traditional, non-traditional, and non-credit to credit conversions, are awarded using policies and processes aligned with statewide practices outlined in Procedural Rules provided by the WVCTCS. BridgeValley awards non-traditional/credit for prior learning in accordance with Series 59 and converts non-credit training activities to college-level credit as outlined in Series 3.

In accordance with Series 59, BridgeValley's academic catalog and Credit by Exam and Non-Traditional Credit Policy outline opportunities for students to earn college-level credit for non-traditional learning experiences. Non-traditional credit is transcribed as "CR" and is not included in the GPA calculation. Non-traditional transcriptable credit can be earned using the following Prior Learning Assessment (PLA) methods.

- Advanced Placement Exams
- College Level Examination Program (CLEP) Exams
- Institutional Course Challenge Examination Credit (Credit by Exam)
- Portfolio Assessment/Review Credit (Experiential Portfolio)

- Prior Military Training Credit
- Industry certifications

As outlined in the AP Credit Guide published by the WVCTCS, BridgeValley accepts credit for Advanced Placement (AP) exams. Minimum scores, number of credits awarded, and available course equivalents are published in the AP Credit Guide. Students earning a minimum score of 3 on AP exams can receive credit for approved BridgeValley courses. Students who earn AP credit in high school and want their scores evaluated for transcriptable credit must request an official AP transcript be sent to the Office of the Registrar for credit review and approval.

BridgeValley uses CLEP Testing to help students earn college credit, save tuition, add flexibility to degree programs, and graduate on time. Students can find information on CLEP Testing outlined in the Academic Policy section of the online catalog. The Office of the Registrar also provides a link to the BridgeValley CLEP Exam Matrix to help students understand which CLEP exams are equivalent to BridgeValley courses and what score is required to earn credit for each course. BridgeValley does not award CLEP credit for equivalent courses in which students have already earned credit through traditional course work, institutional challenge examination, life experiences or other mechanism. In addition, the College equates the CLEP credit earned with existing course offerings or considers the credit as elective credit if no equivalent is offered. Programs reserve the right to limit the number of CLEP credits a student can earn toward a degree. Credits earned cannot exceed 15 hours and do not count toward residency requirements. Upon successful completion of a CLEP Exam, the registrar transcripts the official course titles to the student's transcript as a "CR" grade. The academic record indicates credit was earned by CLEP, and the credit is not included in the grade point average computation.

As outlined in the catalog, when students request Credit-by-Examination as an option to earn academic credit for a course, permission to take an approved in-house exam is obtained from the Division Dean where the course is housed. Course-specific examinations are designed and evaluated by faculty with appropriate professional credentials. Upon successful completion of an exam, a Credit Equivalency Application is completed. The form is forwarded to the Office of the Registrar for posting to the student's transcript and recorded with a grade of "CR" to indicate the test out. Students may not attempt credit-by-examination in courses for which they have begun and may not attempt credit-by-examination in courses which they have completed or for which they have grades on their transcripts.

Academic credit may be granted through the submission of an experiential portfolio review for work or life experiences that are equivalent to coursework meeting the requirements for designated degree programs. Experiential portfolio reviews are available for the Board of Governors (BOG) degree program and for students enrolled in non-BOG programs. When credit equivalency is evaluated for non-BOG experiential portfolios, appropriately credentialed faculty members are consulted as content experts in the discipline being evaluated to make equivalency determinations. Upon successful evaluation of a portfolio, a Credit Equivalency Application is submitted to the Office of the Registrar, where credit is posted to the academic transcript.

The BOG degree program is designed by WVCTCS for adult learners to meet occupational goals, employment requirements, establish professional credentials, or achieve personal goals. The BOG program allows adult learners to use credit for prior learning experiences via licenses, certificates, military credits, and other non-collegiate sources while assuring maximum credit transferability. Program requirements established by the WVCTCS regulate the BOG program. The BOG portfolio provides an opportunity for equating documented college-level experiential learning to earn college

credit. To help students maximize their credit options, students who plan to submit an experiential portfolio for credit assessment are required to take BridgeValley's Introduction to Governors Portfolio course. When credit equivalency is evaluated for BOG experiential portfolios, appropriately credentialed faculty members are consulted as content experts to make equivalency determinations. Upon successful portfolio evaluation, a Credit Equivalency Application is submitted to the Office of the Registrar, and credit is posted to the academic transcript.

BridgeValley grants academic credit for military training to veterans, National Guard, or Reserve members for successful completion of formal service school training programs. Students who apply for credit are required to submit official records, such as a DD-214, a DD-295, transcripts of in-service training, certificates, or diplomas, to the Office of the Registrar. Credit for college-level USAFI courses is granted in accordance with recommendations of the Commission on Accreditation of Service Experiences. In addition, veterans who served in regular military service for more than one year will be granted one semester hour of physical education and two semester hours of health upon presentation of a DD-214.

The EDGE program, a state program through Series 28, is designed to award college credit for competencies acquired through the completion of recognized career-technical courses offered through public high schools and career and technical education centers with common course competencies as courses offered by West Virginia community colleges. Once BridgeValley assigns credit to a course through a validation and credit competency alignment process, EDGE credit is applied to appropriate certificate and associate degree programs. An EDGE Course Matrix is used to award academic credit consistently and accurately. Approved academic credit is recorded on the student's academic transcript by the Registrar upon enrollment to the College.

BridgeValley, through Series 22 and academic policy, extends to students provisions for D and F course repeats. If a student earns a grade of D or F in any course taken before the student attempts the sixtieth semester hour and elects to repeat a course prior to the receipt of an associate degree, the original grade is disregarded and the grade earned when the course is repeated is used in determining the cumulative grade point average. The Registrar identifies and evaluates courses eligible for D or F repeat consideration at the end of each semester and updates student academic transcripts to reflect repeated courses and recalculated GPA. Students may also submit a D/F Repeat application for consideration of individual courses.

BridgeValley, through Series 22 and academic policy, also evaluates academic transcripts and extends academic forgiveness related to grade point averages required for graduation. For academic forgiveness, students must submit a request to the Registrar to receive an academic history evaluation. As part of the evaluation process, the Registrar verifies that all conditions for academic forgiveness are satisfied and updates the academic record to reflect the academic forgiveness and revised institutional GPA.

BridgeValley evaluates and converts non-credit training activities to college-level credit pursuant to Series 3. The practice of converting non-credit courses to credit provides participants in workforce development courses the opportunity to convert courses to college-level credit which can then be applied toward a college credential. To aid in the conversion of credit, if an equivalent credit course exists, the numeric character course number and alpha characters for the non-credit course will be the same as the credit course. Students are initially enrolled in the non-credit section of a credit conversion-eligible course. If students elect to convert non-credit training into college-level credit, they may do so by submitting a Credit Equivalency Application outlining the non-credit-to-credit conversion request. Once students pursue credit for a class, they are not allowed to revert to non-

credit for the duration of the course. Once the course is completed, credit will be recorded as earned on the academic transcript by the Registrar.

BridgeValley is committed to consistently and thoroughly evaluating all credit it transcripts. The institution demonstrates responsibility for awarding both traditional and non-traditional academic credit through its evaluation practices.

4.A.3. BridgeValley has policies that ensure the quality of the credit it accepts in transfer. The policy of BridgeValley, as guided by Series 17 and BOG Policy C-10, is the transfer of credits among public institutions of higher education, and West Virginia private institutions will be completed consistent with appropriate and legitimate academic program integrity. Institutional practice ensures students may transfer and apply toward the requirements for a degree the maximum number of credits earned.

Series 17 and Policy C-10, guide BridgeValley regarding the transferability of undergraduate general studies core coursework completed at state institutions. The WVCTCS and WVHEPC provide a joint Core Coursework Transfer Agreement to in-state colleges to help assist in determining general studies course transfer eligibility between two- and four-year colleges. The Registrar refers to the Transfer Agreement when determining eligibility and acceptance of general studies course transfer credit. The Transfer Agreement identifies specific courses that must be accepted for transfer by both two- and four-year West Virginia colleges. A student may transfer up to thirty-five credit hours of undergraduate general education courses from the Core Coursework Transfer Agreement.

In addition to using the Core Coursework Transfer Agreement to evaluate the acceptance of general education credit, BridgeValley also confers transfer credit using the 70 percent standard as outlined in BOG Policy C-10, WVHEPC Series 17, and WVCTCS Series 17. When evaluating courses for transfer credit acceptance, the Registrar, in collaboration with appropriately credentialed faculty, reviews course content and learning objectives through a syllabus review to see if it is at least 70% similar or the same as a course offered at BridgeValley. The College also uses the Transfer Evaluation System (TES), a CollegeSource subscription service, to get access to a library of academic catalogs from schools across the nation that can be used to review and supply course descriptions to academic units when courses are evaluated for transfer. Once a course is deemed equivalent, it is linked to an existing BridgeValley course and recorded in BANNER to ensure consistency of future transfers. BridgeValley has established course-by-course articulations with regionally accredited 2- and 4-year and non-regionally accredited West Virginia institutions.

Students transferring to BridgeValley from other regionally accredited institutions may request an evaluation of transfer credit by the Registrar. To make the transfer of credits as transparent as possible, the Registrar provides transfer equivalency information on the Registrar's Transferring Credits to BridgeValley webpage with links to individual college course-by-course articulations. The Registrar also provides a guide to help students and academic advisors understand course-by-course articulations.

If credit transfer is denied, students may initiate an appeal to have courses reevaluated by the Registrar. The Registrar determines the transferability and articulation of transfer credit upon evaluation of the academic transcript from the sending institution. Students must also submit supporting documentation with credit reevaluation requests. Appeals for credit reevaluations follow the appeal process outlined in BridgeValley's Appeal for Articulation of Transfer Credit Policy.

Students wishing to transfer to BridgeValley must adhere to the Transfer Student Admission Requirements outlined in the catalog. Transfer students must provide an official transcript from each

College or university attended. Credits and grades from accredited institutions are evaluated by the Registrar and entered in the student's permanent record. Students transferring from non-accredited colleges must petition the Registrar or VP of Academic Affairs to determine the transferability of credit. International transcripts are evaluated on a course-by-course basis by an approved third party, such as Educational Credential Evaluators.

BridgeValley students seeking to enroll in courses at other institutions must do so as transient students. They must confirm transfer course equivalencies with the Registrar before enrolling at another institution by submitting a Transient Application.

To ease the transfer of academic credit between institutions and programs, BridgeValley has transfer articulation agreements with other colleges. The Registrar provides a list of active agreements on the Transferring Credits from BridgeValley webpage to make the transfer of credits as transparent as possible.

BridgeValley is committed to consistently and thoroughly evaluating and documenting all credits it transcripts. The institution demonstrates responsibility for transcribing academic credit and has policies and procedures in place to assure the quality of the credit it accepts in transfer.

4.A.4. BridgeValley maintains and exercises authority and oversight of all curricular matters.

Through a shared governance model, the Academic Standards Committee (ASC) is the primary academic oversight body for the College. It oversees and recommends creating, revising, and discontinuing academic programs and courses. The ASC membership comprises department chairs with faculty rank from each academic department, two elected faculty representatives, and ex-officio, non-voting administrators, including the CAO and academic deans. The inclusion of program representatives from each academic area allows for a more rigorous multi-divisional review of curricular matters. ASC members review and approve prerequisites, academic rigor, and student learning expectations to ensure the academic integrity of individual courses and academic programs. ASC meeting minutes track curricular items addressed at monthly meetings. Action items for course and program changes related to requests for title, course description, credit hour, prerequisite changes, oversight and approval of new programs, and program terminations are included in meeting minutes.

For new courses and course revisions, a syllabus with the course description, learning outcomes, evaluation methods, grading scale, course expectations, and an ASC course form is submitted for review. The ASC approved a syllabus template for collegewide implementation during the spring 2019 semester for new and established courses. The template is regularly reviewed and updated by the ASC membership.

Certificate and associate degree programs include a full complement of general education requirements appropriate to the degree level (Series 11). BridgeValley's general education program requirements are embedded within its Institutional Learning Outcomes (ILOs). ILO statements, requirements by program type, performance indicators, and approved courses are published in the college catalog. Programs specify courses students must take to satisfy the ILO credit hour requirements outlined in the catalog. BridgeValley's ILOs focus on four educational areas and are guided by student learning outcomes and performance indicators.

To ensure courses identified as ILO courses meet the learning outcomes established by the institution, the ILO Committee is responsible for evaluating courses using committee-developed and ASC-

approved rubrics. Once course submissions are reviewed and endorsed by the ILO Committee, recommendations are presented for consideration and approval to the ASC.

During the 2019 review, the College used an indirect portfolio review process to evaluate student performance with general education competencies (GECs, now ILOs). The College developed the current ILO course approval and course-level assessment process in response to the Peer Team's Interim Report Area of Focus 2 recommendation. The College has actively worked to address the Peer Team's concern regarding evidence of data-informed changes in general education courses (ILO courses) by developing a meaningful, manageable, and sustainable ILO assessment process that links course-level improvements to the ILO assessment process. The redesigned process ensures direct measures are used to evaluate student performance and embeds the ILO expectations for student learning within a course-level evaluation process. The redesigned ILO process and review cycle were approved by the ASC in May 2022 and implemented in AY22-23. Data were collected for ILOs 2 and 3 during the summer, fall, and spring semesters. Data will be reviewed and analyzed, and, if needed, improvement plans will be developed in the fall, with final reports due to the Office of Assessment by October 1. ILOs 1 and 4 data collection periods run from summer 23 through spring 2024.

BridgeValley maintains and exercises authority for learning resources by providing access to digital, physical, simulated, and hands-on learning resources to facilitate and enhance the student learning process.

Digital library resources can be accessed both on- and off-campus. An extensive list of resources, such as e-journals and e-books, are available through library databases. *EBSCOhost, Points of View*, *Mergent*, and *LexisNexis* are examples of available databases. The CINAHL *Complete* database is focused on nursing and allied health resources. *LexisNexis* focuses on business and law information, and *Mergent* focuses on business information. Since the 2019 review, three dental hygiene journals have been added: *The Journal of the American Dental Association*, the *Journal of Periodontology,* and *Clinical Advances in Periodontics*. For general research needs, *Academic Search Complete* and the e-book collections offer a variety of multi-subject resources. Students can access these resources on the student portal of MyBridge.

The Teaching and Learning Resource Center is the main physical library. It is located on the Main Campus and houses faculty-donated textbooks for students to use while on campus. Hard copies of EBSCOhost and other research guides are available in the library. Computers are available in this space for accessing digital resources and conducting research. There is also a certified librarian available on-site on the weekdays. Faculty and students can schedule times with the librarian for instructional sessions or library orientation. The library orientation can also be found digitally on the library's webpage.

BridgeValley programs provide access to on-campus dedicated laboratory facilities with hands-on and simulated learning experiences to allow students to develop technical skills. Dental Hygiene students have access to a complete eighteen-seat dental hygiene clinic, clinical educators, and an in-house dentist. Diagnostic medical sonography students use patient exam beds, various ultrasound systems with imaging transducers, simulators, and other real-world diagnostic tools. Welding students have access to hands-on labs with welders and welding booths. Nursing students have access to the newly remodeled *Booker T. Washington Nursing Wing*, a simulation hospital wing with state-of-the-art simulation labs, an assessment lab, and a nurses' station. The Nursing Wing was made possible by a $3.1 million dollar Nursing Expansion Grant.

To further facilitate student learning and skills development, many programs also work with clinical

and industry partners to provide real-world training and student experiential learning opportunities.

BridgeValley exercises authority over the processes that guarantee faculty qualifications for all of its programs, including dual credit programs. BridgeValley hires qualified faculty to provide a meaningful educational experience for students. Faculty are expected to possess the full scope of knowledge, skills, and dispositions appropriate to the degree awarded. BridgeValley ensures its academic programs' quality and integrity by employing faculty who have demonstrated adequate academic qualifications and professional preparation for the subject matter. General Education Faculty are required to demonstrate increased educational attainment by holding an in-field master's degree or a minimum of 18 graduate hours in a discipline or subfield to be qualified to teach. Technical degree faculty are expected to hold specified certifications, licensures, or credentials relevant to the field and complete at least a Baccalaureate degree from an accredited institution of higher learning. Faculty teaching in programs with specialized accreditation must meet the educational background and experiences required in the respective program.

Faculty are responsible for remaining current in their disciplines. To help faculty stay current, portions of division budgets are used to fund development activities. The institution also provides financial support through the Development and Training Committee. The Development and Training Committee reviews applications and distributes faculty development funds according to established guidelines. Perkins funds are also available for faculty in technical programs to support professional development (20-22 & 22-23).

Since the 2019 review, BridgeValley began offering early enrollment courses with local high school partners. The local high school will decide if high school credit will be offered for a course in addition to college credit. Per Council and BOG policies, instructors teaching early enrollment courses must meet the minimum faculty credential requirements as specified by BridgeValley. A cooperative agreement/memorandum of understanding outlining credentialing and curriculum expectations is signed by both BridgeValley and the participating high school. Early enrollment instructor credentials are vetted through the applicable BridgeValley department before courses are assigned. Early enrollment courses meet the same rigorous standards as those required for on-campus instruction. Students participating in early enrollment courses presented through the College's learning management system complete a Student Orientation (STOR) course before beginning the online course. The STOR course is a prerequisite to enrolling in an online section of a course and is designed to assist students in being orientated to college life and how to navigate an online course. Non-high school students also complete the STOR course before enrolling in web (W) course sections. A test-out option is available for students with prior online course experience. Like other academic courses, student evaluation of instruction surveys are distributed at the end of the semester in classes with five or more students.

BridgeValley demonstrates responsibility in maintaining and exercising authority over course prerequisites, course rigor, expectations for student learning, access to learning resources, and faculty qualifications, and ensures its dual credit courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

4.A.5. The third-party accrediting agencies below have granted specialized accreditation to associated programs. Contact information for all third-party accreditors is published on the College's Accreditation webpage.

- Accreditation Council for Business Schools and Programs (ACBSP) – Valid through 2027

- - Accounting and Bookkeeping
    - Healthcare Management
    - Paralegal Studies
    - Business Administration
  - Commission on Dental Accreditation (CODA) - Dental Hygiene - Valid through 2028
  - Commission on Accreditation of Allied Health Education Program (CAAHEP)
    - Diagnostic Medical Sonography – General/Vascular & Cardiac Concentrations – Valid through 2026
  - Engineering Technology Accreditation Commission of ABET (ETAC) – Valid through 2026-27
    - Civil Concentration
    - Electrical Concentration
    - Mechanical Concentration
  - National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)- Medical Laboratory Technology – Valid through 2024-25
  - Accreditation Commission for Education in Nursing, Inc. and West Virginia Board of Examiners for Registered Professional Nurses (ACEN/WVBERPN)– Nursing – Valid through 2028
  - Committee on Accreditation for Respiratory Care (CoARC) – Respiratory Therapy – Valid through 2024
  - American Veterinary Medical Association (AVMA)– Veterinary Technology – Valid through 2025

The Emergency Medical Services-Paramedic Program is in the process of seeking accreditation through the CoAEMSP. An initial site visit is expected during the 2023-2024 academic year.

4.A.6. BridgeValley evaluates the success of its graduates and ensures its programs prepare graduates for advanced study and employment with professional skills and academic competencies. Student and graduate success are integral to BridgeValley's institutional mission. A variety of indicators are utilized to evaluate the success of graduates, including licensures and certifications, internships, job placement, and pursuit of baccalaureate programs.

Licensures and certifications are documented through program-specific examinations and certification boards. Examples of these include NCLEX for nursing; ARDMS – RDCS for Diagnostic Medical Sonography – Cardiac Concentration; ASCP for Medical Laboratory Technology; VTNE for Veterinary Technology, ASE for Diesel Technology, RRT/TMC for Respiratory Therapy. Outcome measures are also monitored and publicly accessible on program pages for reporting purposes to program-specific accrediting bodies such as the CAAHEP for Diagnostic Medical Sonography, NAACLS for the Medical Lab Technology and CoAEMSP for Emergency Medical Services.

Internships, preceptorships, or apprenticeships are components of several academic programs. Learning opportunities may include paid or unpaid positions. Requirements vary with each program area regarding the hours required and the activities involved. Time spent at the job site is documented by industry supervisors who also conduct and provide faculty with evaluations of each student's performance. Evaluations of student intern-, preceptor-, and apprenticeship performance help to evaluate and ensure student workforce readiness.

Program coordinators and chairs monitor graduates' job placement using various methods. Paper surveys have been used in the past but have proven ineffective for determining job placement due to poor response rates. Faculty have looked to other avenues for tracking job placement of graduates,

like social media, industry contacts (e.g., networking with off-site clinical colleagues or advisory board members), end-of-program surveys, and one-on-one contact with graduates. Students often inform faculty of job offers received prior to graduation. Job placement data is also monitored in the state longitudinal data system. Colleges have a dashboard in the system where employment outcomes and wage data by program can be tracked.

Programs administrators also have access to internal data dashboards to monitor program-specific enrollment, retention, and graduation metrics.

Since the 2019 review, the Office of Career Services has implemented a post-graduation survey using GradCast to help the College better track graduate employment data. The survey was developed in the fall of 2019, and distribution began in the spring of 2020 (Graduate Report).

BridgeValley evaluates the success of its graduates using indicators that support its mission and ensures the programs it offers prepare students for advanced study or employment.

Sources

- 3A1.1 Division Assessment Committee Example
- 3A2.14 Catalog_ILOs with Performance Indicators and Glossary
- 3B2.10 ILO Rubrics_Completed Examples
- 3B2.11 ASC Minutes 10.14.22_ILO Course Approval Examples
- 3B2.12 ILO Assessment Process
- 3B2.17 ASC Minutes 05.06.22_ILO Assessment Process Approved
- 3C1.5 Job Description Examples-adjunct faculty staff administration)
- 3C2.2 Job Description Examples
- 3C3.1 CR-B-16-2 Faculty Credentials
- 3C5.2 Faculty Development Training Information Sheet
- 3C5.3 Faculty Development Training Guidelines
- 3C5.4 Faculty Development Training Funding Reports 2020-21_ 2021-22
- 3C5.5 Faculty Development Training Funding Report 2022-2023
- 3D4.16 Nursing Expansion Grant
- 3D4.19 Health Labs
- 3D4.20 Technology Labs
- Academic Forgiveness Application
- Academic Policy - Academic Catalog - 22-23
- Academic Policy - Academic Catalog - 22-23 (page number 3)
- Academic Policy - Academic Catalog - 22-23 (page number 8)
- Academic Policy - Academic Catalog - 22-23 (page number 9)
- Academic Policy - Academic Catalog - 22-23 (page number 10)
- Academic Standards Committee Information Sheet
- Admission Requirements - Academic Catalog 23-24
- Advanced Placement Credit Guide 22-23
- Advanced Placement Credit Guide 22-23 (page number 6)
- ASC Approved Syllabus Template 2019 2023
- ASC Curricular Oversight.pdf
- ASC Curricular Oversight.pdf (page number 8)
- ASC Meeting Mintues Feb 2022 - Curriculum Map.pdf

- ASC Meeting Mintues Feb 2022 - Curriculum Map.pdf (page number 8)
- ASC Meeting Mintues Feb 2022 - Curriculum Map.pdf (page number 10)
- BOG Policy B-1
- BOG Policy C -1
- BOG Policy C -5
- BOG Policy C-10
- BOG Policy C-8
- BOG Program Handbook
- BV Accredited Programs List
- BV Data Dashboards - Argos Web Viewer by Evisions
- BV Data Dashboards - Enrollment by Major - Program Example
- BV EDGE Course Matrix
- BV Operating Policy C-OP-12-19 Post Audit Policy
- BV Operating Policy C-OP-13-20 Program Review Policy
- BV Operating Policy C-OP-6-20 Outcomes Assessment
- BV Program Accreditation Confirmation Letters
- BV Program Accreditation Confirmation Letters (page number 2)
- BV Program Accreditation Confirmation Letters (page number 3)
- BV Program Accreditation Confirmation Letters (page number 6)
- BV Program Accreditation Confirmation Letters (page number 14)
- BV Program Accreditation Confirmation Letters (page number 15)
- BV Program Accreditation Confirmation Letters (page number 16)
- BV Program Accreditation Confirmation Letters (page number 17)
- BV Program Accreditation Confirmation Letters (page number 18)
- BV Program Accreditation Confirmation Letters (page number 22)
- CLEP Matrix
- Clinical Affiliation Agreements
- Core Transfer Agreement 2022-2023
- Credit Equivalency Application
- D and F Repeat Application
- D-5-OP Appeal for Articulation of Transfer Credit
- DF Repeat and Academic Forgiveness - Catalog Information
- D-OP-18-19 - Credit by Exam and Non-traditional Credit
- Early Enrollment - Course Syllabi
- Early Enrollment - High School Agreements
- EDGE Program Website Information
- Explorer - WVHEPC - Data Portal
- Faculty List
- Graduate Surveys - 2020-2021 Graduate Report
- Graduate Surveys - GradCast
- Graduate Surveys - Job Placement
- HLC Interim Report - May 2022 - Focus 2
- HLC Interim Report - May 2022 - Focus 3
- HLC Interim Report - May 2022 - Focus 4
- ILO Assessment Schedule - 2022-2026
- Industry Partners
- Institutional Learning Outcomes ILO Committee Information Sheet
- Internships Preceptorships Apprenticeships - Program Examples
- Internships Preceptorships Apprenticeships - Student Evaluations

- Library Orientation Presentation
- Library Resources
- Library Webpage
- OAC Action Form Approval
- OAC and ASC Meeting Mintues 2020
- OAC Committee Action Form
- Operating Policy C-3 - Student Evaluation of Instruction
- Outcomes Assessment - Highways -Bridge AY21-22 AY22-23
- Outcomes Assessment - HSRS Addictions AY22-23
- Outcomes Assessment - Medical Coding AY22-23
- Outcomes Assessment - Paralegal Studies AY22-23
- Outcomes Assessment Committee Information Form -Revised 09 2022
- Outcomes Assessment Submission Tracking Document
- PLO Annual Report Template
- PLO Curriculum Map Template
- PLO Plan Template
- PR PA Revised Templates - 2023
- PR PA Submission Schedule - Fall 2023
- Program and Post Audit Review Schedule
- Program Curriculum Sheets - ILO Designated Courses
- Program Licensures and Certifications - Programs
- Program Licensures and Certifications - Webpages
- Program Review - Criminal Justice AY22-23
- Program Review - Healthcare Mgmt AY22-23.pdf
- Program Review - IMCT Gas Measurement AY21-22.pdf
- Program Review Committee Action Form
- Program Review Committee Information Form - Effective as of FA21
- Program Review Recommendations - ASC
- Program Review Recommendations - BOG
- Program Review Recommendations - Mechatronics
- Program Review Recommendations - Welding
- Program Review Self-study Template Aug 2020.pdf
- Student Orientation - STOR Course
- Student-use Lab Spaces
- Syllabi Examples - SP FA 2023
- Title 133 Procedural Rule - HEPC Series 17
- Title 135 Procedural Rule - Series 17
- Title 135 Procedural Rule - Series 22
- Title 135 Procedural Rule - Series 28
- Title 135 Procedural Rule Series 10
- Title 135 Procedural Rule Series 11
- Title 135 Procedural Rule Series 19
- Title 135 Procedural Rule Series 3
- Title 135 Procedural Rule Series 37
- Title 135 Procedural Rule Series 59
- Transfer Equivalency Catalog - Examples
- Transferring Credits from BridgeValley - Webpage
- Transferring Credits to BridgeValley - Webpage
- Transient Application

- Understanding Course by Course Articulation Guide
- Workforce Outcomes - WVHEPC - Programs
- WV Data Portal - Workforce Data - Post Graduation Employment
- WVCTCS PR PA Minimum Reporting Requirements

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. BridgeValley has effective processes for assessing student learning and achieving learning goals in academic and cocurricular offerings. Since the 2019 review, the College has actively worked to develop meaningful, manageable, and sustainable academic and cocurricular outcomes assessment and oversight processes.

The College has established a learning outcomes assessment and review model that uses direct and indirect measures, is faculty and staff-driven, promotes accountability and continuous improvement, incorporates a committee oversight framework, and supports the College's Mission. The outcomes assessment process and committee structure were established to build a sustainable assessment model. In addition, the process incorporates practices such as using embedded metrics, standardized reporting templates, feedback forms, evaluation rubrics, and a document repository (i.e., SharePoint) to provide a sustainable framework to help the College continue strengthening assessment processes moving forward. The information below presents the academic and cocurricular outcomes assessment processes and committees involved in the review and oversight framework used to measure student learning.

Academic Outcomes Assessment:

The academic outcomes assessment processes have been redesigned since the 2019 review and now include processes and committees that provide a comprehensive and inclusive framework for assessment. BridgeValley uses an interconnected, multilayer process to measure student learning at the institution, program, and course levels. Each level of assessment oversight includes faculty representation from varying institutional areas and plays an integral role in overseeing, reviewing, and maintaining assessment processes.

Institutional Learning Outcomes (ILOs): BridgeValley's ILOs (Section 3.B.2) are the foundation of its general education program. ILOs are statements of general knowledge and skills graduates should demonstrate by the time they graduate, regardless of academic program. The ILOs include defined student learning expectations designed to provide a foundation for future study, expand the educational experience, and enhance life experiences. ILOs focus on four educational areas and are guided by a common set of student learning outcomes with performance indicators.

Students pursuing an academic credential complete a minimum sequence of courses that emphasize

and evaluate the College's ILOs. Each program, includes a minimum number of general education hours, dependent on the degree type, ranging from 24 hours for associate in science (AS) and associate in arts (AA) degrees, 15 hours for associate in applied science degrees, to 6 hours in certificate in applied science (CAS) degrees. Associate programs are required to measure student performance in ILOs 1-4, while CAS programs measure performance only in ILOs 1 and 2 due to the shortened time to degree completion. To ensure the minimum ILO requirements are met, programs identify which ILO-approved courses are used to meet requirements. ILOs are integrated into specific general education or program-designated courses using an interdisciplinary approach.

The ILO assessment process begins with an initial review by the ILO Committee. The ILO Committee is a faculty-led sub-committee of the Academic Standards Committee (ASC). The role of the ILO Committee is to validate assessment tools courses use to measure student performance against the ILO performance indicators and ensure direct assessments are used to achieve ILO course designation. The validation of assessment tools ensures each approved course assesses students per the institution's shared learning outcomes and corresponding performance indicators. Once approved as an ILO-designated course, ILO assessment data is collected at the course level and reviewed within departments and the division before being reported to the Office of Assessment for additional institution-level oversight. The redesigned ILO data collection and review process was approved by the ASC in May 2022 and went into effect in AY2022-2023 with data for ILOs 2 and 3 being collected during Summer/Fall 2022 and Spring 2023 and the first cycle of data being analyzed and reported in Fall 2023. Data from all sections of an ILO course are aggregated, reviewed, and reported to the Office of Assessment by October 1 annually. The data collection period for ILOs 1 and 4 began in Summer/Fall 2023 and will continue through Spring 2024. The cycle will repeat in future years.

A Student Performance Benchmark of 70% is set for ILO-approved assignments. To meet the benchmark, students will achieve 70% or higher on the ILO-approved assignment that corresponds to each ILO's performance indicator. The Institutional Performance Target is set at 85%. At least 85% of students assessed for ILO competencies and corresponding performance indicators using ILO-approved assignments will have met the 70% Student Performance Benchmark for the respective assignments. Program Administrators and Division Assessment Committees are responsible for ensuring programs review and use the ILO data to inform change, support student learning, and, when needed, develop improvement plans.

Course-level ILO student performance data is compiled using a summary data collection form before being reported using an institution-developed electronic data submission form. The summary form mirrors the electronic form and is intended to help guide faculty in aggregating data and simplifying the final reporting process.

Once the individual course data is reported to the Office of Assessment, a determination based on direct assessment data will be made on if the 85% Institutional Performance Target was met. If the target is not met, course data will be reviewed to determine in which course(s) an improvement plan is needed.

ILO-designated courses must seek revalidation through the ILO Committee if the original ILO-approved assignment is modified or discontinued or if the institution modifies the ILO or respective performance indicators.

The ILO assessment process also incorporates annual indirect measures to support the process. ILO-focused questions are included in the Graduation Satisfaction Survey. Baseline results for the graduation survey were collected between Summer 2022 through Spring 2023. Survey data are

presented in Section 4.B.2.

Program Learning Outcomes (PLOs)*:* PLOs are program-level student learning outcome statements of knowledge and skills graduates are expected to demonstrate by the time they graduate from a program. In September 2020, the College implemented a PLO review and revision initiative through the ASC. Program administrators received training on PLO development and contextual expectations to facilitate the review initiative. Program administrators were instructed to review and revise program learning outcomes for both Associate and Certificate programs. Program administrators were directed to ensure current, revised, and newly developed PLO statements follow the context of being

- meaningful (to the discipline),
- manageable (include 4-6 up to a maximum of 8 statements for Associate programs and 2-3 up to a maximum of 4 statements for Certificate programs was recommended),
- measurable (use appropriate action verbs and the Revised Bloom's Taxonomy construct),
- observable (practiced by students at the expected level of learning),
- attainable (expected level of learning achieved by the end of the program),
- student-centered (not program-centered), and
- focused on terminal program knowledge and or skills (not task level).

A Column Information section was added to the end of required outcomes assessment reporting templates (Plan & Report) to ensure program administrators are aware of the PLO context and reporting expectations.

While a defined number of PLO statements are recommended for associate and certificate programs to keep the assessment process manageable, programs are given autonomy when determining an appropriate number of PLOs. The College is also mindful that accredited and state-mandated programs might be limited when revising PLOs, as third-party accreditors or state-level governing bodies often influence program learning expectations and verbiage.

In the Fall of 2020, the Office of Assessment held a PLO focused workshop for the academic Divisions to help Program Administrators understand how to write, assess, map, and report PLOs. Following the initial training, individual meetings were held when requested.

The Program Outcomes Assessments process is guided by policy to evaluate PLOs, review metrics and assessment results used to measure student performance, and develop improvement plans based on results. At a minimum, one institutionally approved program learning outcome is assessed annually. Outcomes are rotated annually, with each outcome being assessed at least once during a four-year evaluation cycle. Programs with less than four program learning outcomes establish an assessment plan for each year of the four-year cycle by repeating assessments as appropriate.

The process uses a PLO Curriculum Map, 4-year Assessment Plan, and Annual Report to evaluate and track student and program performance and encourage a continuous program review and evaluation process.

The Curriculum Map is used to align program learning outcomes with program courses. Program faculty identify when and where in their curriculum PLOs are introduced, reinforced, and assessed for mastery. Each course identified as assessed for mastery is included as targeted course on the assessment plan and annual report. Associate programs are required to identify and report data for two direct assessment measures, and certificate programs report one direct measure for each PLO

assessed on the annual report. While indirect measures can be used in addition to direct measures to support student learning, direct measures must be used.

The Assessment Plan is used to identify in which year or years of a four-year cycle an outcome will be measured and provide a general description of planned Assessment Methods. The Annual Report is then used as a data collection and improvement planning tool guided by the Assessment Plan. The Annual Report includes a detailed description of each assessment tool used, student performance benchmarks, and program performance targets. Benchmarks define the minimum expected level of achievement or student performance for each included measure, while program performance targets define the program's expected level of performance for each included measure (e.g., a minimum of 80% of students will meet the defined benchmark).

The Program Outcomes Assessment data collection process is implemented at the course level. Faculty are given the autonomy to select appropriate outcome-focused direct measures to evaluate student performance. Outcomes maps, plans, and reports are submitted to the Outcomes Assessment Committee for review. The Outcomes Assessment Committee provides leadership, oversight, and coordination for program-level outcomes assessment activities. The committee's primary purpose is to support student learning by ensuring the learning outcomes assessment process is student-centered, promotes a culture of continuous improvement, and uses direct measures to assess student performance. In addition, the committee provides leadership and assistance in developing and overseeing the academic outcomes assessment reporting, evaluation, and feedback processes to promote student and program success.

Evaluation Rubrics and a Committee Action Form were created to facilitate the review and feedback process. The Evaluation Rubrics guide Committee members when reviewing submissions and help make the process a more objective and equitable review process. The Committee Action Form provides a standard format for the Outcomes Committee to provide direct, actionable feedback to program administrators. The Action Form guides program administrators to act on committee findings and opportunities for improvement with process requirements such as PLO statement context, targeted courses, assessment methods, performance standards, and data utilization.

Course Learning Outcomes (CLOs): Since the 2019 review, the College has focused on developing meaningful and sustainable institutional and program-level academic assessment processes that are embedded at the course level. The College has also worked with the General Education Division to implement a Pilot Program focused on Course-level Outcomes Assessments in non-major discipline areas (i.e., math, science, English, etc.). While the English and Math departments have been working since 2018-2019 to develop and implement outcomes assessment review processes, the General Education Division is now developing and expanding the review process to other academic disciplines.

The Office of Assessment created a Course-level Outcomes Assessment Report (COAR) template to help formalize the reporting process. As part of the Pilot, the General Education Department Chairs were tasked with working with their faculty to develop preliminary assessment plans to identify periods of planning, assessment, reporting, and or improvement for each course. Chairs were also tasked with reviewing the COAR form for ease of use and understanding. The course-level assessment process is a work in progress. The COAR data collection and analysis period for the 2022-2023 time frame has not yet been formally reviewed by the Division Assessment Committee. The Office of Assessment will meet with the Department Chairs and Division Dean in the fall of 2023 to discuss the COAR form and determine which areas of the course-level assessment process can be improved for the General Education Division.

Professional development [workshops](#) focused on writing measurable course-level student learning outcomes and aligning student learning outcomes with instructional strategies and course-level assessments were [conducted](#) by the Office of Assessment to help faculty begin the course-level assessment process.

Division Assessment [Committees](#) have been implemented to help facilitate and oversee assessment processes. The primary function of the Division Assessment Committee is to serve as a recommending body for assessing student learning. The Committees facilitate the development, evaluation, collection, and housing of course, program, and institutional student learning outcomes, assessment strategies, and data for continual improvement and support of students. The division-level assessment committees were established and began initial oversight processes in the fall of 2021. Committee representatives serve on the Institutional Assessment [Committee](#) (IAC) and provide reports on information to document and track committee reviews, progress, and improvements with divisional processes.

In addition, a revised Course Review and Assessment [Policy](#) was approved by Cabinet in May 2023 and went into effect in July following a posted 30-day comment period. The purpose of the policy is to ensure the College reviews and assesses academic courses on a recurring basis concurrent with program and discipline reviews to ensure a systematic collection and analysis of information to improve the academic integrity and currency of its courses. Course-level review and assessment are fundamental to faculty practice. They are cyclical processes focused on maintaining the quality, relevance, and contribution of courses to support student learning and achievement.

An initial one-year academic period from fall 2023 through spring 2024 will be used to establish assessment schedules and develop reporting materials with formal assessments beginning in summer/fall 2024 as appropriate.

Cocurricular Outcomes Assessment:

In addition to establishing robust academic outcomes assessment processes, the College has worked to develop a sustainable cocurricular assessment process. The cocurricular process evaluates learning through participation within select student service units and uses established indirect data collection tools with embedded assessment metrics to evaluate the attainment of student learning outcomes.

While the [student services](#) team routinely collects data on program participation, completion, and satisfaction, changing directions to include the attainment of learning was a new concept that required a new way of thinking. With the focus of cocurricular activities moving from solely participation-focused to including learning-focused metrics, the student services team has worked to merge the two processes. The goal of the cocurricular process is to, whenever possible, align current data collection processes with expected learning outcome metrics. By merging the two processes, the College will ensure the sustainability and continuity of the cocurricular assessment process.

One of the first tasks in developing the cocurricular process was identifying which units within the Office of Student Services would be included as part of the assessment process. Seven units were selected for inclusion in the assessment process – Counseling Services, Accessibility Services, Collegiate Recovery, Advising, Career Services, Student Life, and Tutoring Services.

A Cocurricular Services [template](#) was created to provide a structure to develop and compile the essential process pieces across the student service departments. Once the service units were selected, unit directors were tasked with developing learning outcomes, identifying key activities, and

determining or developing assessment methods. They were also directed to establish unit mission statements that support the College's Mission. Directors worked with their staff to complete preliminary process drafts. In February 2022, the Directors met with the Office of Assessment to review a combined draft of the Cocurricular Services document and receive feedback and recommendations for improvement. Recommendations included keeping the number of outcomes manageable (e.g., 1-2 for the first cycle and adding more later if needed), wording outcomes to be measurable, and determining how to align data collection tools they already use with the learning articulated in the learning outcomes statements. During AY22-23, the Office of Assessment and Student Services team met several times to develop measurable learning outcomes and work on assessment tools.

The Counseling Services, Accessibility Services, and Collegiate Recovery Program Units implemented cocurricular assessment processes between the fall of 2022 and spring of 2023. The Career Services, Advising, Tutoring, and Student Organization areas have experienced challenges in developing and implementing their assessment measures due to changes in staffing. Additional time will be spent on getting these areas fully implemented.

To facilitate the Counseling, Accessibility, and Collegiate Recovery Units implementation processes, the Units established learning outcomes, identified key activities, and identified assessment methods to embed outcome metrics.

Each area developed end-of-semester surveys with embedded outcome metrics to evaluate learning. The examples below include descriptions of the included metrics.

- Counseling Services
- Accessibility Services
- Collegiate Recovery

At the end of each semester, the Program Administrators reviewed the student survey results. Survey data helps Administrators make informed decisions about changes that may need to be made in personal services or programming needs.

While some cocurricular units are further along in the development and implementation process than others, all areas are progressing towards developing measurable learning outcomes and identifying and embedding assessment metrics into data collection tools. Simplifying the assessment process, embedding metrics into established tools, and regularly reviewing the outcomes data and processes to determine improvement strategies will ensure the continuity and sustainability of the cocurricular assessment process moving forward.

The College formed the Institutional Assessment Committee to ensure each level of the outcomes assessment processes, both academic and cocurricular, are interconnected. The Institutional Assessment Committee (IAC) is an oversight body and is charged with coordinating the academic and cocurricular assessment activities across the College. The IAC removes the silo effect from the assessment process by encouraging collaboration among the varying assessment levels and academic and cocurricular stakeholders to support student learning. The committee was formally established and convened for the first time in the spring of 2022. The committee's membership includes representatives from the College's assessment subcommittees. Representatives report on current and planned assessment activities from their respective subcommittees and seek input from their assessment colleagues.

BridgeValley has effective processes for assessing student learning and achieving learning goals in academic and cocurricular offerings. With each review cycle, the processes are maturing, and the College is learning from and strengthening its assessment processes. While still in the early stages of implementation, the College has significantly improved its assessment processes since its 2019 comprehensive review.

4.B.2. Below are examples of how the College is or will use assessment processes to improve student learning. Data collection typically occurs during an academic year (i.e., summer, fall, and spring), and data reviews and improvement plan developments occur the following fall to ensure faculty collaboration and participation in the process. As a result, data usage may be limited for newer processes.

ILO Assessment: While the redesigned ILO assessment process has been developed, approved, and implemented since the 2019 review, due to the Assurance Argument lock date for the current review (September 18) coinciding with the ILO data review and reporting period and the assessment processes being cycle driven, the first cycle of the process is still in progress at the time of this writing. The initial ILO 2 and 3 data collection processes were conducted during AY22-23. The data review and analysis process by the departments and division assessment committees did not begin until after the faculty returned in mid-August and will continue through the end of September with aggregate reports being due to the Office of Assessment by October 1. Due to the timing of the current HLC review, final results are not yet available for the first cycle of the redesigned ILO assessment process.To ensure data is used to support student learning as part of the ILO assessment process, the Data Submission Form asks how the findings from the assessment cycle will be used to improve student success. Faculty are asked to describe any planned or implemented changes at the course or program level to improve student success with each performance indicator. If no changes are planned, a statement to support that finding must also be included.

Baseline data from the Graduation Satisfaction Survey indicate that an Institutional Performance Target of 85% was met for ILOs 1 (86%), 2 (88.6%), and 4 (87.3%) with ILO 3 not meeting the performance target (82.3%). Once the direct assessment data is reported, the College will be able to determine if the direct student performance data supports or refutes the indirect student survey data and develop course-level improvement plans as needed.

PLO Assessment: Below are examples of how the Program Outcomes Assessment Annual Report process is used to improve student learning. The following examples are from the 21-22 data collection period reviewed during the 22-23 academic year. Review of the 22-23 Annual Reports will not begin until after the October 1 submission deadline of the 23-24 academic year.

- Paralegal Studies
- HSRS - Addictions
- Veterinary Technology
- Medical Coding

The Outcomes Committee Action Forms for each program provided additional feedback to program administrators to ensure the programs are using appropriate outcome-focused assessment methods and information to measure and evaluate student and program performance data to improve learning.

CLO Assessment: Below are examples of how the Course Outcomes Assessment Reporting (COAR) process is used to improve student learning. The following examples were reported as part of the

General Education Division's COAR Pilot program. While preliminary COAR forms were completed, the final review and improvement plan development process is still underway. Data was collected during AY22-23, and division/department review began in August 2023 after faculty returned.

- MATH 113
- CHEM 100
- ENVI 101L
- ELEM 207

As the COAR Pilot program enters the next development phase, the Office of Assessment and General Education faculty are working to formalize and refine the assessment, reporting, and data usage process.

Cocurricular Assessment: Below are examples of the data collection processes used by cocurricular units to improve student learning. Initial data collections with embedded outcome metrics occurred at the end of the fall 2022 and spring 2023 semesters for each unit below.

- Counseling Services
- Accessibility Services
- Collegiate Recovery

Survey data and student interactions in each service unit will continue to be monitored to evaluate and determine program needs and improve student learning. The survey tools will be reviewed in the fall of 2023 to determine if adjustments are needed to collect more actionable data before the surveys are distributed during the fall semester. The survey review will help improve and ensure the sustainability and usability of the cocurricular data moving forward,

The College has effective processes for assessing student learning and achievement goals in academic and cocurricular offerings and, as the processes mature, can effectively be used to support and improve student learning.

4.B.3. BridgeValley is committed to continually evaluating and improving the processes it uses to assess student learning and actively encourages faculty participation in overseeing and improving each process. At all levels, the preparation and review of assessment reports are faculty and staff-driven processes. The College's path to developing sustainable outcomes assessment processes was based on the development of a model that includes course, program, cocurricular, and institutional assessment levels, utilizes direct and indirect assessments, is faculty and staff-driven, promotes accountability and continuous improvement, includes a committee oversight framework, and supports the College's Mission. In addition, incorporating practices such as using standardized reporting templates, feedback forms, evaluation rubrics, and a document repository (i.e., SharePoint) as part of the assessment process provides a sustainable framework to help the College continue strengthening assessment processes moving forward.

The College has substantially improved its academic and cocurricular assessment processes. It has established a multidimensional assessment committee framework that ensures continuity and sustainability of assessment oversight activities and includes substantial participation, input, and oversight from faculty and staff. The assessment process promotes institutional collaboration, accountability, and continuous improvement.

In less than four years and while working through the challenges associated with COVID-19, the faculty, staff, and administration of BridgeValley worked to improve its assessment processes.

Since its 2019 review the College has

- redesigned the ILO assessment process to ensure data-informed improvements will be linked to course-level interventions and use both direct and indirect measures of assessment,
- established a context for Program Learning Outcomes to ensure they are meaningful, manageable, measurable, and lead to direct assessment of student learning,
- revised the Program Outcomes Assessment planning and reporting process to ensure direct measures of assessment are occurring within degree programs,
- implemented a course-level outcomes assessment Pilot program, and
- developed an embedded process for assessing student learning within cocurricular student service units.

While BridgeValley's assessment program is still maturing, the College has made significant progress toward developing the foundation needed to ensure the continuity and sustainability of its assessment process. The College's processes and methods to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members. Moving forward, the College is committed to continuing to develop a meaningful, manageable, and sustainable multidimensional assessment process that is faculty and staff-driven, student-centered, promotes accountability and continuous improvement of student learning, and supports the College's Mission.

Sources

- 3A1.1 Division Assessment Committee Example
- 3B1.1 Catalog_ILOs with Performance Indicators and Glossary
- 3B1.3 Catalog_ILO Requirements
- 3B2.10 ILO Rubrics_Completed Examples
- 3B2.12 ILO Assessment Process
- 3B2.13 ILO Course Data Submission Form
- 3B2.13 ILO Course Data Submission Form (page number 2)
- 3B2.17 ASC Minutes 05.06.22_ILO Assessment Process Approved
- 3B2.24 Institutional Assessment Committee Information Sheet
- Academic Standards Committee Information Sheet
- ASC Curricular Oversight.pdf
- ASC Curricular Oversight.pdf (page number 8)
- ASC Meeting Mintues Feb 2022 - Curriculum Map.pdf
- ASC Meeting Mintues Feb 2022 - Curriculum Map.pdf (page number 5)
- BV Operating Policy C-OP-6-20 Outcomes Assessment
- CLO Assessment - CHEM 100 AY22-23 COAR
- CLO Assessment - ELEM 207 AY22-23 COAR
- CLO Assessment - ENVI 101L AY22-23 COAR
- CLO Assessment - MATH 113 AY22-23 COAR
- CLO Presentations FA21 and FA22
- CLO Trainings - AY21-22 and AY22-23
- COAR Submission Samples AY 22-23

- COAR Template
- Cocurricular - Accessibility Services AY22-23 Data.pdf
- Cocurricular - Accessibility Services AY22-23 Embedded Metrics
- Cocurricular - Accessibility Services AY22-23 Report
- Cocurricular - Collegiate Recovery AY22-23 Data.pdf
- Cocurricular - Collegiate Recovery AY22-23 Embedded Metrics
- Cocurricular - Collegiate Recovery AY22-23 Report
- Cocurricular - Counseling Services AY22-23 Data
- Cocurricular - Counseling Services AY22-23 Embedded Metrics
- Cocurricular - Counseling Services AY22-23 Report
- Cocurricular Meetings - AY21-22
- Cocurricular Meetings - AY22-23
- Cocurricular Services Template
- Course Outcomes Assessment Planning Schedules
- Gen Ed Chair Meeting Minutes 04 2022
- IAC Meeting Minutes
- ILO Assessment Schedule - 2022-2026
- ILO Graduation Satisfaction Survey Data
- ILO Graduation Satisfaction Survey Items
- Institutional Learning Outcomes ILO Committee Information Sheet
- Mission Vision and Value Statements
- OAC Committee Action Form
- OAC Plan and Report Rubrics
- Operating Policy C-10 Course Review and Assessment
- Outcomes Assessment - HSRS Addictions AY22-23
- Outcomes Assessment - Medical Coding AY22-23
- Outcomes Assessment - Paralegal Studies AY22-23
- Outcomes Assessment - Veterinary Technology AY22-23
- Outcomes Assessment Committee Information Form -Revised 09 2022
- PLO Annual Report Template
- PLO Curriculum Map Template
- PLO Plan Template
- PLO Review Initiative - ASC 09 2020
- PLO Trainings - AY20-21
- Program Curriculum Sheets - ILO Designated Courses
- Student Services 2020-2021 Annual Report
- WVCTCS PR PA Minimum Reporting Requirements

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1. Improving student retention, persistence, and completion has been a focus of the BridgeValley 2021-2025 Strategic Plan since its launch in 2021. The plan was approved by the President and Board of Governors in December 23, 2021. The Strategic Plan focuses on three overarching goals - Student Success, Institutional Success and Sustainability, and Industry Success and Sustainability goals.

In 2022, SWIM, a consulting firm, was hired to review the institution's enrollment processes through interviews, surveys, and data analysis to help the College improve its recruitment and retention efforts. The consultants spent six months analyzing enrollment and completion data, interviewing employees and students, and conducting focus groups to better understand the institution's enrollment challenges. Based on their analysis, the consultants led a strategic planning retreat where they recommended the College form four strategic planning committees and focused on setting goals for each strategic area. The four strategic areas are Recruitment, Retention, Completion, and Fundraising. Each committee included at least one administrator and multiple faculty and staff responsible for developing ambitious and attainable institutional goals based on institutional, State, and national data. After the committees established goals, they were shared with the entire group for discussion and comments and placed in a combined PowerPoint presentation provided by SWIM.

The goals determined by the strategic committees are based on the 2021-2025 Strategic plan and include the following:

- Recruitment: increase enrollment of new students by 5% by 2025,
- Retention Committee set a goal to improve retention by 2% each year through 2025: increase overall retention by 5%,
- Completion: complete completion and graduation rates by 5% in 2025, and
- Fundraising: increase investments by 5% and fundraising by 5% in 2025.

The President then shared the goals with BridgeValley employees during the Welcome Back [Week](#) Event held in August 2022. Individual information sessions were held to provide employees with more detailed information on how the goals were developed and to seek their input on strategies that could be taken back to the committees for consideration.

In addition to establishing institutional goals, Academic Divisions were tasked with developing program-specific enrollment goals ([June](#) & [August](#) 2022) to support the institutional enrollment, retention, and graduation rates. An institutional [dashboard](#) was created to help keep faculty informed of progress toward enrollment goals and review metrics. The [dashboard](#) includes a section on Schoolwide Retention and a program-focused section with data on Current Enrollment, Retention Data, and Historical Enrollment. The dashboard includes a visual indicator showing the percentage of progress an individual program has made toward the projected enrollment goal.

The Student Affairs Division publicizes a Communication [Plan](#) for the Fall and Spring terms that detail enrollment and retention goals and a Student Services Annual [Report](#) that details retention efforts, strategies, and completion numbers.

The efforts of the four Strategic Planning Committees are ongoing, and their work is shared annually during Welcome Back [Week](#), during biweekly Enrollment Planning Committee [meetings](#) where ongoing improvement plans are discussed and implemented to help the College meet institutional goals and through the colleges Weekly Connection [newsletter](#) so employees are informed of the strategies being employed and progress towards the goals.

4.C.2. BridgeValley collects, analyzes, and shares data on student retention, persistence, and completion on an ongoing basis at both the institutional and programmatic levels. Enrollment and retention reports are shared with key Academic and Student Affairs stakeholders. The Vice Presidents, Academic Deans, Division Chairs, and Student Affairs Directors receive weekly [reports](#) on student enrollment (new and continuing students) and enrollment by program of study to enable everyone to identify potential issues or concerns that may be addressed in a timely fashion. When the Academic Deans see a particular program or class that appears to be lagging in enrollment, they work with faculty to conduct outreach campaigns and notify the Enrollment Planning Committee to assist in spreading the word to students on the availability of seats in a class. This approach has led to the development of [Open House](#) and Open [Registration](#) events that include a campuswide effort and participation in enrollment efforts.

Prior to the start of each semester, the Enrollment Planning Committee uses Department of Labor Employment data and institutional enrollment data to identify five to six [programs](#) that will receive additional focus with marketing efforts. The decision about which programs are selected involves the availability of jobs, space capacity within the program, or determining if there is enough demand to continue offering a program. This marketing push is called the Meet Our Majors [campaign](#). It is coordinated with Marketing and the Enrollment Planning Committee to give additional attention to the five to six programs selected for that semester.

The Strategic Initiative Committees formed in July 2022 have been working with Institutional Research to create dashboards with appropriate data to help drive decision-making and progress toward goals. As data and information become available, it is [shared](#) with other College committees such as the Enrollment Planning Committee, College Leadership Council, and Cabinet. In addition, the Enrollment Planning Committee and Office of Institutional Research (IR) regularly review retention, persistence, and completion data through IR reports and the Ellucian Banner data reporting software tool Argos. Data is reviewed and shared during biweekly [meetings](#). Enrollment

goals, including continuing students and other student types, are posted regularly in the Weekly Connection Newsletter and reviewed in Board of Governor's meetings. To keep the Board apprised of the College's progress toward meeting its goals, the President presents updates to the Board as part of the President's Report. The President's Report breaks down the activities that are helping the College meet its strategic initiatives and overarching Strategic Plan goals presented in Section 4.C.1.

The College continues to improve its retention, persistence, and completion data collection and analysis processes by requesting more meaningful IR reports focused on supporting the four Strategic Initiative Committees and is making the data more accessible to the campus community through data dashboard access.

The Student Services unit also analyzes retention, persistence, and completion data. Examples of data collection and reporting provided by Student Services that are used to help make decisions about the impact and quality of services include:

- Early Alert monitoring and reporting details student challenges with retention and has helped provide the institution with direction on what types of grants the institution may want to apply for to support students.
- Academic Advising data is used to determine progress towards enrollment goals and is used to determine when communication to students who are not registered needs to occur.
- Accessibility Services monitors students receiving accommodations and impact on retention.
- The annual Student Satisfaction Survey allows the institution to identify potential areas of concern for students and to implement change.
- Tracking Success of Summer Boot Camps for placement testing continues to be used to adapt the program to improve success and placement rates.
- Graduation Employment Survey provides data on student employment and if students are receiving jobs associated with their program of study.

The institution also monitors and reports retention and graduation of first-time, full-time freshmen annually to the Integrated Postsecondary Education Data System (IPEDS). This system reports, among other things, the percentage of first-time, full-time freshmen that return the following fall. BridgeValley's retention rates from fall 2021 to fall 2022 were 54% for both full-time and part-time students. Knowing that IPEDS data is limited to first-time, full-time freshmen, the College also reviews State and institutional data.

Under West Virginia Code 18B-1D-8, state institutions must submit an annual accountability report focused on student enrollment, retention, and completion indicators for inclusion in the West Virginia Higher Education Almanac. The Almanac provides an overview of enrollment within the State for 4- and 2-year institutions. The report includes profile data and student success data. In addition to enrollment, the Almanac provides information on BridgeValley's retention rate. For the 2022 Almanac, BridgeValley reported Fall-to-Fall retention at 49%, with 18% graduating in two years and 33% graduating in three years. This data, combined with national data on retention for two-year institutions, helped the Strategic Retention Committees set retention goals.

4.C.3. BridgeValley collects, analyzes, and uses student retention, persistence, and completion data to implement new strategies to improve student success. Examples of strategies that have been implemented include:

- The creation of four Strategic Committees made of administrators, deans, faculty, and key staff members provides a greater focus on engaging the institution in reviewing data and developing

new strategies to help meet institutional goals. The Strategic Committees were formed in the summer of 2022 during a retreat led by the SWIM Consulting Group to help develop realistic and attainable goals for enrollment, retention, and completion.

The Enrollment Committee reviewed historical enrollment data for the institution, national trends, and state trends to set a 5% enrollment increase goal by 2025. Importantly, goals were also set for each program area because in looking at the program data and job outlook data for the college we saw some programs could grow significantly and others that needed to stay with the number of students they currently have. To help reach these goals, new Banner reports were created that detailed enrollment by each program of study, and academic deans and their faculty have used this data to develop program-specific activities to help them reach their program enrollment goals. Activities include business outreach to enroll incumbent workers, like we've seen with HVAC and Casto; program-specific outreach to events like we have seen with the hospital summer camp for aspiring nurses and recruiting for the nursing program; and recruiting collaboratively with businesses as the AMT program has done through the WV FAME chapter with Toyota and others by going to high schools with company representatives to recruit students to employment and explain that BridgeValley programs are the path to that employment.

The Retention Committee followed a similar process and reviewed national retention trend data, State, and institutional data to develop an overall retention goal of 56% by 2025. Although the committee based this goal on IPEDS definitions, it has expanded its data request to include all students enrolled in programs at the institution to capture and analyze retention data for part-time students and by programs of study. The committee meets monthly to review retention data, discuss retention strategies, and surveys to determine areas of improvement. Employees have been asked to share retention strategies that have been implemented. For example, a number of initiatives were implemented by the nursing program including mindfulness training, white coat ceremonies, academic supports through text and pedagogy changes, and supportive services for students including gas cards, intensive advising, and a retention specialist dedicated to nursing students. Strategies that can be implemented in other areas are shared with the institution in the Weekly Connection to encourage other departments to adopt similar successful strategies.

The Completion Committee reviewed state and institution data to set their completion goal of a 5% increase in completion rates by 2025. In reviewing the institutional data, it was noted that due to the nature of some programs that retention data would need to be based upon program-specific timelines. For example, certificate programs were only one year, and some programs involved partnerships with the State or local businesses with students required to be enrolled part-time, and completion rates would vary by program. The highways program is set up through a contract with the State Department of Transportation and is designed for students to complete an AAS in six years. The committee is careful to exclude these students when we are looking at program outcomes including 150% time to degree completion. A complete report by program of study was created and is shared with the Academic Divisions when available.

- During their review and analysis of institutional data, the SWIM consultants noted that first-year retention rates for nursing students were below the national average and well below the National League for Nursing Accrediting Commission's goal of 80%. According to IPEDS, our retention for first-year full-time nursing students in 2021 was only 51%. SWIM consultants conducted a focus group with first-year nursing students to understand the low retention rates

better and discovered a departmental culture that was not supportive of first-year students. As a result of the feedback, the Dean and Nurse Administrator and Nursing Faculty from the School of Nursing implemented several strategies to improve student success and retention to increase program retention and, in turn, completion.

Retention strategies included:

- Mindfulness Training (Koru Mindfulness), delivered over six weeks, for all first-year nursing students.
- Resiliency Activity in every class period in all nursing courses.
- Switched from HESI supplemental resources to Assessment Technology. Incorporated (ATI) supplemental resources and required students to complete the Achieve Success Modules prior to starting the first semester of nursing courses (with the switch to ATI products, the program was able to eliminate approximately 15 textbooks.
- Changed the first-semester nursing course schedule to include breaking up long class periods.
- Implemented an "Open Huddle / Round Table Discussion" following content delivery and before an examination.
- Implemented test reviews immediately following every examination; and
- Reduced standardized exam calculations into the final grade computation.

The program also continues the use of one-on-one meetings between the student and faculty if they get less than 80% on an exam, attendance of Success Strategies with the Simulation Coordinator, notification of students in the Early Alert system, and continuation of the "Big Nursing Brother / Big Nursing Sister" support system. After implementing these changes, the data revealed a 28% improvement in retention from Fall 2021 to Fall 2022

- In reviewing research from the National Academic Advising Association (NACADA) and data from the annual Student Satisfaction Survey, the institution adjusted its professional advising model in 2023 from passing on the student to the faculty advisor after one semester to one where the professional advisor remains a primary point of contact for the student throughout their enrollment to provide ongoing support to the student and to assist the faculty advisor as needed. Survey results and student focus groups indicated that students sometimes struggled with connecting with their faculty advisor the following semester due to communication issues and due to many faculty being off contract during peak advising periods. Learning this lead the College to improve its notification to students about who their faculty advisor would be by adding this information directly to their MYBridge Account. For students that experience difficulty reaching their faculty advisors, the professional advisor can assist and continues to check in on their advisees at key intervals during each semester. The most recent Student Satisfaction results showed that 96% of respondent either strongly agreed or agreed that they were satisfied with their advising experience.

- Professional Advisors manage the institution's Early Alert program, which allows faculty to notify advisors of concerns that may affect a student's ability to be academically successful. Professional advisors are notified daily of alerts submitted. They can then reach out to students to help identify issues affecting their academic performance and direct them to appropriate institutional or community resources. Training is provided annually to faculty as part of Welcome Back Week activities and as requested by Academic Deans.

- BridgeValley participates in the Community College Survey of Student Engagement (CCSSE)

as another means to collect data from students regarding their overall experiences at the institution and to help identify areas that need improvement related to retention, persistence, and completion efforts. The College participated in the CCSSE in 2022. After reviewing the results, the Strategic Retention Committee selected one item from the survey to focus on for the next academic year. Career Counseling was selected as BridgeValley scored 10% lower than our peer institutions. Although the College had one individual dedicated to career services, an additional person was hired as a career counselor allowing one counselor to focus on career support for students and the second to grow our partnerships with employers. This has allowed the career services staff to focus more time with students by doing more classroom presentations, career programming, and one one-on-one work with students to help close the gap between the institution's benchmark score with that of our peers and to arrange for more partnerships with area businesses to participate in hiring events, classroom presentations, and networking opportunities.

- In 2023, data about the Academic Division Organizational Structure was analyzed, and the inequity among the Divisions regarding the number of programs and students served became apparent. The Allied Health programs served more students than all other academic divisions causing higher strains on academic advising, faculty engagement, and workload. The data led to an organizational restructuring that provides more equity among division loads and students served, which in turn supports student retention efforts. The new structure with supporting data was presented by the President and approved by the Board in June 2023 and implemented in July 2023.

BridgeValley collects, analyzes, and uses student retention, persistence, and completion data to inform decision-making and implement new strategies to improve student success.

4.C.4. BridgeValley's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. BridgeValley uses IPEDS definitions for monitoring and tracking retention, persistence, and completion rates but we also look at whole-cohort outcomes to see if we have populations who we should be paying special attention to. Retention rates represent the percentage of first-time degree, or certificate-seeking students enrolled full-time or part-time from the previous fall term who either re-enroll or completed their program by the current fall term. Graduation cohort data is based on the number of full-time, first-time, degree, or certificate-seeking students who enroll in a particular year and who complete their program within 150 percent of the normal time to completion. Cohort retention data is tracked through three- (150%) and four- (200%) year graduation rate cycles.

Program-specific data on student retention, persistence, and completion rates are tracked and analyzed using the five-year Program Review process. Through the oversight of the WVCTCS the College collects and reports each semester the retention and completion data to be included in the State's annual report known as the Almanac, reports to the Board of Governors, and the Annual Reauthorization Consumer reports.

Institutional data is managed through the IR Department primarily using the Argos Data reporting tool that pulls data directly through the Banner system. Using the Argos, enrollment and retention reports have been created and sent weekly to the President, Vice Presidents, Academic Deans, Chairs, and key staff members to keep everyone informed of the progress toward enrollment, retention, and completion goals.

The institution analyzed and used institutional data to determine the organizational structure,

marketing and communication efforts, and how to serve students best. The institutional processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice. BridgeValley remains committed to continuously monitoring and implementing data-informed strategic decisions to improve student enrollment, retention, and completion rates.

Sources

- 3D2.19 Nourishment for Nursing flyer and Data Reports
- Academic Deans Meeting Notes 6-15-22 Evidence
- Academic Deans Meeting Notes 6-15-22 Evidence
- Academic Deans Meeting Notes 8-31-22 Evidence
- Academic Division New Organizational Structure evidence
- Academic Division Program Goals Evidence
- Academic Division Program Goals Evidence
- Academic Division Reorganizational Data Evidence
- Accessibility Services 2022-2023 Report Evidence
- Admissions Recruitment Plan 2022-2023 Evidence
- Advising Report Evidence
- Almanac
- Argos Report Examples
- Board of Governors Agenda 12.13.2021 Evidence
- Board of Governors Agenda from 3.23.23 Evidence
- Board of Governors Minutes from 3.23.23 Evidence
- BOG Meeting Agendas - Division Reorganization
- BOG Meeting Agendas Minutes - Presidents Update - Strategic Iniatives
- BridgeValley Institutional Dashboard 5-Year Retention Data by Student Type Evidence
- BridgeValley Institutional Dashboard 5-Year Retention Data by Student Type Evidence
- BridgeValley Institutional Dashboard by Program of Study Evidence
- BridgeValley Institutional Dashboard by Program of Study Evidence
- Career Services Classroom Presentations Evidence
- CCSSE Invoice 2022
- Communication Plan Evidence
- Community College Survey of Student Engagement (CCSSE) Evidence
- Early Alert Report Evidence
- Early Alert Training Evidence
- Early Alert Training Evidence
- Email Detailing Retention Changes made in Nursing Program Evidence
- Enrollment Planning Committee Minutes (Meet Our Majors) Evidence
- Enrollment Planning Committees Examples of Data Review Evidence
- Enrollment Planning Committees Examples of Data Review Evidence Both minutes
- Examples of National State and Institutional Data Evidence
- Examples of Strategic Initiatives being discussed in Meetings Evidence
- Examples of Weekly Reports evidence
- Graduation Employment Survey Report Evidence
- Graduation Satisfaction Survey Items and Data AY22-23
- IPEDS Data Report Evidence
- IPEDS Glossary

- Meet Our Majors Brochure Evidence
- Open House Flyer evidence
- Open Registration Flyer and Departmental Assignments Evidence
- Retention Committee Meeting Minutes and Examples of Data Used Evidence
- Retention for First Year Nursing Students Evidence
- Retention Report by Program of Study Evidence
- Signed BOG Minutes - 12-13-21
- Strategic Plan
- Student Satisfaction Survey Results Evidence
- Student Satisfaction Survey Results Evidence
- Student Services Annual Report Evidence
- Student Services Annual Report Evidence
- Summer Boot Camp Report Evidence
- SWIM Retention Findings for 1st Year Nursing Students and Steps Implemented Evidence
- SWIM Retention PowerPoint Evidence
- SWIM Retention PowerPoint Evidence
- SWIM Strategic Planning Retreat Agenda with College Leadership Evidence
- SWIM Strategic Planning Retreat Agenda with College Leadership Evidence
- SWIM Strategic Planning Retreat Report for Summer 2022 Evidence
- SWIM Strategic Planning Retreat Report for Summer 2022 Evidence
- Weekly Connection Newsletter Cover Sheet Aug 7 Evidence
- Weekly Connection Newsletter Cover Sheet Aug 7 Evidence
- Weekly Connection Newsletter Cover Sheet Aug 7 Evidence
- Weekly Connection Newsletter Cover Sheet Aug 7 Evidence
- Welcome Back Week Agenda January 2023 Evidence
- Welcome Back Week Agenda January 2023 Evidence
- WV Code 18B-1D-8 Evidence
- WVCTCS Performance Indicators Policy Evidence
- WVCTCS State Code 18B-3C-4
- WVHEPC Annual Reauthorization

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

BridgeValley demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement. Since its 2019 comprehensive review, the College has substantially improved its program review and academic and cocurricular assessment processes. BridgeValley is committed to improving student learning and its educational programs.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1. BridgeValley's [organizational](#) structure operates under a shared governance system. The shared government system engages its Board of Governors, President and administration, Faculty Senate, Classified Staff Council, and Student Governance Association.

BridgeValley's Board of [Governors](#) (BOG/Board) consists of twelve voting [members](#) comprised of nine lay members appointed by the Governor of West Virginia and a faculty, staff, and student representative elected by their respective governing bodies. The [Board](#) meets in regular sessions not less than six times each fiscal year. Board Meetings are open to the public as provided by [law](#). To ensure the Board is educated on policy development, the WVHEPC General Counsel regularly present to college governing boards about policy development. Most recently, this training was offered at the October 2022 regular [meeting](#). All proposed policy revisions are posted on the College's BOG webpage for a thirty-day comment period following Board approval to ensure the campus community can engage in the policy development and approval process. The President provides a [report](#) to the Board at each meeting. The President and the college administration are entrusted with the care of the daily needs of the College's governance system.

The Faculty [Senate](#) is the principal governing body for the faculty. Senators serve as representatives of the Faculty Assembly. The Senate membership includes three elected senators from respective academic divisions, faculty representatives for the Advisory Council of Faculty (ACF) and BOG, and elected campus representatives. Elected members must be full-time faculty members with a minimum of 51% teaching load. Administrators cannot be elected members. The elected BOG representative serves as the faculty representative on the Board of Governors.

The Senate's governance role includes recommending matters of policy concerning education

programs, reviewing established policies and considering new policies that concern students and faculty, and maintaining adequate communication between faculty and the administration. The Senate also oversees Permanent and Shared Committees needed for operational functions, including the Academic Standards Committee (ASC). The BridgeValley Constitution and Bi-Laws guide Permanent and Shared Committee memberships and oversight. The Senate meets monthly throughout the academic year. The President regularly updates the Senate and provides open dialogue on institutional matters. At the November 2022 Senate meeting, the President presented on policy development to the Senators to ensure proper procedures are followed during policy development processes consistent with the requirements from the West Virginia Higher Education Policy Commission.

The West Virginia Legislature enacted the Classified Staff Council to provide classified staff employees a means to convey concerns on employee-employer relations. The BridgeValley Staff Council promotes collaboration and open dialogue between staff and administration. The Council also facilitates staff input into decisions that affect classified staff. The Chair of the Staff Council serves as a staff representative on the Board of Governors and serves on the College Leadership Council.

The Student Government Association (SGA) promotes cooperation between the student body, faculty, and staff. The members of the SGA are elected by the student body and represent the student interests and needs on campus. The SGA's purpose includes expressing student opinions on policies and initiating college-wide discussions on student issues. The SGA President also serves as the BOG and CLC student representative and regularly reports BOG activities to the SGA membership.

Operating Policy A-2 guides the development and modification of institutional operating policies. Operating policy proposals and recommendations can be initiated by any executive-level administrator, Faculty Senate, Staff Council, Student Government Association, or other representative council or committee of the institution, whether ad hoc or permanent. Individuals wishing to make policy recommendations may channel such recommendations through the appropriate executive-level administrator or constituent group. The Office of the President is responsible for publishing and updating approved institutional operating policies and Board policies. All proposed policy revisions are posted on the College's Operational Policies webpage for a thirty-day comment period following Cabinet approval to ensure the campus community can engage and provide feedback in the policy development and approval process.

The President's Cabinet and College Leadership Council (CLC) also meet monthly to discuss institutional operations as part of the shared governance system. The CLC includes the President, members of Cabinet, academic leadership, staff leadership from across the College, Senate Chair, Staff Council Chair, and SGA President. The CLC is an internal link between the College's shared governance constituencies.

BridgeValley's shared governance system engages its internal constituencies, including its governing Board, administration, faculty, staff, and students, through planning, policies, and procedures.

5.A.2. BridgeValley's administration uses data to reach informed decisions that are in the institution's and its constituents' best interests. Below are examples of how the administration uses data to inform decisions that support the College's financial health and employee morale.

The Board of Governors used data to implement a redesigned tuition payment structure to support the financial health of the College.

The Board provides financial oversight and leadership through its regular review of the financial health of the organization and institutional budget approval. The Board receives regular updates from the Chief Financial Officer (CFO) and other members of the President's Cabinet on the institution's budget, grants, fees, and daily operations.

The Board saw that other CTCs in the state were planning to increase tuition for the 23-24 year to balance budget increases with PEIA premium increases. At the same time the Board places a high value on low tuition and fees for students at BridgeValley and did not want to increase tuition at the college. The Board's Executive Committee asked the President and CFO to develop alternative options to balance the budget and cover insurance premium increases. At the March 2023 meeting, the CFO presented a Tuition Pilot Program to charge for all credit hours taken as an alternative to recommending a general per credit hour increase. The proposal is an effort to prepare for increases in institutional expenditures such as BRIM insurance and employee health insurance (PEIA) increases. The Chancellor's office approved the proposal as a two-year pilot program. Board approval is needed to implement a change in the tuition structure. The CFO presented data to support the need and benefits of implementing the proposed tuition structure. In the fall of 2022 and spring of 2023, there were 1,935 and 1,513 credit hours taken above the 12 credit hour basic tuition rate without additional tuition being charged. If tuition had been charged for each credit hour taken in the 22-23 school year the College would have generated more than $600,000 in additional revenue. Charging on a per-credit-hour taken basis would prevent the need for an increase to the overall credit-hour tuition rate. The Board approved the two-year pilot program with the understanding that action would need to be taken at the end of the pilot to either keep or remove the per credit hour tuition structure based on associated data. The approved tuition structure was implemented in Fall of 2023.

The President and academic leadership used data to implement an equitable restructuring of the academic divisions.

In early April 2023, the President initiated a conversation with the Faculty Senate focused on the current academic division structure and program distribution and the potential for a division reorganization. Later that month, the President and academic leadership met for a data retreat to review divisional distributions of programs and students and to develop a more equitable division structure. Based on the data, the Technology and Health Divisions had a disproportionate number of programs and students to advise, which created a hardship for division faculty and administrators. As a result of the data retreat, the academic leadership recommended a division redesign that would realign programs from the Technology Division with the Workforce Division, separate the Health Division into separate Nursing and Allied Health Divisions, and eliminate the stand-alone Business Division. The President presented the proposed redesigned structure to the Board for review and approval at the June 2023 meeting. The revised structure was implemented in July.

The President's Cabinet in collaboration with the Office of Assessment addressed feedback using data from the 2022 Employee Satisfaction Survey.

In 2022, the College participated in the ModernThink Great Colleges to Work For Higher Education Insight Survey (aka Employee Satisfaction Survey). There were a total of 154 surveys distributed with 87 responses resulting in a 56% response rate. The survey was sent to all faculty (80 total/40 responded), all administrators (13 total/8 responded), all exempt professional staff (34 total/ 28 responded), and a random sample of adjunct faculty (19 total/ 7 responded) and non-exempt staff (8 total/4 responded). The Office of Assessment and Human Resources formed an Ad Hoc Committee composed of faculty, staff, and administrators to review the 2022 Satisfaction Survey results and develop and refer actionable recommendations to the President and Cabinet for consideration.

Following a review of the results from the Employee Comments Report, 11 themes were identified and discussed. From the 11, three actionable recommendations were determined. Final recommendations were shared with the Faculty Senate and Staff Council and presented to the President's Cabinet for consideration and action.

In response to the Committee's data-informed recommendations, the President's Cabinet decided to reestablish the Annual Employee Recognition event. The event was revived in 2023 and was held in conjunction with the Back-to-School Picnic during Welcome Back Week. The event was well attended with around 80 attendees. The event and list of recognition awards were shared in the Weekly Connection. Supporting morale and recognizing the contributions of faculty and staff is most certainly a decision that was made in the best interests of the institution and its constituents.

To support the College's strategic goals through data-informed decision-making, the academic deans in coordination with program administrators established program-level goals and enrollment projections. To promote data use and to track progress toward goals, a data dashboard was created by the Office of Institutional Research to help divisions, program administrators, and strategic planning teams continue to make data-informed decisions about their program enrollment, retention, and completion consistent with the college strategic plan and priorities.

To support the financial health of the College through data-informed decision-making, the President is working with the academic deans and program administrators to help them understand and develop revenue opportunities through tuition, noncredit, grant revenue, and foundation funding opportunities. The President presented a Program Revenue presentation to the College Leadership Council and to the full College during the fall Welcome Back Week activities as part of the State of the College Address. The presentation explained how revenues and expenses are calculated for each program and provided a connection between a program's revenue and faculty salary expenses. Salary expenses can be covered by tuition from credit enrollment, grant funding, and noncredit course revenue, and from foundation donations. Data for each program was provided to the College to initiate department and division funding discussions. Providing program funding data to stakeholders will strengthen the College's data usage processes and inform division and program spending and hiring decisions moving forward.

BridgeValley's administration uses data to reach informed decisions that are in the institution's and its constituents' best interests. The administration is also improving funding transparency and working to educate the College community on the decision-making process related to maintaining program solvency.

5.A.3. BridgeValley's administration and shared governance system ensure that faculty, and, when appropriate, staff and students are involved in setting academic requirements, policies, and processes through effective collaborative structures.

As presented in Section 5.A.1., BridgeValley operates under a shared governance system that engages with a Board of Governors, Faculty Senate, Classified Staff Council, and Student Governance Association. Each governance body has the authority to recommend policy and procedures associated with the oversight and role of each area.

The Faculty Senate is the principal governing body for the faculty. The Senate's governance role includes recommending matters of policy concerning education programs, reviewing established policies and considering new policies that concern students and faculty, and maintaining adequate communication between faculty and the administration. The Senate also oversees Permanent and

Shared Committees needed for operational functions.

The Academic Standards Committee (ASC) is a Permanent Committee under the Faculty Senate. The ASC is the primary academic oversight body for the College and is charged with overseeing the creation, revision, and discontinuance of academic programs and individual courses. The ASC membership is comprised of department chairs with faculty rank from each academic department, two elected faculty representatives, and non-voting ex-officio administrators that include the CAO and academic deans. Including representatives from all academic areas allows for multi-divisional reviews of curricular matters. ASC members review and approve prerequisites, academic rigor, and student learning expectations to ensure the academic integrity of individual courses and academic programs.

Through its administrative structures and collaborative processes, BridgeValley's leadership demonstrates that it is effective and enables the institution to fulfill its Mission.

Sources

- 3A1.6 Academic Standards Committee Information Sheet
- ASC Curricular Oversight
- BOG Meeting Agendas - Division Reorganization
- BOG Meeting Agendas Minutes - Budget Updates
- BOG Meeting Agendas Minutes - Tuition and Fee Structure
- BOG Meeting Agendas Minutes - Tuition and Fee Structure (page number 16)
- BV Board of Governors - Policy Training
- BV Board of Governors - Presidents Report
- BV Board of Governors Membership
- BV Board of Governors Policy A-4 - Meetings
- BV Data Dashboards - Argos Web Viewer by Evisions
- BV Data Dashboards - Enrollment by Major - Program Example
- BV Operating Policy A-2 Policy Development
- BV Organizational Structure - July 2023
- Classified Staff Council Constitution and By-laws
- College Leadership Council Meeting Minutes
- College Leadership Council Membership
- Division Reorganization - Data Retreat April 2023
- Employee Satisfaction Survey - Committee Recommendations - President and Cabinet
- Employee Satisfaction Survey - Committee Recommendations - Senate and Council
- Employee Satisfaction Survey - Employee Comments Report
- Employee Satisfaction Survey - ModernThink Survey Details
- Employee Satisfaction Survey - Participation Results
- Employee Satisfaction Survey - Picnic and Awards Ceremony
- Employee Satisfaction Survey - Weekly Connection - August 2023
- Employee Satisfaction Survey - Weekly Connection - March 2023
- Employee Satisfaction Survey Committee
- Employee Satisfaction Survey Committee (page number 3)
- Faculty Senate - Meeting Minutes
- Faculty Senate - Meeting Minutes (page number 12)
- Faculty Senate - Meeting Minutes - 11 2022

- Faculty Senate Constitution and By-laws
- Faculty Senate Constitution and By-laws (page number 6)
- Faculty Senate Constitution and By-laws (page number 12)
- Faculty Senate Constitution and By-laws (page number 14)
- Faculty Senate Constitution and By-laws (page number 18)
- Faculty Senate Meeting Minutes - Division Reorganization
- State of the College - Program Revenue Presentation
- Strategic Planning - Strategic Goals
- Student Government Association Constitution
- Student Government Association Meeting Minutes
- Welcome Back Week Agenda - State of the College Presentation
- WV Code 18B-2A-1 – Board Composition
- WV Code 18B-6-6 – Classified Staff Council
- WV Open Meetings Act

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1. BridgeValley has qualified and trained employees sufficient to support its operations. Instructional employees meet the qualifications and standards required to deliver quality programs adhering to programmatic and HLC accreditation standards (See 3.C.3). Hiring qualified employees drive academic and operational functions to enable the College to meet its Mission. An integral part of this is the hiring of educated, qualified operational staff. To meet institutional staffing needs and priorities, The Office of Human Resources (HR) in coordination with functional areas evaluates staffing positions for required skills and determines the minimum required credentials.

When position vacancies occur, job descriptions are posted on the College's website and or an online job posting platform. Applicants apply for positions through an online portal. HR oversees the hiring process and ensures applicants meet the minimum credential/training requirements presented in posted job descriptions. HR also maintains records of job requirements and credentials for operational employees. BridgeValley employs 93 staff, 74 full-time and 79 part-time faculty to maintain operational and instructional oversight. (See Section 3.C.7. for additional information and supporting evidence)

BridgeValley supports professional development and institutional training to ensure employees develop the skills needed to support the College's academic and operational infrastructure.

In FY23, the College prioritized professional development funding through Perkins, CARES, Institutional and grant funding sources. For FY24, the College again prioritizes professional development through approved professional development Perkins funding requests. Supporting professional development for academic areas ensures faculty, staff, and administrators remain current in their fields and support the operational infrastructure.

The College provides training to faculty and staff for institutional operational activities such as Title IX and FERPA.

For AY23-24, the College used the Vector LMS Higher Education Edition Online Training System for Title IX and FERPA training. Newly hired employees and existing employees (faculty and staff) are trained in primary prevention and awareness programs relating to sexual misconduct, domestic violence, and related offenses as a part of the annual Title IX training. Employees also receive

training to ensure adherence to FERPA guidelines. Adherence to FERPA regulations ensures student academic records' integrity and information privacy. The Vector LMS service also provides training modules focused on human resources, information technology, and security to support academic and operational staff training.

BridgeValley also maintains a technology infrastructure that includes IT support and D2L Learning Management System (LMS) access for faculty, staff, and students.

The IT Department provides technological support to ensure access to college resources. IT maintains the College's networks to provide high-speed, functional connectivity for all digital information resources. The IT department also oversees access, retrieval, storage, security, and integrity of electronic data. To ensure the IT staff remain current in their field, the IT Department purchased the CBTnuggets On-Demand Training for IT Professionals training platform. The IT department also contracted with KnowBe4 to provide security awareness training for employees. In addition, the Fleet Management Program used the KnowBe4 platform to provide required drivers safety training for employees (e.g., facilities) who use State vehicles. Employees using State vehicles are required to receive annual training through the Fleet Management Program.

The Teaching and Learning Resource Center maintains the D2L LMS infrastructure to provide instructional delivery access and flexibility to all locations both on and off campus. D2L access is used for all course delivery modalities to access instructional resources. The Director of Instructional Technology participated in D2L/Brightspace training as part of the College's transition to the D2L LMS platform. The Director is also Certified in Quality Matters to ensure the integrity of online course development.

Supporting staff and faculty through professional development and institutional training ensures BridgeValley's operational infrastructure supports it physically and virtually as a multilocation College.

BridgeValley has an infrastructure sufficient to support its operations. The academic and operational infrastructures are maintained through a transparent institutional planning and budgeting process. Institutional revenue sources include tuition and fees, State Appropriations, grants, non-tuition revenue, and foundation support.

While not a perfect approach, the College typically uses tuition and fees to pay for instructional staff. State Appropriations are used to pay for facilities, utilities, and non-instructional staff. Grants, non-tuition revenue, and foundation support allow the College to buy supplies and equipment and innovate with new programs and services for students.

Academic infrastructure decisions can be made, in part, based on a review of tuition, fees, and student FTE in academic programs. Understanding program enrollment, funding, and personnel costs allows for informed decisions to be made for hiring instructional staff.

BridgeValley receives grants from federal, state, and private sources. Grants can fund employee salaries, program expansions, infrastructure improvements, and student support strategies.

In February 2022, the College received a $3.1 million dollar Nursing Expansion Grant through the WVHEPC and the Governor's Nursing Workforce Enhancement initiative. The grant allowed for nursing program and facility expansions. The award included the construction of a health wing education center that replicates a hospital floor and includes equipped simulation and assessment lab

facilities necessary for continued program growth.

In October 2022, the College received a ~1.3 million Strengthening Community Colleges Training [Grant](#) through the U.S. Department of Labor and West Virginia University at Parkersburg. The grant focuses funding on retention efforts and support for first-year nursing students. The grant includes salary funding for nursing faculty and a retention specialist to support the academic infrastructure of the Nursing program expansion.

In 2023, BridgeValley was allocated ~$3 million from the State Legislature through the State Institutions Higher Education Deferred Maintenance [Gran](#)t. The College is awaiting State approval for proposed grant projects to support a series of plans to enhance facilities and programs to meet the evolving needs of students and the community. The grant will fund demolition, paving, accessibility upgrades, and safety update projects, all of which will create a more conducive learning environment and improve the college's ability to provide high-quality workforce training opportunities.

BridgeValley has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

5.B.2. BridgeValley identified four strategic goals to highlight the areas that support a strong organization, resources, and opportunities for students. Enrollment, retention, completion, and fundraising were identified as core initiatives of the [strategic plan](#) that supports the College's Mission. Each initiative is chaired by a cabinet member and an academic Dean who oversees a task force to establish and implement activities to achieve success in each area.

For example, the Enrollment Team created a document to organize enrollment efforts. Each department was requested to complete the [Program Enrollment Activity Report and Plan.](#) The data collected included enrollment goals, the current percentage to goal, and a list of recruitment activities conducted. The Retention Team identified and implemented several activities to improve retention numbers from semester to semester and fall to fall. The professional advising team implemented [new processes](#) to follow students through their academic progress and address any notable struggles promptly and assist as necessary. The Retention Team recognizes completion of 15, 30, and 45 credit hours as [milestones](#) achieved and acknowledges students who have successfully met them. Fundraising efforts include [activities](#) to raise funds to support student and program needs. The [Completion Team](#) reviewed data reports and identified programs to concentrate on to improve completion rates.

Each academic division and student services department develops [goals](#) to support the Mission and strategic plan. Each division recognizes the need to increase enrollments, retain students once enrolled, and then provide ways to support and encourage them. The college has been awarded millions of dollars in [grants](#) to support program delivery and services for students. The [ASCEND](#) grant supports students' needs other than tuition and fees. The grant fosters equity and empowers students through financial support for unexpected expenses incurred in life.

BridgeValley's strategic planning goals are realistic and support its Mission.

5.B.3. BridgeValley's budget is supported through State appropriations, grants, tuition and fees, and foundation efforts. Annual budget development begins each spring for the new academic year beginning July 1. The CFO, President, and BOG develop the budget based on legislative actions, fixed expenditures, salaries, and program costs. The President's Cabinet and [College Leadership Council](#) provide input into the budget. Tuition and fees are also reviewed as part of the budget

development process.

Academic departmental budgets are determined based on prior year spending and any identified initiatives that the college is trying to support. Grant funding is taken into consideration to ensure appropriate financial support is established to deliver programs effectively. This year, the College prioritized professional development funding from the Federal Perkins Grant to make sure that faculty are able to attend any needed professional development to support their divisions. The Admissions, Registrar, and Student Services areas are also considered and provided funding based on student support systems required and student activities. Expenses for national, state, and programmatic accreditation fees and activities are also appropriated.

The CFO and President complete the development of the annual budget and present it to the BOG for approval. The operating budget is also sent to the WVCTC System for final approval.

The College also receives an annual allocation of Perkins funding. Each year the College identifies priorities for these funds including to support professional development, student services, and equipment needs and upgrades. The institution's Perkins Local Plan uses state Labor Market Information to identify and support local labor market needs and helps administration prioritize fund use in areas of critical need. Faculty and staff work with supervisors to identify needs for the coming year. Requests are submitted to the President's Cabinet for final approval.

Technical Program Development (TPD) and Advance Grants are available from the state to develop new programs and update equipment for technical programs with industry support.

The CFO presents quarterly budget and grant funding updates to the BOG and CLC.

BridgeValley has a well-developed process in place for budgeting and monitoring its finances.

5.B.4. BridgeValley's fiscal allocations are developed to support the College's efforts to ensure student success, prepare a skilled workforce, and provide access to quality education. The College's annual budget reflects its commitment to quality faculty and staff, exceptional educational facilities, and student support efforts. With 80% of the college's budget used to support personnel, the College strategically uses available funding sources including State appropriations, non-credit training dollars, grants, and foundation support to achieve its Mission. The College is committed to efficient and effective management of human and financial resources that will maintain public trust through professional integrity and fiscal responsibility and ensure the achievement of its Mission.

BridgeValley's resource base supports its educational offerings and through a fiscally responsible planning and budgeting process its plans for maintaining and strengthening their quality in the future.

Sources

- 3C1.5 Job Description Examples
- 3C3.1 CR-B-16-2 Faculty Credentials
- 3D1.1 SWIM Report
- 3D4.16 Nursing Expansion Grant
- 4.17.2023 Cabinet Meeting Minutes
- ASCEND SCC Poster(2)

- BOG Meeting Agendas - Budget Approval
- BOG Meeting Agendas Minutes - Budget Updates
- BOG Meeting Agendas Minutes - Budget Updates
- BridgeValley FY22-23 Budget Documents
- BV Operating Policy F-1 Vehicle Usage
- Completion Task Force Jan 9 Workshop notes
- Deferred Maintenance Grant
- Director of Instructional Technology Trainings
- Division Goals Sheet August 2021
- Fleet Management - Driver Training
- Foundation Fundraising Activities
- Fundraising Activities and Goals
- FY23 Professional Development Funding
- FY23 Professional Development Funding - Nursing Faculty Investment Grant
- FY23 Professional Development Funding - Strategic Leadership Program
- FY24 Perkins Funding
- FY24 Perkins Funding
- Grant List.pdf
- IT Staff Training
- KnowBe4 Security Training
- Pathfinders on Track
- Perkins Local Plan FY2024
- Program Enrollment Activity Report and Plan Spring 2023
- Revenue by Programs
- Staff Credentials
- State Appropriations 2019-2024
- State of the College - Program Revenue Presentation
- Strategic Plan
- Strategic Planning - Strategic Goals
- Strengthening Community Colleges Grant
- Total Perkins Budget FY24_
- TPD and Advance Grants.pdf
- Vector Solutions Employee Training Modules
- Vector Solutions Employee Training Modules - Invoice
- Vector Solutions Employee Training Modules - Title IX and FERPA
- WV CTCS Council Minutes 6.15.23

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1. BridgeValley promotes student success, prepares a skilled workforce, and builds tomorrow's leaders by providing access to quality education. To fulfill its Mission, the College aligns its resources with its Strategic Plan Goals. Three overarching goals focused on Student Success, Institutional Success and Sustainability, and Industry and Community Success guide the College's budgeting and decision-making processes. As described in Sections 5.B.3. and 5.B.4., the College has a well-developed process for budgeting and monitoring its finances.

For FY23, the College transitioned from a flat budgeting process to a reallocation process to allow for the redistribution of funding to higher-cost academic programs with increased funding needs. By looking at past performance of program expenditures, the College can adjust academic budgets to plan for expected annual costs. For example, in FY22 the Welding program was allocated ~$18,000 and ended up spending $22,000. As a result, the Welding program budget was increased to $22,000 for FY23. While the lower-cost Accounting and Bookkeeping program was allotted $3,794 in AY22, but only spent $2,750. The program's budget was reduced to $2,750 for AY23. AY24 budget development includes the review of FY23 program expenditures. Annual accreditation dues for accredited programs are budgeted separately through the Office of Accreditation's budgets to allow program budgets to be focused on program and faculty needs.

As noted in the Economic Outlook section of the AY21 & 22 Independent Auditor's Report, BridgeValley establishes plans to address the potential reduction in State appropriations using enrollment projections, external funding sources, and Foundation contributions. BridgeValley ensures its planning and budgeting process is mindful of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

> College leadership is engaged in solution-focused dialogue to meet future economic challenges. Through strategic planning and facilities master planning, the College anticipates targeted growth in a number of program areas. That growth will help provide greater financial stability for BridgeValley. As part of the planning process, the College is focused on efficiently

using facilities, cost containment, careful deliberation on personnel decisions, grant activity, encouraging external gifting through the college Foundation, and focusing on student recruitment and retention. The College remains focused on expanding enrollment in program areas that demonstrate large labor market demand in the next 3-5 years in the Advantage Valley region. Strategic growth means continued development of industry partnerships such as the Toyota Advanced Manufacturing program and customized training through the Workforce Development Division for area employers.

Supporting professional development is a clear priority for BridgeValley. In FY23, the College spent approximately $70,000 for professional development (PD) through grants including Perkins, CARES, and Institutional funding sources. To support leadership development, about $17,000 in Cares funds was spent on the a Strategic Leadership Program for Department Chairs. The Nursing program also used about $33,000 from the West Virginia Nursing Faculty Investment Program Grant to support faculty development.

For FY24, the College plans to support PD, program supplies/equipment, and student services software purchase requests by allocating approximately $360,000 of Perkins funds. The Perkins allocations support faculty, staff, students, and programs by providing access to quality education.

As discussed in Section 5.B.1., academic and operational infrastructures are maintained through a transparent institutional planning and budgeting process. Institutional revenue sources include tuition and fees, State Appropriations, grants, non-tuition revenue, and foundation support (See 5.B.1 for additional supporting evidence).

BridgeValley allocates its resources in alignment with its Mission and priorities. Its fiscal allocations are developed and distributed to support the College's efforts to ensure student success, prepare a skilled workforce, and provide access to quality education.

5.C.2. BridgeValley links its processes for assessment of student learning to its planning and budgeting.

In the fall of 2021, the College developed an Annual Division Assessment Expenditure Summary Report to help the Academic Deans better track assessment-related program spending and plan for future budgetary needs. To directly connect division planning and budgeting processes with the expenditure report, the report template asks for a description of the assessment resource, funding source, expenditure amount, and if the assessment expense was a one-time expense or will be incurred in the future. By documenting assessment-related expenditures using a standard reporting template, Deans can better track and plan for future assessment-related costs through division or departmental budgets and institutional requests for new or increased fees. As the process matures, deans will be able to look at historical funding trends to help plan budgetary needs related to assessment expenditures.

While the academic assessment process focuses primarily on direct assessment strategies, the College also regularly plans and budgets for indirect assessment measures such as the Smart Evals Online Student Course Evaluation Service and Community College Survey on Student Engagements (CCSSE).

The Course Evaluations Service is purchased annually and used at the end of each academic semester as an indirect assessment measure across the College. Faculty receive student response data for each academic course taught. Faculty can then use the student feedback from the surveys to improve or

modify teaching and learning strategies.

The College budgets for the CCSSE survey as an indirect assessment measure to evaluate the College's effectiveness in student engagement. The survey is administered to students once every three years. The survey was last distributed in the spring of 2022.

The CCSSE survey asks questions to assess institutional practices and student behaviors that commonly correlate with student learning and retention. Historically, the CCSSE data has been used by Student Services to evaluate and improve student engagement efforts. As part of the redesigned ILO assessment process, the College now plans to link specific questions in the CCSSE survey to the ILO assessment process as an indirect measure to support the direct course-level assessment process. The survey will now be used to gauge both academic and student service engagement efforts and inform improvement strategies.

The College also links its budgeting and planning process to employee and student satisfaction surveys to evaluate operational areas.

In 2022 and 2023, the College participated in the ModernThink Great Colleges to Work For Higher Education Insight Survey (aka Employee Satisfaction Survey). The survey evaluates a variety of operational parameters including Job satisfaction and Support and Performance Management. Participation in the survey is free, but the purchase of reports is required for in-depth data analysis. Following the initial 2022 report purchase and data review, the Office of Assessment requested funding to budget for survey reports again in FY23. As mentioned in 5.A.2., the President's Cabinet used feedback from the 2022 survey to restore the employee recognition event. The 2023 results will be reviewed in the fall of 2023.

A student satisfaction survey is distributed to graduating students to provide an opportunity to evaluate institutional operations such as advising, accessibility, testing, and tutoring services and functional areas like the business office, IT, and library. While budgeting for the survey is not required, the data collected from the survey is used by Student Affairs to identify and plan functional area improvements.

BridgeValley has effective methods that link its processes for assessing student learning, evaluating operations, planning, and budgeting.

5.C.3. BridgeValley's planning process includes representatives from all areas of the college. As discussed in Criterion 1.A.5. the College Leadership Council (CLC) participated in strategic goal-planning activities with the SWIM consulting group to review and establish measurable goals and strategic initiatives in July 2022. The CLC is comprised of faculty, staff, administration, and a student representative. Task force groups were established with individuals from various departments within the College participating to address the four key components established as goals. The same consulting group assisted with a review of BridgeValley's onboarding and admission processes in January 2023. The CLC worked with the group to identify the next steps and establish processes to be implemented. This is a new and ongoing initiative. As with all institutional initiatives, the President provides regular progress reports to the Board on the four strategic goals and new initiatives during their publicly held meetings.

5.C.4. The institution uses data to gain a clear understanding of its capacity. Data reports are used to make decisions regarding programs, staffing, and facilities. Information on program delivery costs including salaries, enrollment, supplies, and equipment provides an awareness of the actual cost of

delivery. A breakdown of funding sources for each program area is considered.

Goals have been identified for each division to identify any gaps and ensure financial stability. Divisions are charged with writing grants, delivering non-credit training, and using other methods, in addition to tuition and fees tied to enrollment, to secure funding to support program areas.

Academic and student affairs participate in bi-weekly Enrollment Planning meetings to discuss application numbers, enrollment trends, and advising. Data is used to monitor year-to-year enrollment, service area population trends, enrollment by high school, as well as individual program numbers and low-enrolled courses. Low-enrolled program areas and courses are identified for targeted marketing purposes.

5.C.5. BridgeValley's state-appropriated funding model is based predominantly on tuition and fees but was revised in 2022 to include performance-based funding. The model includes metrics on student progression and completion. The institution's strategic goals align with this state-funding model as discussed in Criterion 1.A.5 and 5.C.3.

The College uses labor market information (LMI) for Perkins local planning and to determine industry needs for current and future programming. The LMI is used to analyze current program offerings for sustainability and job placement. Development of new programming depends on future job opening projections. The College collaborated with the Putnam County Economic Development office and the Federation of Advanced Manufacturing (FAME) to recruit students into current AMT programs and increase awareness of employment opportunities in existing and new manufacturing operations.

During budget discussions for AY24, Cabinet decided to identify all software expenditures as a stand-alone account. This was done for multiple reasons. The first was to determine overall software costs to the institution. Second, with decentralized software budgeting our purchasing staff identified places where we could negotiate better rates if we centralized software purchasing. And third, the centralized software account allows our CIO to make sure he and his team are able to support any software that the college purchases.

Technology updates are supported through grants including Perkins expenditures. The Nursing Department received a $3 million grant to develop a new wing with updated simulation labs. The Sonography and Dental Hygiene departments received Perkins allocations for equipment, and computer lab updates were completed for the engineering technology and computer program areas. The Technology Division received a $1.15 million award through an Economic Development Administration (EDA) Grant to support equipment purchases used for electric vehicle training with Green Power Motor.

As noted in the Economic Outlook section of the AY21 & 22 Independent Auditor's Report (See 5.C.1), BridgeValley establishes plans to address the potential reduction in State appropriations using enrollment projections, external funding sources, and Foundation contributions, and ensures its planning and budgeting process is mindful of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

Institutional planning considers evolving external factors that could affect overall institutional activities and sustainability. Attention to job markets and funding opportunities is used to ensure continuity of resources.

5.C.6. BridgeValley has implemented effective processes for assessing student learning and achieving learning goals in academic and cocurricular offerings. Since the 2019 review, the College has established a learning outcomes assessment and review model that uses direct and indirect measures, is faculty and staff-driven, promotes accountability and continuous improvement, and systematically uses the information gained from assessment to improve student learning (See details and evidence in Section 4.B.1 & 2).

Improving student retention, persistence, and completion outcomes has been an institutional focus since the Strategic Plan was launched in 2021. In 2022, the College partnered with the SWIM consulting group to improve student onboarding processes and establish strategic planning goals. To improve the onboarding process, the Student Affairs Division was restructured and the Ellucian CRM Recruit platform was implemented to manage the application funnel and student communications strategies more efficiently.

Strategic planning committees were formed, and institutional goals were set for four strategic areas - Enrollment, Retention, Completion, and Fundraising (See details and evidence in 4.C.1. & 2). The President shares strategic initiative progress updates with the Board to demonstrate the systematic implementation and attainment of institutional goals. The Enrollment Planning Committee reviews and discusses enrollment goals and student support initiatives, and progress toward enrollment and retention goals are also broadly shared in the employee newsletter.

In addition to establishing institutional goals, Academic Divisions developed program-specific enrollment goals to support the institutional enrollment, retention, and graduation rates. An institutional dashboard was created to help keep program faculty informed of progress toward enrollment goals and review metrics.

BridgeValley's Accelerating Student Completion, Encouraging New Dreams (ASCEND) program is a grant-supported initiative designed to help improve student completion outcomes by increasing financial, academic, and personal support. ASCEND is designed to remove barriers that may prevent students from completing their degree.

To fund the ASCEND program, BridgeValley was awarded a ~$1.3 million Strengthening Community Colleges (SCC) Training Grant through the U.S. Department of Labor and a sub-recipient award agreement with West Virginia University at Parkersburg and a ~$1.4 million Workforce Opportunity for Rural Communities (WORC) Grant. The SSC grant focuses on retention efforts and support for first-year nursing students, and the WORC grant is geared toward helping remove barriers for students in Advanced Manufacturing, Computer Maintenance Technology, Computer Science Technology, and Cyber Security and Networking Technology programs. Students can receive tuition assistance, course material assistance, monthly stipends to help with basic needs, and personalized support. The grants foster equity and empower students through financial support for unexpected expenses incurred in life. Removing academic and financial barriers helps the College promote student success and improve student enrollment, retention, and completion outcomes.

A project proposal was submitted for the State Institutions Higher Education Deferred Maintenance Grant Grant to support the Fundraising Taskforce's Efficiency Goal of reducing the College's footprint at the Montgomery location. In 2023, BridgeValley was allocated approximately $3 million from the Governor's office through the Grant program. The College is awaiting state approval for proposed grant projects to support a series of plans to enhance facilities and programs to meet the evolving needs of students and the community. This grant requests funding to demolish buildings at the Montgomery location to reduce the College's building footprint and improve its ability to provide

high-quality workforce training opportunities.

BridgeValley engages in systematic and integrated planning and improvement and implements plans to improve its operations and student outcomes. Regularly reviewing and tracking data and sharing progress with institutional stakeholders ensures the College systematically makes progress toward improving its operations and student outcomes.

Sources

- 2021-2025 Strategic Plan
- 3D4.16 Nursing Expansion Grant
- Admissions Recruiting Plan 2022-2023(2)
- Admissions Recruiting Plan 2022-2023(2) (page number 95)
- Annual Assessment Expenditure Report - Samples
- Annual Assessment Expenditure Report Template
- ASCEND Program Information
- BOG Meeting Agendas Minutes - Budget Updates
- BOG Meeting Agendas Minutes - Presidents Update - Strategic Iniatives
- BridgeValley FY22-23 Budget Documents
- BridgeValley FY22-23 Budget Documents - Academics Tab
- BridgeValley FY23-24 Budget Documents
- BV Data Dashboards - Argos Web Viewer by Evisions
- BV Data Dashboards - Enrollment by Major - Program Example
- Cabinet Meeting Minutes 6.20.23
- CCSSE Invoice 2022
- College Leadership Council Membership
- Copy of Program revenue Aug 2023
- Deferred Maintenance Grant
- Division Goals Sheet August 2021
- Economic Development Administration Grant.pdf
- Ellucian CRM Recruit - Dashboard and Invoice
- Employee Satisfaction Survey - ModernThink Survey Details
- Employee Satisfaction Survey - Participation Results
- Employee Satisfaction Survey - Picnic and Awards Ceremony
- Enrollment Planning - Enrollment Goals
- Enrollment Planning Committees Examples of Data Review Evidence
- Federation of Advanced Manufacturing
- FY23 Professional Development Funding
- FY23 Professional Development Funding - Nursing Faculty Investment Grant
- FY23 Professional Development Funding - Strategic Leadership Program
- FY24 Perkins Funding
- Graduation Satisfaction Survey Items and Data AY22-23
- Graduation Satisfaction Survey Items and Data AY22-23 (page number 8)
- Independent Auditors Report FY21 and FY22
- Independent Auditors Report FY21 and FY22 (page number 17)
- LMI Market Data
- Meet Our Majors Brochure Evidence
- ModernThink Survey 2023 Invoice

- Signed BOG Minutes - 12-13-21
- Smart Evals Invoice AY23-24
- State Appropriations 2019-2024
- State of the College - Program Revenue Presentation
- Strategic Planning - Strategic Goals
- Strategic Planning - Strategic Goals (page number 28)
- Strategic Planning - Strategic Goals (page number 31)
- Strategic Planning - Strategic Goals (page number 35)
- Strategic Planning - Strategic Goals (page number 38)
- Strengthening Community Colleges Grant
- SWIM Executive Summary Presentation - May 2022
- Weekly Connection - Enrollment Goals
- Workforce Opportunity for Rural Communitits Grant

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

BridgeValley's resources, structures, and processes are sufficient to fulfill its Mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Sources

There are no sources.