BOARD OF GOVERNORS

AGENDA

March 17, 2017

MEMBERS

Gregory Barker
Chris Boggess
Sally Cline
Mark Dempsey
Tom Dover
Jane Harkins
David Lewia
Karen Price
Don Stewart
Jan Vineyard
Judy Whipkey
Michelle Wicks

Eunice M. Bellinger
President

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

South Charleston Campus (Building 2000) – Room 006

2001 Union Carbide Drive, South Charleston, WV 25303

March 17, 2017, 9 a.m.

AGENDA

I. Call to Order

II. Roll Call

III. Approval of Minutes

- Minutes of January 20, 2017 1
- Minutes of February 1, 2017 3

IV. Reports

a. President's Report (*to be distributed*)

V. Administrative Items

a. Action Item: Approval of FY 2017-18 Tuition and Fees 4
b. Information Item: 2017 – 2018 Holiday Calendar 10
c. Information Item: VPAA Search 12

VI. Academic Affairs

a. Action Item: Program Reviews..... 13
b. Information Item: Post-Audit Reports 28

VII. Possible Executive Session—Purchase, Sale or Lease of Property

VIII. Additional Board Action and Comments

IX. Announcements/Upcoming Events

a. March 20 & 21—Founder's Day Potluck Luncheons for Students
b. March 22—Cookies and Conversation with President Bellinger
c. March 31—Family Fun Night, Montgomery
d. April 1—Oral Cancer Foundation 5K, South Charleston

e. April 6—Open House, South Charleston
f. April 11—Open House, Montgomery

X. Next Meeting

TBD

XI. Adjournment

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

JANUARY 20, 2017

A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, January 20, 2017, at 9:00 a.m. via conference call.

Board members present: Greg Barker, Christopher Boggess, Sally Cline, Tom Dover, Karen Price, Don Stewart, Jan Vineyard, Judy Whipkey, and Michelle Wicks. Board members absent: Mark Dempsey, Jane Harkins, David Lewia. Also in attendance were President Eunice Bellinger, faculty and staff from BridgeValley.

I. Call to Order

Secretary Stewart called the meeting to order at 9:05 a.m.

II. Roll Call

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

III. Approval of Minutes

Karen Price moved to approve the meeting minutes of November 18, 2016. Greg Barker seconded the motion. Motion carried.

IV. Reports

a. President's Report

President Bellinger reported on meetings and activities since the last meeting. She highlighted initiatives to revitalize the City of Montgomery and also discussed her meeting with Governor Justice's transition team.

V. Administrative Items

a. Information Item: FY 2016-2017 Budget Update

Cathy Aquino provided a six-month budget update. She also noted that the third installment of the faculty equity payment would be issued on January 20.

b. Information Item: New Hires

President Bellinger announced the recent hiring of Ken Haynes (Instructional Specialist, Workforce Development), Meagan Valentine (Assistant Professor, Biology), Jean Davidson (Instructor, Nursing), Graden Blankenship (Instructional Specialist, Workforce Development – Tech Hire), David Ball (Visiting Instructor, Diesel Technology), James Kersey (Visiting Instructor, Construction Management), and April Weese (Administrative Secretary, Sr. – Financial Affairs).

VI. Academic Affairs

a. Information Item: HLC Timeline

Kristin Mallory provided a timeline for the upcoming Higher Learning Commission site visit.

VII. Additional Board Action and Comments

Alicia Syner will schedule a conference call for the Board to approve the financial audit.

VIII. Announcements/Upcoming Events

a. February 21—Engineering Night at Chick-fil-a Southridge
b. February 23-24—WV Introduce a Girl to Engineering Day
c. February 25—Discover Engineering Family Fun Day at the Clay Center
d. March 13-18—Spring Break
e. March 15—Higher Education Day at the Capitol

IX. Next Meeting

Friday, March 17, 2017, 9 a.m.

X. Adjournment

There being no further business, the meeting was adjourned.

_____, Jan Vineyard, Chair

_____, Don Stewart, Secretary

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

FEBRUARY 1, 2017

A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Wednesday, February 1, 2017, at 11:00 a.m. via conference call.

Board members present: Christopher Boggess, Sally Cline, Mark Dempsey, David Lewia, Karen Price, Jan Vineyard, Judy Whipkey, and Michelle Wicks. Board members absent: Greg Barker, Tom Dover, Jane Harkins, and Don Stewart. Also in attendance were President Eunice Bellinger, Marie Long from Suttle & Stalnaker, faculty and staff from BridgeValley.

I. Call to Order

Chair Vineyard called the meeting to order at 11:00 a.m.

II. Roll Call

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

III. Administrative Items

a. Action Item: Approval of Audit Report for BridgeValley CTC

Karen Price moved to approve adoption of the following resolution:

Resolved, that the BridgeValley Community and Technical College Board of Governors approves the audit of the BridgeValley Community and Technical College Financial Statements for the Fiscal Year ending June 30, 2016.

David Lewia seconded the motion. Motion carried.

IV. Next Meeting

Friday, March 17, 2017, 9 a.m.

V. Adjournment

There being no further business, the meeting was adjourned.

_____, Jan Vineyard, Chair

_____, Don Stewart, Secretary

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 17, 2017

ITEM:	**Approval of Fiscal Year 2017-18 Tuition and Fees**
RECOMMENDED RESOLUTION:	*Resolved,* that the BridgeValley Community and Technical College Board of Governors approves a $206 (5%) annual increase for resident tuition and a $491 (5%) annual increase for non-resident tuition. *Further Resolved,* that the BridgeValley Community and Technical College Board of Governors approves the special fees and program fees as recommended.
STAFF MEMBER:	Cathy Aquino

BACKGROUND:

West Virginia State Code §18B-10-1(k)(1) allows the governing boards for community and technical colleges to approve annual tuition and fees increases up to five percent (5%) without further approval by the West Virginia Council for Community and Technical College Education (Council). Further, West Virginia State Code §18B-10-1 requires the local governing boards to approve changes in non-resident tuition and fees, program fees, and special or operational fees.

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

Historical Tuition and Fees

This chart reflects the past five years of tuition and fees for all colleges. As the chart notes, the 5-year increase per year has been modest for BridgeValley using the higher tuition rate. However, this chart does not reflect the larger increase of $324 in FY 2014 for the South Charleston campus when the then two colleges aligned their tuition in anticipation of the consolidation.

Attachment D

WV Council for Community and Technical College Education

Average Five-Year Tuition Increases from 2011-12 through 2016-17

Institution	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Average Increase / 5 Year $	5 Year %	5 Year Total $
Blue Ridge CTC									
Resident	$3,120	$3,120	$3,120	$3,432	$3,696	$3,864	$149	4.37%	$744
Non-Resident	$5,616	$5,616	$5,616	$6,192	$6,672	$6,984	$274	4.46%	$1,368
BridgeValley CTC									
Resident	$3,484	$3,484	$3,560	$3,738	$3,850	$4,120	$127	3.41%	$636
Non-Resident	$8,500	$8,500	$8,500	$8,924	$9,170	$9,812	$262	2.91%	$1,312
Eastern WV CTC									
Resident	$2,184	$2,424	$2,688	$2,880	$3,000	$3,270	$217	8.41%	$1,086
Non-Resident	$6,816	$6,816	$6,816	$6,816	$6,816	$6,816	$0	0.00%	$0
Mountwest CTC									
Resident	$2,952	$3,048	$3,354	$3,520	$3,696	$3,744	$158	4.87%	$792
Non-Resident	$8,160	$8,160	$8,774	$8,946	$9,216	$9,528	$274	3.15%	$1,368
New River CTC									
Resident	$3,080	$3,234	$3,460	$3,564	$3,706	$3,966	$177	5.19%	$886
Non-Resident	$7,672	$7,672	$7,672	$4,794	$4,834	$4,834	($568)	-8.82%	($2,838)
Pierpont CTC									
Resident	$3,720	$3,860	$4,150	$4,440	$4,460	$4,684	$193	4.72%	$964
Non-Resident	$8,832	$9,164	$9,852	$10,542	$10,574	$11,126	$459	4.73%	$2,294
Southern WV CTC									
Resident	$2,304	$2,520	$2,904	$3,048	$3,192	$3,336	$206	7.68%	$1,032
Non-Resident	$6,816	$4,102	$4,344	$4,676	$4,858	$5,762	($211)	-3.30%	($1,054)
WV Northern CC									
Resident	$2,478	$2,546	$2,790	$3,060	$3,360	$3,504	$205	7.17%	$1,026
Non-Resident	$7,254	$8,106	$8,686	$9,574	$10,360	$10,440	$637	7.55%	$3,186
WVU at Parkersburg									
Resident	$2,276	$2,496	$2,712	$2,928	$3,216	$3,384	$222	8.26%	$1,108
Non-Resident	$8,054	$8,856	$9,648	$10,416	$11,436	$7,920	($27)	-0.33%	($134)
System Average									
Resident	**$2,844**	**$2,970**	**$3,193**	**$3,401**	**$3,575**	**$3,764**	**$184**	**5.76%**	**$919**
Non-Resident	**$7,524**	**$7,444**	**$7,768**	**$7,876**	**$8,215**	**$8,136**	**$122**	**1.57%**	**$611**

Financial Health of BridgeValley

There are various ratios that the Council, as well as the Higher Learning Commission (HLC), uses to evaluate financial health. One of the most critical ones is the composite financial index or CFI which evaluates whether or not an institution has adequate financial resources. This ratio, as the name implies, is calculated by combining various other financial ratios—primary reserve, net operating, return on net assets, and viability. HLC has determined that when the CFI is below 1.0 for two consecutive years or below 0.0 in any given year, the institution is subject to a financial panel review. BridgeValley underwent this review for FY 2015 and will again for FY2016. Factors that contributed to the negative ratios for FY2015 and FY2016 are the decrease in State Appropriations, decrease in Tuition and Fee revenue, increase in OPEB expense and GASB 68, Financial Reporting for Pensions. The ratios for the last three years are as follows:

FY2014	-0.10
FY2015	-0.13
FY2016	-2.41

State Appropriation Budget Reduction Projections

BridgeValley Community and Technical College

State Appropriation Budget Reduction Projections FY2017-18

State Appropriation	Revised FY2016-17 State Appropriation	Total $ Decrease	Revised State Appropriation FY17-18
Current FY 2016-17 Appropriation	$7,350,907		
Various Budget Reduction Scenarios:			
FY17 2% plus 1%		$ 223,528	$7,277,398
FY17 2% plus 2%		$ 297,037	$7,203,889
FY17 2% plus 3%		$ 370,546	$7,130,380
FY17 2% plus 4%		$ 444,055	$7,056,871
FY17 2% plus 5%		$ 517,564	$6,983,362
FY17 2% plus 6%		$ 591,073	$6,909,853
2% Reduction in FY17 $150,019			

Proposed Tuition Increases

The recommendations to increase tuition and fees are for the following reasons:

- Four years of reductions in state appropriations—7.5% reduction for FY 2014, 3.75% for FY 2015, 4.45% reduction for FY 2016 and 2% reduction for FY2017.

FY 2018 appropriations will be $7,350,907 or less as compared to FY 2013 appropriations of $8,099,261 which also included a $500,000 increase to partially fund operations for the Advanced Technology Center;

- The need to increase fund balances and improve the Composite Financial Index; and,

- The need to budget for a worse-case scenario of increased lease costs for the Tech Park leases.

This 5% tuition increase is projected to generate revenues as the following charts reflects.

BridgeValley Community and Technical College

Academic Year 2017-18

Tuition Analysis	AY 2016-17 Total Tuition and Fees	Total $ Increase	Proposed AY 2017-18 Tuition and Fees	Projected Revenue *
Resident 5%	$4,120	$206	$4,326	$283,205
Non Resident 5%	$9,812	$491	$10,303	$11,495
Total				**$294,699**

* Using FY 2015-16 AFTEs

Other Fees Review

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

Special Fees and Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase/ (Decrease)	Number of Students Impacted by Fee Change *	Projected Revenue Due to Fee Change 2017-18*
BridgeValley Community and Technical College					
Accuplacer Re-testing Fees per Test (first test free)	$5	$5	$0	0	$0
Board of Governor's Evaluation Fee	$300	$300	$0	0	$0
Board of Governor's Exit Assessment Fee	$25	$25	$0	0	$0
Board of Governor's Posting Fee (per credit hour)	$10	$10	$0	0	$0
CEU Fee	$10	$10	$0	0	$0
CLEP Test Administrative Fee	$15	$20	$5	20	$100
Credit by Exam (per credit hour)	$25	$25	$0	0	$0
Degree Verification Administrative Fee	$5	$5	$0	0	$0
Diploma Replacement Fee	$25	$25	$0	0	$0
Experiential Learning Portfolio/Credit by Exam Posting Fee (per credit	$10	$10	$0	0	$0
Experiential Learning Portfolio Review Fee (per credit hour)	$25	$25	$0	0	$0
Graduation and Diploma Fee	$50	$50	$0	0	$0
ID Card Replacement Fee	$20	$20	$0	0	$0
International Student Application Fee	$100	$100	$0	0	$0
Late Application for Graduation Fee	$25	$25	$0	0	$0
Late Payment Fee	$50	$50	$0	0	$0
Parking Fee	$60	$60	$0	0	$0
Parking Fines	$5	$5	$0	0	$0
Returned Check Fee	$25	$25	$0	0	$0
Transcript Fee (after first transcript) Remove after first	$10	$10	$0	0	$0
Web-based Course Fee (per credit hour)	$35	$35	$0	0	$0

Program Fees and Charges	Rate Per Semester 2016-17	Requested Rate Per Semester 2017-18	Increase/ (Decrease)	Number of Students Impacted	
BridgeValley Community and Technical College					
Applied Technology Program Fee (per semester)	$200	$200	$0		
Blasting Program Fee (per semester)	$175	$0	($175)		Delete
Business and Legal Program Fee (per semester)	$125	$125	$0		
Compressed Schedule Program Fee (per semester)	$500	$500	$0		
Network Engineering Program Fee (per semester) (1)	$175	$175	$0		
Dental Hygiene Instrument Fee Deposit (one time fee)	$200	$200	$0		
Dental Hygiene Program Fee (per semester)	$200	$275	$75	40	
Graphic Design and Print Communication Program Fee (per semester) (2)	$175	$175	$0		
DMS Entrance Fee (Charged one time upon acceptance into program)	$475	$475	$0		
DMS Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0		
DMS Program Fee (per semester)	$250	$250	$0		
EMT Entrance Fee (Charged one time upon acceptance into program)	$225	$225	$0		
EMT Program Fee (per semester)	$200	$200	$0		
Engineering Technology Program Fee (per semester)	$225	$225	$0		
Health Sciences Program Fee (per semester)	$50	$50	$0		
Healthcare Management & Human Services Program Fee	$100	$100	$0		
Medical Assistant Program Fee (per semester)	$175	$175	$0		
MLT Entrance Fee (Charged one time upon acceptance into program)	$200	$200	$0		
MLT Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0		
MLT Program Fee (per semester)	$250	$250	$0		
MOS Certification Access - ATEC 250	$85	$85	$0		
MOS Certification Excel - ATEC 255	$85	$85	$0		
MOS Certification PowerPoint - ATEC 260	$85	$85	$0		
MOS Certification Word - ATEC 265	$85	$85	$0		
Nuclear Medicine Entrance Fee (Charged one time upon acceptance into program)	$200	$200	$0		
Nuclear Medicine Non-refundable Deposit Fee (Charged one time upon acceptance into progran	$125	$125	$0		
Nuclear Medicine Program Fee (per semester)	$150	$150	$0		
Nursing Entrance Fee (Charged one time upon acceptance into program)	$475	$475	$0		
Nursing Non-refundable Deposit Fee (Charged one time upon acceptance into program)	$125	$125	$0		
Nursing Program Fee (per semester)	$250	$200	($50)	200	
Phlebotomy Program Fee (per semester)	$175	$0	($175)		delete
Instrumentation, Measurement, Control Technology Program Fee (per semester) (3)	$100	$100	$0		
Process Technology Program Fee (per semester)	$50	$50	$0		
Welding consumable materials fee (Courses WLDT 101 and WLDT 102) - flat fee per course	$100	$100	$0		
Certified Bookkeeping Prep and Accounting Review - ACCT 291		$395	$395	15	New
Business Studies Seminar - BUSN 298		$30	$30	60	New
Criminal Justice Lab Fee - CRJU 202 and CRJU 203		$50	$50	60	New
Banking Course Fee - FINCE 120,121,295,296		$100	$100	10	New
Gerontology Seminar - GERO 298		$150	$150	5	New
Paralegal Seminar - PRLS 298		$250	$250	20	New
CMTG 215 Capstone certification exam		$165	$165	12	New
Networking Exam Fee (INFT 131-Networking I, II, III, IV)		$75	$75	60	New
Process Technology Exam Fee (PTEC 250)		$80	$80	18	New
Welding consumable materials fee (All other WLDT courses) - flat fee per course		$50	$50	64	New
Laboratory Fee (BIOL,CHEM,PHYS, &PHSC)		$20	$20	700	New
Micorbiology Lab Fee		$30	$30	100	New
HSRS (Background and drug screens - HSRS 225, 280, 283, 298) pass through acct		$125	$125	25	New
Nursing (Exam fees per sememster - NURS 134, 144, 234, 244) pass through acct.		$175	$175	200	New
*name change only					
(1) Change Name from Computer & Information Technology Program Fee					
(2) Change Name from Digital Design and Print Techology Program Fee					
(3) Change Name from Process Instrumentation Technology Program Fee					
Denotes current course fees					

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 17, 2017

ITEM: **Holiday Calendar**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Eunice Bellinger

BACKGROUND:

Per WV Code §18B-26 and BOG Policy B-4, the president shall determine six floating holidays which will be observed by employees in addition to the six holidays specified by statute. The attached calendar was prepared in consultation with classified and non-classified staff input.

The Board of Governors is provided the Holiday Calendar for July 2017 through June 2018 for information.

BridgeValley Community & Technical College

Employee Holiday Schedule*

Beginning July 1, 2017

Independence Day – Tuesday, July 4, 2017

Labor Day – Monday, September 4, 2017

Thanksgiving Holiday – Wednesday, November 22, 2017 (in lieu of Veterans Day – November 11, 2017)

Thanksgiving Holiday – Thursday, November 23, 2017

Thanksgiving Holiday – Friday, November 24, 2017

Winter Holiday – Monday, December 25, 2017 (Christmas)

Winter Holiday – Tuesday, December 26, 2017 (in lieu of WV Day, June 20, 2017)

Winter Holiday – Wednesday, December 27, 2017 (in lieu of President's Day, February 19, 2018)

Winter Holiday – Thursday, December 28, 2017 (in lieu of Columbus Day, October 9, 2017)

Winter Holiday – Friday, December 29, 2017 (in lieu of Primary Election Day, May 8, 2018)

New Year's Day Holiday – Monday, January 1, 2018 (New Year's Day)

Martin Luther King Day – Monday, January 15, 2018

Memorial Day – Monday, May 28, 2018

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

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

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 17, 2017

ITEM: **VPAA Search**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Eunice Bellinger

BACKGROUND:

With the resignation of the current Provost, a search has been initiated to replace the role of the Chief Academic Officer. The new Vice President of Academic Affairs will report directly to the President and assume office after June 30, 2017.

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 17, 2017

ITEM:	**Program Reviews**
RECOMMENDED RESOLUTION:	*Resolved,* that the BridgeValley Community and Technical College Board of Governors approves the program review reports for the A.S. in Civil Engineering Technology, Electrical Engineering Technology and Mechanical Engineering Technology; the A.A.S. in Paralegal Studies, and the C.A.S. and A.A.S. in Technical Studies.
STAFF MEMBER:	Kristin L. Mallory

BACKGROUND:

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

Degree /Emphasis Area	Recommendation
Civil Engineering Technology, AS	Continuation of the Program at the current level of activity.
Electrical Engineering Technology, AS	Continuation of the Program at the current level of activity.
Mechanical Engineering Technology, AS	Continuation of the Program at the current level of activity.
Paralegal Studies, AAS	Continuation of the Program at the current level of activity.
Technical Studies, CAS and AAS	Continuation of the Program at the current level of activity.

SUMMARY

Summary Findings	Reviewer Comment
Name and Degree level of Program; Number of Hours required for graduation	A.S. Civil Engineering Technology 65 credit hours required for graduation
Synopses of significant findings, including findings of external reviewer(s)	Fully ABET accredited. Please see the attached ABET accreditation results. Accreditation granted for the maximum 6-year length. Date of Next Comprehensive Review: 2020-2021 No findings were noted during the 2014 assessment visit. (No deficiencies, weaknesses or areas of concern.) For reference, this is a top-of-the-line result.
Plans for program improvement, including timeline	The CIET program has a documented continuous improvement process. This program consists of two three-year cycles of data collection, evaluation and corrective action conducted in concert with the program's industrial advisory committee. No improvements for accreditations purposes are required. Current improvement plans deal with programmatic changes to add additional industry desired skills and promote articulations with other institutions to provide students with advanced educational opportunities. An opportunity to explore a "+2" articulation agreement with Bluefield State College's Architectural Engineering Technology Bachelor of Science program is ongoing. We are studying whether slight curriculum adjustments to our program might allow it to meld seamlessly into Bluefield's program without adversely affecting our existing agreement with WVUIT. We currently have an articulation with WVUIT for the +2 program resulting in a Bachelor of Science degree in Civil Engineering Technology. Articulation with Fairmont State University (FSU) is also in process. Programmatic changes involve drafting and construction elements of the curriculum. The program is exploring changes to incorporate more civil-focused drafting tools in the program, such as Civil 3-D, and incorporating these in the capstone course (CIET 245 Highways) for our Associate of Science program. The modification to the drafting element of the program will allow the program to incorporate a construction management class. These changes allow a better match Bluefield's program for articulation purposes. The revised program content will also provide more appropriate professional skills for graduates. If these adjustments are found feasible, the changes will be proposed for the 2017-2018 academic year.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	No weaknesses or deficiencies from the previous review.

Summary Findings	Reviewer Comment
Five year trend data on graduates and majors enrolled	Initial enrollment during the reporting period was strong with approximately 30 students for most years. There was a significant decline at the time of the BCTC/KVCTC merger, but enrollment seems to be returning to its prior levels. From Academic Year (AY) 2012 through AY2015, we saw an accelerating decline. From a Full-Time Equivalent (FTE) of 30.5 in 2012, it declined by 16.7% for AY2013, 23.0 for AY2014, and 32.0% (13.4 students) in 2015. This period corresponded with the BCTC/KVCTC merger. We began to emphasize recruitment at that time and saw the decline was stemmed, resulting in a 1.5% increase (to 13.7 students) in AY2016. This increase accelerated this year (AY2017). The spring term of 2016 saw a FTE of 13.7. The (current) fall term saw a 14.6% increase to 15.7 students. The raw headcount figures are similar, with proportionally similar changes from year to year. It is interesting that the graduation rates held steady at 12, 13, and 12 graduates for AY2012, AY2013, and AY2014, respectively. However, only 4 persons graduated in AY2015. Following the recovery trend in AY2016, we graduated 7 persons. The current expectation is a ramp back to prior enrollment levels.
Summary of assessment model and how results are used for program improvement	The CIET program has a documented assessment schedule that implements a continuous improvement process model. The assessment program consists of a three-year cycle of data collection, evaluation and corrective action that has been reviewed and approved by ABET. Please see the attached ABET accreditation report for the full details on the details of the process. (Chapter 4)
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees	Ninety percent of the program graduates have been contacted and found to be working within their field or to have pursued an additional degree. Those choosing to work are starting with salaries ranging from $40,000 to $70,000 per year. Information on the final ten percent of the graduates is unknown.
Recommendation	The Civil Engineering Technology graduates are in consistent demand in the college service area. The recommendation is for the program to continue with no instructional changes on the Montgomery campus. After suffering a decline in enrollment at the time of the BCTC/KVCTC merger, the results of recruiting efforts have shown in an increase in enrollment for the last two years. It is recommended that recruiting continue to be emphasized.

SUMMARY

Summary Findings	Reviewer Comment
Name and Degree level of Program; Number of Hours required for graduation	A.S. Electrical Engineering Technology 67 credit hours required for graduation
Synopses of significant findings, including findings of external reviewer(s)	Fully ABET accredited till 2021 with no deficiencies.
Plans for program improvement, including timeline	The EET program has a documented schedule of continuous improvement. This program consists of two three-year cycles of data collection and evaluation.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	No weaknesses or deficiencies from the previous review.
Five year trend data on graduates and majors enrolled	Five year enrollment has remained consistent with an average of 45 students in the program. The high semester being 51 students and the low semester being 40 students. The number of graduates over the past 5 years has remained consistent with an average of 13 students. The high year had 17 graduates and the low year had 9 graduates.
Summary of assessment model and how results are used for program improvement	The EET program has a documented schedule of continuous improvement. This program consists of two three-year cycles of data collection and evaluation. See ABET accreditation report for full details.
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees	Ninety percent of the program graduates have found work within their field or pursued an additional degree. Those choosing to work are starting with salaries ranging from $40,000 to $70,000 per year. Information on ten percent of the graduates is unknown.
Recommendation	The Electrical Engineering Technology graduates are in high demand in the college service area. The recommendation is for the program to continue with no changes on the Montgomery campus. Future growth of the EET program could be seen by also offering the program on the South Charleston campus and it is highly recommended that this option be explored in the near future.

SUMMARY

Summary Findings	Reviewer Comment
Name and Degree level of Program; Number of Hours required for graduation	Name: Mechanical Engineering Technology Degree Level: Associate of Science Hours Required: 66
Synopses of significant findings, including findings of external reviewer(s)	Findings from the last ABET Accreditation visit consisted of three items. These three items were remedied before the accreditation team's final report. Findings/Concerns: 1. Program Objectives need a formal process of periodic review and approval from an Industrial Advisory Committee. 2. Student Outcomes need a formal process of periodic review and approval from an Industrial Advisory Committee. 3. The program needs a laboratory manager to maintain equipment. See Page 16 -19 on attached ABET Final Statement
Plans for program improvement, including timeline	The Mechanical Engineering Technology program has started updating various courses and lectures to embrace the concept of rapid prototyping more fully. Faculty members have been trained on SolidWorks (design software) and have slowly embedded its usage in their design classes. The first stand-alone SolidWorks class will be delivered in the Spring of 2017 after which a more in-depth usage in design classes will be possible. As part of this rapid prototyping push more "3D printers" have been purchased and should be available in the Spring.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	During the last ABET accreditation review the investigators identified three weaknesses/deficiencies. These three items were remedied before the accreditation team's final report. Two of the items were concerning our approval/documenting processes. We needed to improve how we were updating program goals and assuring their systematic and continuous review. We eliminated these concerns by reviewing, discussing and voting on goals every year during our annual Industrial Advisory meeting. The third and final weakness was the lack of a laboratory manager. We eliminated this concern by hiring a laboratory technician. This technician is shared with the Civil Engineering Technology program. See Page 16 -19 on attached ABET Final Statement

Summary Findings	Reviewer Comment
Five year trend data on graduates and majors enrolled	The attached spreadsheet is a list of graduates of the Mechanical Engineering Technology program over the last five years. The average number of graduates is six per year. Looking at the capstone feeder class (Mechanical Design I) this fall, graduates for 2017 should be between seven and nine. The spreadsheet also shows that 46% of the Mechanical Engineering Technology students graduate with two associate degrees. Because of the dual majors and the fact that only the first declared major is reported in enrollment numbers, the actual number of students enrolled is unknown. The average reported (first major) enrollment number per semester was 15. The most recent semester was the highest at 21. The combination of an increased rapid prototyping, CAD focus and suspension of the drafting program is expected to increase enrollment. The loss of WVU Techs proximity is also expected to increase the trend of dual majors (EET/MEET).
Summary of assessment model and how results are used for program improvement	The assessment model for Mechanical Engineering Technology is prescribed by our accreditation body (ABET). The program is assessed by determining the overall attributes of graduating engineering technologist and showing examples of how proficiencies are achieved throughout the program. Sample point data is collected on seven main "Program Objectives" throughout a five year accreditation period. As data is collected it is analyzed and program improvements are made where needed.
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees	The attached spreadsheet is a list of graduates of the Mechanical Engineering Technology program. The placement rate continues its typically high number at 100%. Most graduates do continue on to receive a Bachelor's degree in engineering technology and around 50% hold multiple Associate degrees (Electrical Engineering Technology and Computer Aided Design Technology being the most typical). The average starting salary of 2012-2016 graduates was reported to be $89,000 (an atypical high side outlier skewed the average) and the median salary (more historically typical) was found to be $74,000.
Recommendation	The Mechanical Engineering Technology Program, with graduates making a median starting salary of $74,000 and having a placement rate of 100%, remains very relevant to local industries and a profitable career path. Although the enrollment numbers, because of dual majors, do not fully represent the number of students truly in classes the actual graduation rate of six does not come close to meeting industrial demand. Better promotion of this career path is required to better serve the local industry's need for this degree.

BridgeValley Community and Technical College

Paralegal Studies, AAS Program Review

Summary

Summary Findings	Reviewer Comments
Name and Degree level of Program; Number of Hours required for graduation	Paralegal Studies, AAS- 60 credit hours
Synopses of significant findings, including findings of external reviewer(s)	The number of students enrolled in the Paralegal Studies Program has increased from seven (7) in 2008 to 35 students currently enrolled. Articulation agreements have been established with baccalaureate colleges and library holdings have increased the availability of law library books. The program established an internship database and created a student chapter of LAPSWV.
Plans for program improvement, including timeline	To make courses available to all populations, the program is steadily increasing the number of online courses offered for the degree. Over the next several years, a course will be developed for online delivery each semester. The program advisory committee is also being consulted for increasing recruiting efforts in 2017.
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	Improvements have been made related to increased focus on recruiting and library holdings. Additional materials have been donated to provide resources for legal research and writing classes. Additional online courses are being developed to assist with sustaining enrollment.
Five year trend data on graduates and majors enrolled	Graduation rates have steadily increased from 2 graduates during AY 12/13 to 10 graduates AY 15/16. These numbers reflect the steady increase in number of students enrolled each year.
Summary of assessment model and how results are used for program improvement	Students began taking the Paralegal Core Competency Examination in 2013. The assessment covers 15 different topics relevant to the paralegal field. Pass rates have steadily increased from 33% to 75% in spring of 2016. Unfortunately the assessment administrators will not share data on specific areas of success or failure; the program is still evaluating the overall outcomes for areas of improvement.
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees	Of the 32 graduates, 10 are working in the legal field, 5 are pursuing advanced degrees, 2 are pursuing companion Associate degrees, and the data on the remaining graduates are unavailable.
Recommendation	Continue at current level of activity.

Self-Study Report for Program Review

BridgeValley Community and Technical College

Academic Year 2016 to 2017

Associate in Applied Science in Technical Studies (3713)

and

Certificate in Applied Science in Technical Studies (1712)

Submitted by: Ronald Rogillio

I. Introduction

Associate in Applied Science in Technical Studies and Certificate in Applied Science in Technical Studies degrees are statewide initiative programs (more information is available at http://www.wvctcs.org/collegeresource.asp).

The original Technical Studies program was proposed to provide a degree option for people who were employed in a technical field and provide a way to recognize the skills they developed on the job along with college credits. This program also allows students who have completed technical and general education courses to apply for an AAS degree. It was also designed for adult learners to meet occupational goals and allow them to advance in their field by virtue of the degree. The credits earned for the Technical Studies Degree can be applied toward a Regents Bachelor of Arts Degree.

This program of study includes general education and technical education, and may include specific occupational training and on-the-job training. Portions of this type of education and training are currently offered on a no-college credit basis via quality industry-based educational and training programs. This degree program is designed to assist the community and technical colleges in quickly responding to the needs of employers. Those educational needs that are one time or short term are the primary focus for this program. Specific academic approval is not required for each degree.

Business, industry, labor, and government organizations interested in furthering the education and training of their employees/members constitute the target audience of this degree program. By providing a program of study designed to enhance and maintain employee knowledge and skills. It is expected that such individuals will maintain and improve employee knowledge and skills and enjoy greater job security and flexibility while providing employers with a more highly skilled and educated workforce. For those just entering the job market, the program of study will include the education and training needed to assure basic entry level skills for the specific technical/occupational field. Such programs will typically be offered only if the need for new employees or the need for expanded education for current employees is requested by the employers.

II. Viability

a. Unit cost factors, sustaining a critical mass, and relative productivity:

No data.

b. Enrollment trends:

Students usually do not declare Technical Studies as their major early in their college career. When students start looking for an opportunity to receive a degree, the Technical Studies program is examined. This explains why there are more graduates than students enrolled in the Program.

Data Element	Year	Year	Year	Year	Year
	11-12	12-13	13-14	14-15	15-16
Enrolled 354/830/3713 AAS	3	52*	32*	7	5
Enrolled ?/930/1712 CAS	0	1	0	0	0

*General Technology majors were moved to TS beginning in fall 2012

c. Patterns of graduates:

Data Element	Year 11-12	Year 12-13	Year 13-14	Year 14-15	Year 15-16
# Graduates 354/830/3713 AAS	2	5	13	6	2
# Placed in Field	No data	No data	No data	No data	No data
# Pursuing Advanced Degrees	No data	No data	No data	No data	No data
# Graduates ?/930/1712 CAS	0	0	0	0	0
# Placed in Field	No data	No data	No data	No data	No data
# Pursuing Advanced Degrees	No data	No data	No data	No data	No data

d. Future workforce needs:

The program is offered to an employer on an as needed basis and customized to meet specific employer needs.

e. Assessment of the program's past ability and future prospectus to attract students and sustain a viable, cost-effective program:

The program is listed in the College catalog and operates at no cost to the College except for time spent advising students and processing graduation applications. Because there are no resources dedicated to this program, there would be no savings resulting from the discontinuing of this program.

f. Statement of Past Achievements:

AAS TS (degree) and CAS TS (certificate) have been offered as service programs in the College as designated by the WVCTC. Students who would otherwise not be eligible for a technical degree, utilize the Technical Studies degree to assemble courses that meet the requirements of the degree.

g. Statement of Future Prospects:

As long as the WVCTC designates the framework for the programs, BVCTC will offer the AAS degree and the certificate degree. Workforce Development will find the program useful to quickly provide a customized certificate or associate program for a specific company.

III. Adequacy

a. Accreditation by a specialized accrediting agency:

This program has no specialized accreditation.

b. Preparation and performance of faculty and students:

There are no faculty assigned to the program. The program has no additional entrance requirements beyond those of BridgeValley Community and Technical College. All BVCTC students are required to have a 2.0 GPA in the major and 2.0 overall to graduate.

c. Adequacy of facilities:

No facilities are required. This program has no designated resources except a shared program coordinator/director. A program coordinator/director reviews a student's transcript and verifies that the student meets the requirements of Components I, II, III and IV. The program coordinator/director will seek a letter verifying the student's training and work experience if necessary.

d. Detailed assessment model and how results are used for program improvement:

No assessment model exists. Program requirements are provided by State rules. Students may come into this program from any field. Some of the students have completed the bulk of a program leading to another degree but have been unable to complete all of the degree requirements for a variety of reasons. This has caused them to search for other degree options. The Technical Studies program allows students to use many of the classes they have successfully completed.

IV. Necessity

a. Identify whether the program is necessary for BridgeValley's service region:

Most graduates of Technical Studies program already have a job and are seeking the degree to qualify for a promotion or for a transfer to another job requiring an associate degree.

b. Evidence of current employment opportunities and future need:

Employment opportunities are as varied as the student's desires. Continuance of the program will be dependent upon the State rules.

Technical Studies program gives an opportunity to students/employees to obtain an Associate or Certificate in Applied Science degree using college credits that did not lead to the completion of another degree. With the ability to include a wide range of technical areas, it gives the student an option that would not otherwise exist with defined programs. The program does accept credits from other Institutions which broadens this program's appeal.

c. Outcomes Assessment:

State rules do provide student outcomes. There are no student learning outcomes because the program is uniquely individualized.

V. Consistency with Mission

a. Delineate how the program appropriately contributes to the fulfillment of BridgeValley's and the Council's mission:

Technical Studies program provides opportunities leading to associate degree for students who wish to be employed in a technical field. The general education component of the program increases the abilities of employees to communicate information articulately in speech and writing, to use technology effectively, to think critically about issues, and to solve problems through reasoning. Consequently, this program contributes to the enhancement of the general education, technical and occupational skills of West Virginia's workforce and, consequently, of West Virginia's climate for economic development. This is in a direct support of the BridgeValley Community and Technical College mission to promote student success, stimulate economic development and improve communities by providing access to quality developmental, career-technical, transfer and workforce education.

b. Describe how the program complements other programs offered, and how the program draws upon or supports other programs:

This program supports other programs and draws upon these programs to provide a path for the students to receive a Certificate or Associate Degree who were unable to complete the requirements of other programs.

c. State the effects (positive or negative) that discontinuance of the program might have upon BridgeValley's ability to accomplish its mission:

The program is operated at no cost to the school. Students who would otherwise leave campus without a degree are given an opportunity to complete a Technical Studies degree. The degree can be customized with technical courses to meet the needs of individual or employer situations.

VI. Summary

Since the State CTC has created the Technical Studies Program for all CTC's to offer as an option, evaluation of the program for continuation is not within the scope of the Program Review process. The value of the self-study is to be able to obtain some recent history to determine how well the program is utilized.

There has been no attempt to assess the Technical Studies program and define student learning outcomes because the program is uniquely individualized. Students may come into this program from any field. Some of the students have completed the bulk of a program leading to another degree but have been unable to complete all of the degree requirements for a variety of reasons. This has caused them to search for other degree options. The Technical Studies program allows students to use many of the classes they have successfully completed. An end of program exam is not required.

Strengths (Internal)

1. Review of student transcripts to determine qualifications for a degree is not complicated
2. Common requirements state wide

Weaknesses (Internal)

1. Degree program is not well known

Opportunities (External)

1. Employers education concerns may be addressed by using this degree program

Threats (External)

1. None identified

Plans to build on strengths:

1. Continue to offer the program as required by CTC rules

Plans to address weaknesses and threats:

1. Publicize on website

TECHNICAL STUDIES
ASSOCIATE IN APPLIED SCIENCE DEGREE PROGRAM

NAME: _____

ADDRESS: _____

CITY: _____ **STATE:** ___ **ZIP:** _____

PHONE: _____ **B#:** _____

CATALOG: _____ **TECHNICAL CORE:** _____

PROGRAM REQUIREMENTS - Curriculum (60 credit hours) **Grand Total** _____

Enter courses as grade, prefix, number, credit hours

COMPONENT I, General Education, 15 credit hours minimum **Total** __

Communication skills – 6 credit hours minimum (at least one Business or Technical Writing course) Sub Total __

_____

Quantitative Skills/Laboratory/Science/Experience – 3 credit hours minimum (3 credits of Math100 level or higher) Sub Total __

_____

Electives – 6 credit hours minimum or minimum to satisfy Gen Ed 15 C H Sub Total __

_____

_____

COMPONENT II, Technical Core, 39 credit hours maximum **Total** _____

_____

_____

_____

_____

COMPONENT III, Technical/Occupational Specialty, 39 credit hours maximum **Total** __

_____

COMPONENT IV, On the Job Training in Occupational or Supervised Work Based Learning, 12 credit hours maximum **Total** __

_____

_____

Approval:_____ **Date:**_____

TECHNICAL STUDIES
CERTIFICATE IN APPLIED SCIENCE PROGRAM

NAME: _____

ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PHONE: _____ **B#:** _____

CATALOG: _____ **TECHNICAL CORE:** _____

PROGRAM REQUIREMENTS - Curriculum (30 credit hours) **Grand Total** ____

Enter courses as grade, prefix, number, credit hours

COMPONENT I, General Education/Technical Courses, 6 credit hours minimum **Total** ___

Communication Skills Appropriate to the Occupational Area – 3 credit hours minimum Sub Total ___

Quantitative Skills – 3 credit hours minimum Sub Total ___

Optional *Additional* General Education or Technical Courses which directly support the Technical Knowledge/Skills Taught in the Program – 0-5 credit hours Sub Total ___

COMPONENT II, Technical/Occupational Specialty, 24 credit hours maximum **Total** ____

This component consists of technical specialty courses specific to an occupational area. Technical courses developed by the college, approved courses included in a business, industry, labor, or agency-based education/training program, or combinations of credit courses and/or non-credit training modules evaluated for credit equivalency by an identified college body can be included in this component. Externally based education and training programs which are equivalent to college level classroom/laboratory courses are to be converted to college credit hours at no less ratio than 15:1 contact to credit hours for lecture, and at a rate consistent with the lab contact hour/credit hour ratio of the degree granting institution for laboratory credit. Credit equivalencies for non-credit training modules will be converted at no less ratio than 30:1 contact to credit hours. Credit for externally based education and training will be awarded upon completion of the college work required in Component I, above.

Component III – Supervised Worksite-Based Learning Or On-the-Job Training in the Occupation, 6 credit hours maximum **Total** ___

Credit for worksite-based training is optional in the certificate in technical studies program. When incorporated, such training consists of a paid or unpaid internship, practicum, or OJT experience performed in a business, industry, labor, or agency setting in the occupational area related to the certificate. The credit value of internships included in the CP in Technical Studies will be determined by the same process and contact to credit hour ratio as that in traditional programs. Business, industry, and agency-based on-the-job training experience is to be converted to credit hours at a ratio of 160:1, with a maximum of 960 contact hours allowable. A statement of the total number of contact hours experienced in this component may be placed on the college record. This credit may be recorded immediately prior to graduation from college.

Program Director Approval:_____ **Date:**_____

BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 17, 2017

ITEM: **Post-Audit Reports**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Kristin L. Mallory

BACKGROUND:

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

Program	Action	Follow-up
Emergency Medical Services, AAS	ASC recommended acceptance of the report. The program is on hold for admitting new students as the college evaluates the viability of the program.	The report will be sent to the Council for review.
Medical Laboratory Technician, AAS	ASC recommended acceptance of the report.	The report will be sent to the Council for review.

Post-Audit Review

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

Institution: **BridgeValley CTC**
Program (Degree and Title): **Emergency Medical Services (Paramedic), AAS**

I. Introduction

A graduate of this program will be able to function in the world of pre-hospital medicine as an entry level paramedic. The subjects in this course range from report writing to advanced emergency vehicle operations and all points in between. Students are taught all aspects of pre-hospital care including: advanced airway adjuncts and management, emergency cardiology, traumatic life support, newborn and pediatric advanced life support, and many other skills.

II. Goals and Objectives

1. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader.
2. Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines.
3. Master skills and concepts essential to the operation of EMS systems and other agencies.
4. Document and communicate effectively the appropriate relevant information to the receiving facility.
5. Demonstrate empathy for values and perspectives of diverse cultures and the desire to serve as a patient advocate.
6. Demonstrate personal behavior consistent with professional and employer expectations for the EMS Technician.

On July 1, 2012, Kanawha Valley Community and Technical College (KVCTC) moved to a new campus located in South Charleston. On the new campus, a dedicated EMST Laboratory was established. Grants and in-kind contributions have been received and allocated for a state-of-the-art EMST Laboratory featuring a simulation ambulance, an Advanced Patient Simulation Lab, and Intravenous Therapy Simulation Lab for innovative teaching strategy implementation for the BVCTC Health Division student majors.

On March 20, 2014 BridgeValley Community and Technical College was founded with the consolidation of Bridgemont and Kanawha Valley Community and Technical Colleges. It was during the consolidation effort that the institution's administration placed an emphasis on acquiring national accreditation on any institutional programs

where possible. John Blount was hired as the EMST Program Coordinator in January 2014 and Kent Wilson named as the Program Director. The curriculum sequence was changed to a Spring, Summer, and Fall semester pattern. Eight students were enrolled in March 2014 and graduated with their Associate Degree in Emergency Medical Services Technology on December 12, 2014- four of those graduates passed their NREMT-P Certification successfully on their first attempt. Eight additional students were admitted in January 2015 and remain enrolled in summer 2015 courses.

The initial Letter of Review was submitted to the Committee on Accreditation for the EMS Professions (CoAEMSP) in February 2014. CoAEMSP was notified of the merger and institutional name change in April 2014. The institution allocated professional development funds and sent Dean Suzette Breeden, Program Director, and Program Coordinator to the CoAEMSP Accreditation Update and Evaluating Student Competency Workshop in Atlanta, Georgia on December 3-6, 2014. The institution also subsequently hired Dr. Chris Nollette as a consultant for its accreditation effort.

Paramedics are best defined as medical professionals who provide medical care at an advanced life support level in the pre-hospital environment, usually in an emergency, at the point of illness or injury. This includes an initial assessment, a diagnosis and a treatment plan to manage the patient's particular health crisis. Treatment can also be continued in route to a hospital if more definitive care for the patient is required. Paramedics provide advanced levels of care for medical emergencies and trauma. The majority of paramedics are based in the field in ambulances, emergency response vehicles, or in specialist mobile units such as cycle response. Paramedics provide out-of-hospital treatment and some diagnostic services, although some may undertake hospital-based roles, such as in the treatment of injuries.

III. Assessment

A. Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific competencies. To ensure accreditation standards are met, the program has a Plan of Program Evaluation (PPE) in place that is shared with communities of interest. Specifically, the PPE evaluates performance on the exam, program completion, graduate program satisfaction, employer program satisfaction, and job placement rates.
FISDAP is an online tool utilized by the program to track students during clinical rotations. The system provides scheduling and required skills checkoffs as completed by students.

B. and C.

Evaluation of Program Goals / Assessment Utilization for Program Improvement:

- Appendix A: Annual Academic Program Report - May 2016
- Appendix B: Programmatic Outcomes Assessment Plan - May 2016

IV. Curriculum

A. Entrance Standards:

The EMS Program welcomes applications from those who desire a career in Emergency Services. In accordance with College policy, the EMS Program does not deny admission on the basis of race, color, sex, national origin, age, handicap, religious or political beliefs.

Admission Requirements:

1. High school graduate or equivalent (USA GED)
2. English proficiency
3. 2.0 GPA from college courses
4. 2.5 GPA from high school courses
5. Eligible to take college English and Math
6. Minimum score of 70.0 on Fisdap Paramedic Entrance Test

Fisdap information:

The Fisdap comprehensive exams contain 200 multiple choice questions that cover topics outlined in the National EMS Education Standards and current American Heart Association Guidelines. Answers to the test questions may be found in current EMS textbooks.

Background checks and drug screens are performed prior to entering the EMS program. Any student with a background check that is in violation of a BVCTC EMS Program or clinical facility policy or requirement will not be allowed to progress in the program. Students are responsible for the fees associated with background checks and drug screens. Students who refuse drug testing for any reason will not be eligible for entry into and if admitted, will be dismissed from the EMS Program.

EMST courses can be completed in one year's time.

B. See Appendix I

C. All EMST courses are delivered in-class utilizing lectures and lab settings, and clinical rotations off-site. General education courses are offered in-class or online.

V. Faculty

The program utilizes one full-time faculty member, the program coordinator, to deliver the required courses for the program. The department is overseen by a program director (noted as a department chair on the BridgeValley organizational chart). There are no tenured faculty in this program area. (See Appendix II)

VI. Enrollment and Graduates

A. Enrollment and graduation data: Appendix III.

B. Graduates in the EMST program area may find employment opportunities at the following local entities with starting salaries indicated.

Employers	Starting Salary
Boone EMS	49,550
Charleston Fire Department	44,100
Jackson EMS	46,300
Jan-Care Ambulance	47,500
Kanawha EMS	51,300
Putnam EMS	44,928
Roane EMS	43,300

	Enrolled	**Graduated**	**Employed in Field**
Class 2014	8	8	8
Class 2015	9	8	7

Graduate surveys are included in Appendix IV.

C. A bachelor degree is not required for this profession.

NOTE: Do not identify students or graduates by name.

VII. Financial

A. Annual total expenditures for EMST, AAS

- Faculty salary $49677.93 + benefits
- The annual departmental budget is calculated as follows:
  $1500 plus 40% of FTE program fees collected plus $500 per fulltime faculty member.
  Approximate Annual Budget Allocation $5000.00
- Perkins allocations vary based on the number of students enrolled in the program who are Pell Grant eligible. (The amount allocated for FY 2015 was $6200)
- Students accepted into the selective admission paramedic program pay a $500 entrance fee. The per semester/per student program fee is $100.

B. Future financial support for the Paramedic program will be allocated through tuition and fees as indicated in VII. A. Grants may be considered as a means to finance future equipment needs.

VIII. Advisory Committee

Members:

- Zach Bailey (Current Student)
- John Blount (EMST Program Coordinator)
- Suzette Breeden (Dean, Health Division)
- Allison Danehy (Graduate, 2014)
- John Dearnell (Employer)
- Basra Fakhir (Police)
- David Hodges (Employer)
- Kristin Mallory, EdD (Vice-President)
- Steve McClure (Employer)
- Jeff Mullen, D.O. (Medical Director)
- Brandi Pauley (Graduate, 2014)
- Alicia Samples (Employer)
- Carleton Starr (Retired, Boy Scouts of America- Public Member)
- Candida Stowers (Peer- Public Member)
- John Taylor (Regulatory)
- John Thomas (Employer)
- Stephanie M Watson (Employer)
- Virgil White (Employer)
- Berton Kent Wilson, MSN RN (Program Director)

IX. Accreditation

The EMST, AAS program is seeking accreditation through the Committee on Accreditation of Educational Programs for Emergency Medical Services Professions (CoAEMSP). A self-study report was submitted to CoAEMSP in June 2016; the site-visit was conducted October 31 to November 1 of 2016.

Due to low enrollment and pass-rates, the program is currently not admitting new students while the college works through needed changes in the curriculum. It is anticipated that the program will admit students at one point in AY 2017-2018.

APPENDIX A

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Program Name: Associate in Applied Science in Emergency Services Technology
Department: EMST **Division**: Health
Department Chair: Berton Kent Wilson, MSN RN CLNC EdDc
Clinical Coordinator: John Blount, MS **Dean**: Suzette Breeden, MS
Time Period for Plan: 2014-2015 Academic Year

ANNUAL ACADEMIC PROGRAM REPORT

Section	Comment
I. Mission Statement	The mission of the BridgeValley Community and Technical College Emergency Medical Services Program is to educate competent and caring Emergency Medical Services personnel through a quality program. Related cognates, general education support courses and courses within the professional disciple (addressing the cognitive, psychomotor, and affective domains) provide students with the opportunity to acquire the knowledge and skills to practice as first responders in a variety of settings.
II. Goals	1. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader. 2. Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines. 3. Master skills and concepts essential to the operation of EMS systems and other agencies. 4. Document and communicate effectively the appropriate relevant information to the receiving facility. 5. Demonstrate empathy for values and perspectives of diverse cultures and

	the desire to serve as a patient advocate. 6. Demonstrate personal behavior consistent with professional and employer expectations for the EMS Technician.
III. Strengths and Accomplishments	• Dedicated faculty • High-Fidelity Simulation EMST Laboratory • Flexibility in scheduling to accommodate students / employers • Community Support • Faculty Development Funding • Outside Accreditation Consult funding
IV. Challenges	• CoAEMSP Accreditation Site Visit • Recruitment • AAS Degree completion • Clinical site availability to meet Student Learning Outcomes
V. Recommendations	• Budgetary allowance for supplies, maintenance of equipment, technology
VI. Assessment	**1.** FISDAP **2.** High- Fidelity simulation **3.** Field Externship **4.** National Registry Skills Evaluation **5.** National Registry Emergency Medical Technicians **6.** Preceptor Student Evaluation

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

Program Name: Associate in Applied Science in Emergency Services Technology
Department: EMST **Division**: Health
Department Chair: Berton Kent Wilson, MSN RN CLNC EdDc
Clinical Coordinator: John Blount, RBA NREMT-P
Dean: Suzette Breeden, MS
Time Period for Plan: 2015-20165 Academic Year

ANNUAL ACADEMIC PROGRAM REPORT

Section	Comment
VII. Mission Statement	The mission of the BridgeValley Community and Technical College Emergency Medical Services Program is to educate competent and caring Emergency Medical Services personnel through a quality program. Related cognates, general education support courses and courses within the professional disciple (addressing the cognitive, psychomotor, and affective domains) provide students with the opportunity to acquire the knowledge and skills to practice as first responders in a variety of settings.
VIII. Goals	7. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader. 8. Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines. 9. Master skills and concepts essential to the operation of EMS systems and other agencies. 10. Document and communicate effectively the appropriate relevant information to the receiving facility. 11. Demonstrate empathy for values and perspectives of diverse cultures and the desire to serve as a patient advocate.

	12. Demonstrate personal behavior consistent with professional and employer expectations for the EMS Technician.
IX. Strengths and Accomplishments	• Dedicated faculty • High-Fidelity Simulation EMST Laboratory • Flexibility in scheduling to accommodate students / employers • Community Support • Faculty Development Funding
X. Challenges	• CoAEMSP Accreditation Site Visit-Fall 2016 • Recruitment • AAS Degree completion • Clinical site availability to meet Student Learning Outcomes
XI. Recommendations	• Budgetary allowance for supplies, maintenance of equipment, technology
XII. Assessment	**7.** FISDAP **8.** High- Fidelity simulation **9.** Field Externship **10.** National Registry Skills Evaluation **11.** National Registry Emergency Medical Technicians **12.** Preceptor Student Evaluation

APPENDIX B

PROGRAMMATIC OUTCOMES ASSESSMENT PLAN- AY 2014-15

Program Name: Associate of Applied Science in Emergency Medical Service Technology	**Academic Division:** Health
Program Chair: B. Kent Wilson, MN RN CLNC EdDc	**Academic Department:** Nursing

Program Outcomes

Program Outcome	**Program Objective / Benchmark** (Expected Level of Achievement)	**Assessment Method**	**Analysis**	**Action**
. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Preceptor Student Evaluation	• 50% of EMST Graduates passed their NREMT certification as a Paramedic (2013- 53% nationally)	• Curricular revision due to protocols update • Skill remediation • Increased use of simulation

Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Preceptor Student Evaluation	• 50% of EMST Graduates passed their NREMT certification as a Paramedic (2013- 53% nationally)	• Changes in clinical site rotations to include multi-specialty hospitals and units
Master skills and concepts essential to the operation of EMS systems and other agencies.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians Preceptor Student Evaluation	• 50% of EMST Graduates passed their NREMT certification as a Paramedic (2013- 53% nationally)	• Curricular revision due to protocols update • Skill remediation • Increased use of simulation • Changes in clinical site rotations to include multi-specialty hospitals and units
Document and communicate effectively the appropriate relevant information	• Passing standard on simulation exercises • 70% accuracy on JB	• FISDAP • High-Fidelity simulation • Field Externship	• 50% of EMST Graduates passed their NREMT certification as a Paramedic	• Changes in clinical site rotations to include multi-specialty hospitals and units

to the receiving facility.	Learning Resource • Demonstration • Certification	• Preceptor Student Evaluation	(2013- 53% nationally)	
Demonstrate empathy for values and perspectives of diverse cultures and the desire to serve as a patient advocate.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • Preceptor Student Evaluation	• 50% of EMST Graduates passed their NREMT certification as a Paramedic (2013- 53% nationally)	• No action at this time
Demonstrate personal behavior consistent with professional and employer expectations for the EMS Technician	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Preceptor Student Evaluation	• 50% of EMST Graduates passed their NREMT certification as a Paramedic (2013- 53% nationally)	• No action at this time

PROGRAMMATIC OUTCOMES ASSESSMENT PLAN - AY 2015-16

Program Name: Associate of Applied Science in Emergency Medical Service Technology	**Academic Division:** Health
Program Chair: B. Kent Wilson, MN RN CLNC EdDc **Program Coordinator**: John Blount, RBA NREMT-P	**Academic Department:** Nursing

Program Outcomes

Program Outcome	**Program Objective / Benchmark** (Expected Level of Achievement)	**Assessment Method**	**Analysis**	**Action**
. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Instructor observation / evaluation • Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for national certification by NREMT-P • 2014; 77% nationally, 54% for the state of West Virginia)	• Curricular revision due to protocols update • Skill remediation • Increased use of simulation

Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Instructor observation / evaluation • Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for national certification by NREMT-P • 2014; 77% nationally, 54% for the state of West Virginia)	• Changes in clinical site rotations to include multi-specialty hospitals and units
Master skills and concepts essential to the operation of EMS systems and other agencies.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • Instructor observation / evaluation • National Registry Emergency Medical Technicians Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for national certification by NREMT-P • 2014; 77% nationally, 54% for the state of	• Curricular revision due to protocols update • Skill remediation • Increased use of simulation • Changes in clinical site rotations to include multi-specialty hospitals and units

			West Virginia)	
Document and communicate effectively the appropriate relevant information to the receiving facility.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • Instructor observation / evaluation • Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for national certification by NREMT-P • 2014; 77% nationally, 54% for the state of West Virginia)	• Changes in clinical site rotations to include multi-specialty hospitals and units
Demonstrate empathy for values and perspectives of diverse cultures and the desire to serve as a patient advocate.	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • Instructor observation / evaluation • Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for	• No action at this time

			national certification by NREMT-P • 2014; 77% nationally, 54% for the state of West Virginia)	
Demonstrate personal behavior consistent with professional and employer expectations for the EMS Technician	• Passing standard on simulation exercises • 70% accuracy on JB Learning Resource • Demonstration • Certification	• FISDAP • High-Fidelity simulation • Field Externship • National Registry Skills Evaluation • National Registry Emergency Medical Technicians • Instructor observation / evaluation • Preceptor Student Evaluation	• 20% of EMST Graduates passed their NREMT certification as a Paramedic on their first attempt (they are allowed six attempts for national certification by NREMT-P • 2014; 77% nationally, 54% for the state of West Virginia)	• No action at this time

APPENDIX I

EMERGENCIES MEDICAL SERV ICES CURRICULUM SHEET

EMST 111	INTRO TO PARAMEDIC I	3
EMST 112	INSTO TO PARAMEDIC II	3
EMST 113	ADVANCED AIRWAY MGMT	6
BIOL 210	HUMAN ANATOMY & PHYS	4
EMST 221	MED EMERGENCIES I	4
EMST 222	MED EMERGENCIES II	4
EMST 223	SPECIAL CONSIDERATION PT	8
EMST 231	PARAMEDIC OPERATIONS	4
EMST 232	CLINICAL PRACTICUM I	4
EMST 233	CLINICAL PRACTICUM II	4
ENGL 101	ENGLISH COMP I	3
PSYC 101	GENERAL PSYC	3
MATH 111	MATH FOR HEALTH CARE	3
COMM 100	ORAL COMMUNICATION	3
GNST 104	PROFESSIONAL DEVELOPMENT	1
GERO 206	DEATH AND DYING	3

APPENDIX II

Faculty Data

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

Name Berton Kent Wilson Rank Professor

Check one:
Full-time x Part-time _____ Adjunct _____ Graduate Asst. _____

Highest Degree Earned MSN Date Degree Received August 2000

Conferred by Marshall University

Area of Specialization Nursing Administration

Professional registration/licensure RN
Yrs of employment in higher education 13
Yrs of employment at present institution 10
Yrs of related experience outside higher education 26

Non-teaching experience 13

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment

(b) If degree is not in area of current assignment, explain.
Assigned as Program Director to satisfy C0AEMSP Accreditation requirement that the director is master prepared.

Faculty Data

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

Name John Blount Rank Instructor

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

Highest Degree Earned BA Date Degree Received June 2014

Conferred by West Virginia State University

Area of Specialization Emergency Medical Services/Education

Professional registration/licensure **Paramedic**
Yrs of employment in higher education **5**
Yrs of employment at present institution **3**
Yrs of related experience outside higher education 28
Non-teaching experience **25**

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2014/Spring	EMST 111 Intro Medic I	8
	EMST 112 Intro Medic II	8
	EMST 113 Advanced Airway	8
2014/Summer	EMST 221 Medical Experiences I	8
	EMST 222 Medical Experiences II	8
	EMST 223 Special Consideration Patients	8
2014/Fall	EMST 231 Paramedic Operations	8
	EMST 232 Practicum I Clinical	8
	EMST 233 Practicum II Clinical	8
2015/Spring	EMST 111 Intro Medic I	9
	EMST 112 Intro Medic II	9
	EMST 113 Advanced Airway	9
2015/Summer	EMST 221 Medical Experiences I	9
	EMST 222 Medical Experiences II	9
	EMST 223 Special Consideration Patients	9
2015/Fall	EMST 231 Paramedic Operations	9
	EMST 232 Practicum I Clinical	9
	EMST 233 Practicum II Clinical	9

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

APPENDIX III

FTE DATA

KANAWHA VALLEY CTC

FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
2012	2013	2013	2013	2014	2014
6.73	1.07	0	0	0	0

BRIDGEVALLEY CTC

Fall	Spring	Summer	Fall	Spring	Summer	Fall
2014	2015	2015	2015	2016	2016	2016
9.27	7.93	8.07	10.1	5.93	12.87	12.3

HEADCOUNT DATA

KANAWHA VALLEY CTC

FALL	SPRING	SUMMER	FALL	SPRING	SUMMER
2012	2013	2013	2013	2014	2014
10	1	0	0	0	0

BRIDGEVALLEY CTC

Fall	Spring	Summer	Fall	Spring	Summer	Fall
2014	2015	2015	2015	2016	2016	2016
11	9	7	12	7	10	14

GRADUATION DATA

KANAWHA VALLEY CTC

2012-13	2013-14
0	0

BRIDGEVALLEY CTC

2014-15	2015-16
2	5

APPENDIX IV

Overall Satisfaction with the Graduate: 2015 (December 2014 Graduates)

Please indicate the extent to which the following Program Outcomes are demonstrated by the BVCTC EMS Graduate(s).

4 = Exceeded 3 = Met 2 = Minimally Met 1 = Not Met

	4	3	2	1	Summative
1. Recognize, assess, reassess, modify, and safely manage the scene of a medical emergency incident as a certified paramedic team leader.					3.25
2. Provide clinically competent pre-hospital care to the ill or injured to patients across the lifespan by utilizing critical thinking and problem-solving abilities according to established regional or state guidelines.					3.375
	4	3	2	1	
3. Master skills and concepts essential to the operation of EMS systems and other agenci					3.25
4. Document and communicate effectively the appropriate relevant information to the receiving facility.					2.625
5. Demonstrate empathy for values and perspectives of diverse cultures and the desire to serve as a patient advocate.					3.75
6. Demonstrate personal behavior consistent with professional and employer expectations for EMS Technician.					3.25

II. Preparation for Paramedic Role: 8 Total Graduates

Please indicate the professional preparation in the following activities of this BVCTC graduate upon entering practice.

	Strong	Satisfactory	Needed Improvement
Time Management	3	3	2
Priority-Setting / Triage	3	4	1
Delegation	5	2	1
Patient Advocacy	4	4	
Care Giving Skills	6	2	
Documentation	3	3	2

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37

West Virginia Council for Community and Technical College Education

Institution: BridgeValley Community and Technical College

Program (Degree and Title): AAS degree in Medical Laboratory Technology

I. Introduction

Medical Laboratory Technicians (MLT's) are disease detectives. As a vital member of the healthcare team, Medical Laboratory Technicians perform a variety of complex biological and chemical analyses on patient specimens both manually and with sophisticated laboratory equipment. These analyses assist the physician in the prevention, diagnosis, treatment and monitoring of disease.

After completing the necessary lecture classes and demonstrating proficiency in the student labs, the MLT student will perform a 2-week clinical rotation in the summer and a 16-week clinical rotation during the spring semester with an anticipated May graduation date.

The Medical Laboratory Technician program prepares the student to sit for a national certification exam. Those who successfully pass this examination are classified as an MLT (ASCP) with full privileges of a certified medical laboratory technician.

The state of West Virginia also requires that Medical Laboratory Technicians be licensed after graduating and, in order to maintain that licensure, annual continuing education must be obtained in current laboratory practices and methodologies.

II. Goals and Objectives

The goals of the Medical Laboratory Technology program are:

- To graduate students with entry-level competencies to enter the medical laboratory technology profession to meet the employment needs of the community.
- To demonstrate compliance with current essentials of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- To maintain accreditation of the program through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- To provide an opportunity for students to gain necessary clinical and technical skills in all relevant areas of the laboratory, including chemistry, hematology,

microbiology (including mycology and parasitology), immunohematology, urinalysis, coagulation, phlebotomy, safety practices and managerial tasks.

- To promote student awareness of professional conduct, medical ethics, interpersonal skills including compassion with patients and communication with other healthcare professionals.
- To provide graduates with the necessary academic preparation to qualify for a certifying examination.
- To promote student recognition of the need for continuing education and to act upon that need as a function of growth and maintenance of professional competence.
- To serve as a resource for the clinical laboratories in the BridgeValley service area.

The MLT program was established at BridgeValley at the request of Charleston Area Medical Center. It was determined during our grant application process (2012) that the average age of the laboratory technicians and technologists in the Charleston area was 55 years old and that there would be a definite need for this field in the coming years, due to retirement. Charleston Area Medical Center has partnered with us for this program and assisted us with donated equipment, supplies, clinical sites and even personnel. Our clinical coordinator is also the laboratory education coordinator of CAMC.

III. Assessment

A. Attached is the programmatic outcomes assessment plan which addresses student learning and programmatic outcomes. (See Appendix IV).

B. Also included in the programmatic outcomes assessment plan are the educational goals of the program, the measures of success in achieving goals and the identification of goals, which are being successfully met, and those which need attention as determined by an analysis of the data. (Appendix IV)

C. Some material has been added to the Clinical Microbiology course content after observing that the lowest average for the students was in Clinical Microbiology in their clinical rotations. The Blood Bank curriculum was also strengthened to include more content about the components after analyzing students' mock certification exam.

IV. Curriculum

A. The Medical Laboratory Technology (MLT) program is a selective admission program requiring prospective students to successfully complete the pre-requisite classes with a C or better. To apply for the program, the students must have at least a 2.75 GPA and are chosen on the basis of a numerical scoring system on the MLT admission application. After being chosen for the program, the MLT students must achieve and maintain a 2.75 average in their didactic MLT classes in order to progress to their clinical rotations. MLT students must average 75% in all their MLT classes in order to graduate.

B. Attached are copies of the pattern sheets for the program. The order of delivery of the classes has been revised for the 2017-2018 catalog year. (Appendix I).

C. All Medical Laboratory Technology courses are delivered in a face-to-face lecture/laboratory format. Didactic lectures are delivered with live demonstrations by the instructors and then laboratory exercises are done to practice and/or improve those laboratory skills. The students are expected to take advantage of Open Laboratory time in order to practice their skills on their own.

V. Faculty (See Appendix II forms)

The Medical Laboratory Technology program consists of one full-time faculty/program director and one adjunct/clinical coordinator. The adjunct instructor/clinical coordinator has taught MLAB 100 (2 hours) and MLAB 201 (4 hours) as lecture/lab courses and has assisted with their clinical practicum (MLAB 206—4 hours). The full-time/program director has been responsible for MLAB 204 (1 hour), MLAB 200 (4 hours), MLAB 202 (4 hours), MLAB 203 (4 hours) , MLAB 205 (1 hour) and MLAB 206 (8 hours). The Program Director is also responsible for the administration of the program on a daily basis (ordering supplies, maintaining accreditation, advising all pre-MLT and current MLT students, monitoring the MLT budget, and all other tasks associated with the administration of an accredited program.

VI. Enrollment and Graduates

A. The headcounts and graduates of each year the program has been in existence are attached in Appendix III. (See Appendix III)
B. Information regarding placement of graduates in MLT positions, starting salary ranges, and certification-exam passage rates are also provided. (Appendix III)

.

C. Two former graduates have applied to Marshall to obtain a baccalaureate degree in Medical Technology and have been accepted into the program.
One former graduate is applying to a Physician's Assistant program.
One former graduate is applying to Pharmacy school.

VII. Financial

A. We began the program with a Program Development grant of $220, 000 and a WV Advance grant of $216, 189. We were able to retrofit the laboratory and provide the equipment and supplies to begin the program with this money. All of the grant money was exhausted in December 2015. Since then we have run the program with our tuition and fees budget and Perkins grant money. The students are assessed a program fee which pays for their uniforms, drug screens and background checks (required by their clinical sites). We have been fortunate in that several of the local hospitals have donated equipment and supplies to us.
B. Before the grant money was exhausted in December 2015, as many consumable items as was possible were purchased (lab coats, gloves, test tubes, etc). Unfortunately in a laboratory there are certain items that do not

have a very long shelf life and need to be ordered frequently (for example, red blood cells for Blood Bank testing, Microbiology media for cultures, etc.). There are also expenses associated with accreditation fees, water testing of the laboratory wastewater, and annual maintenance of the microscopes. We have discussed the need to add a laboratory fee to the classes offered in the MLT program to pay for the consumable supplies used in testing,

VIII. Advisory Committee

- Suzette Breeden — Dean of Health
- Kristin Mallory — VP of Academic Affairs
- Jodi Giancola — Asst. Professor, Biology
- Charles Pomeroy — Asst. Professor, Biology
- Cassie Chenoweth — CAMC Lab Education Coordinator, BVCTC Clinical Coordinator
- Tony Aluise — Thomas Health Systems Lab Director
- Sharon Cibrik — Laboratory Director, Office of WV Laboratory Services
- Connie Crede — CAMC Laboratory Director
- Chrissy Hovorka — CAMC Automated Procedures Laboratory
- Edith Hernandez — MT(ASCP) Clinical Preceptor and Staff Technologist
- Craig Boyd — Customer Solutions Manager, Ortho
- Regina Halstead — CAMC Blood Bank Supervisor
- Lisa Brown — CAMC Microbiology Supervisor

An agenda item at each of our advisory meetings is titled “changes made in response to your feedback”. In working with all the clinical sites curriculum changes, paperwork changes, etc. are found that need to be made as the rotations are in progress. Also, at every advisory meeting a roundtable discussion of how the program can be improved is held, soliciting opinions from the members. These changes are numerous and reflected in the minutes of our advisory committee meeting minutes.

IX. Accreditation

BridgeValley Community and Technical College is in compliance with the standards of accredited educational programs for Medical Laboratory Technology and is initially and fully accredited for five years as of April 30, 2015

APPENDIX II
Faculty Data

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

Name: Ruth Jacobs Rank: Assistant Professor
Check one:
Full-time__x___ Part-time_____ Adjunct_____ Graduate Asst._____

Highest Degree Earned __M.A.___ Date Degree Received ____1981

Conferred by: Central Michigan University

Area of Specialization: Medical Laboratory Technology (Laboratory Management)

Professional registration/licensure ___x__
Yrs of employment at present institution 8
Yrs of employment in higher education 8
Yrs of related experience outside higher education 8
Non-teaching experience 33

To determine compatibility of credentials with assignment:

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

Year/Semester	Course # & Title	Enrollment
2016 spring	MLAB 205 Seminar	11
2016 spring	MLAB 206 Clin Prac	11
2016 summer	MLAB 204 Clin UA	11
2016 fall	MLAB 200 Hema	10
2016 fall	MLAB 202 Immunohema	10
2016 fall	MLAB 203 Clin Micro	10
2015 spring	MLAB 205 Seminar	11
2015 spring	MLAB 206 Clin Prac	11
2015 summer	MLAB 204 Clin UA	11
2015 fall	MLAB 200 Hema	11
2015 fall	MLAB 202 Immunohema	11
2015 fall	MLAB 203 Clin Micro	11

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

MEDICAL LABORATORY TECHNOLOGY

ASSOCIATE IN APPLIED SCIENCE

First Semester			
BIOL 220	Human Anatomy		4
ENGL 101	English Composition I		3
MATH 125	College Algebra Expanded **OR**		
MATH 130	College Algebra		3
CHEM 110	Fundamentals of Chemistry		3
CHEM 111	Fundamentals of Chemistry Lab		1
		Semester Total	14
Second Semester			
Elective	Social Science Elective		3
MLAB 100	Introduction to Clinical Laboratory Science		2
BIOL 221	Human Physiology		4
BIOL 230	Microbiology		3
BIOL 231	Microbiology Lab		1
		Semester Total	13
Summer Semester			
MLAB 200	Clinical Hematology		4
		Semester Total	4
Third Semester			
MLAB 201	Clinical Biochemistry		4
MLAB 202	Clinical Immunohematology		4
MLAB 203	Clinical Microbology with Lab		4
MLAB 207	Coagulation, Serology and Urinalysis		3
			15
Fourth Semester			
MLAB 205	MLT Seminar		1
MLAB 206	MLT Clinical Practicum (GEC4)		12
MLAB 208	Mycology and Parasitology		1
		Semester Total	14

If a student earns a D or F in any MLAB (Medical Technology) course, the student is automatically dismissed from the program and must apply for readmission. A student may only be readmitted to the MLT program one time. After retaking any MLAB courses with an original grade of D or F, the D/F repeat rule may be applied.

MEDICAL LABORATORY TECHNOLOGY

(ASSOCIATE IN APPLIED SCIENCE)

First Semester		
BIOL 220	Human Anatomy(GEC2)	4
ENGL 101	English Composition I(GEC1)	3
MATH 130	College Algebra(GEC2)	3
CHEM 101	General Chemistry(GEC2)	3
CHEM 102	General Chemistry Lab(GEC2)	1
	Semester Total	**14**

Second Semester		
Elective	Social Science Elective(GEC3)	3
ATEC 115	Fundamentals of Business Computer Applications(GEC2)	3
BIOL 221	Human Physiology((GEC2)	4
BIOL 230	Microbiology(GEC2)	3
BIOL 231	Microbiology Lab (GEC2)	1
	Semester Total	**14**

Summer Semester		
MLAB 100	Introduction to Laboratory Science and Phlebotomy (GEC4) MLAB 204 Clinical Urinalysis and Body Fluids with Lab (GEC4) 1 hour	2
	Semester Total	**3**

Third Semester		
MLAB 200	Clinical Hematology (GEC4)	4
MLAB 201	Clinical Biochemistry (GEC4)	4
MLAB 202	Clinical Immunohematology (GEC4)	4
MLAB 203	Clinical Microbiology (GEC4)	4
	Semester Total	**16**

Fourth Semester		
MLAB 205	MLT Seminar	1
MLAB 206	MLT Clinical Practicum(GEC4)	12
	Semester Total	**13**

APPENDIX III

ENROLLMENT AND GRADUATES OF THE MLT PROGRAM

Program Years	Original Enrollment	Graduated	Placement (working as an MLT)	Starting Salary	Passed certification exam (1st time)	Survey of graduates
2013-2014	10	9 (90%)	7 (87%)	$ 18.00 (only 3 responded to survey)	4 of 4 (100%)	I sent out 18 graduate
2014-2015	11	9 (82%)	8 (89%) One student was a high school teacher and went back to teaching	$17.81 (only 4 responded to survey)	5 of 7 (71%) The other 2 have passed the exam on repeat tries	Surveys and only 8 were returned so I was unable to provide reliable salary data
2015-2016	14	11 (79%)	11 (100%)	$ 18.64 (7 responded to survey)	7 of 7 (100%)	I receive certification exam information
2016-2017	11	10 currently enrolled	N/A	N/A	N/A	From the Board of Certification
AVERAGE	11.5	(3 yrs of data)	92%	$18.15	90%	

NAACLS Bench mark for the certification exam pass rate is 75%. Our 3 year average is 90%-well above the required percentage.

NAACLS Bench mark for graduation rate is 70%. Our 3 year average rate is 84% which is satisfactory.

NAACLS Bench mark for job placement of graduates is 70%. Our 3 year average is 92% -- well above the required percentage. (our last class had 100% placement)

APPENDIX III

ENROLLMENT AND GRADUATES OF THE MLT PROGRAM

Program Years	Original Enrollment	Graduated	Placement (working as an MLT)	Starting Salary	Passed certification exam (1st time)	Survey of graduates
2013-2014	10	9 (90%)	7 (87%)	$ 18.00 (only 3 responded to survey)	4 of 4 (100%)	I sent out 18 graduate
2014-2015	11	9 (82%)	8 (89%) One student was a high school teacher and went back to teaching	$17.81 (only 4 responded to survey)	5 of 7 (71%) The other 2 have passed the exam on repeat tries	Surveys and only 8 were returned so I was unable to provide reliable salary data
2015-2016	14	11 (79%)	11 (100%)	$ 18.64 (7 responded to survey)	7 of 7 (100%)	I receive certification exam information
2016-2017	11	10 currently enrolled	N/A	N/A	N/A	From the Board of Certification
AVERAGE	11.5	(3 yrs of data)	92%	$18.15	90%	

NAACLS Bench mark for the certification exam pass rate is 75%. Our 3 year average is 90%-well above the required percentage.

NAACLS Bench mark for graduation rate is 70%. Our 3 year average rate is 84% which is satisfactory.

NAACLS Bench mark for job placement of graduates is 70%. Our 3 year average is 92% -- well above the required percentage. (our last class had 100% placement)

PROGRAMMATIC OUTCOMES ASSESSMENT PLAN- AY 2015-16
(Operating Policy C-OP-6-14)

Program Name: Medical Laboratory Technology	**Academic Division: Health**
Program Coordinator/Chair: Ruth Jacobs	**Academic Department: Allied Health**

Learning Outcome (The student will be able to…..)	**Program Objective/Benchmark** (Expected Level of Achievement)	**Assessment Method** (How do you know if outcome was met?)	**Analysis** (Results of assessment)	**Action** (what will action be as result of analysis)
(1) Demonstrate competency in performing tests and clinical laboratory tasks expected of an entry level MLT	Achieve an average score of at least 75% on laboratory practicals and assignments Successfully complete the clinical objectives with an average score of 75%	Clinical rotation objectives and end of rotation lab quizzes must average 75%	All clinical site objectives and end-of-rotation lab quizzes averaged 75% or higher. (See attached composite data)	Clinical Microbiology was the lowest objectives average at 87.5%. I will discuss changes to be made with the clinical site regarding changes in laboratory material taught.
(2) Communicate verbally and nonverbally with patients, physicians, health care delivery personnel and peers in an effective and appropriate and capable manner.	Achieve an average score of at least 75% in all areas of the affective domain checklists. Achieve an average score of at least 75% on class presentations	Students achieved an average of 95% on the affective domain objectives they were evaluated on by the clinical sites. Students achieved an average of 80.5% on their Seminar presentations	Affective domain objectives are being effectively met. Seminar presentation grades need improvement.	No actions necessary for affective domain objectives. The rubric that is used to grade the seminar presentation will be discussed in detail so that the student knows what he/she will be evaluated on. We will discuss tips to improve the presentations in class before presentations are given.

(3) Exhibit professional conduct that reflects practice standards that are legal, confidential, ethical and safe	Achieve an average score of at least 75% in all areas of the affective domain checklists Successfully meet hospital standards, policies, and regulation according to hospital criteria	Have affective domain checklists completed in class and at clinical sites Successfully complete hospital orientation either in person or online	No apparent weaknesses in conduct of the students. All students successfully completed hospital orientations and/or pre-rotation paperwork	No actions necessary
Learning Outcome	**Program Objective/Benchmark**	**Assessment Method**	**Analysis**	**Action**
(4) Recognize the need for certification, licensure and continuing education and its importance in professional development	Participate in mock certification exam and attendance at review sessions Achieve a score of at least 75% on any case study assignments	Administer mock certification exams at end of program Assign case studies to be completed	A mock certification exam was administered at the end of the program and Blood Bank was identified as an area of weakness on the exam. All students achieved a score of at least 75% on case studies	The Blood Bank questions that were a weak area for the MLT students dealt with components and that area of the curriculum has been lengthened. No actions necessary
(5) Demonstrate cognitive learning basic to the medical laboratory profession	Demonstrate an overall class average score of at least 75% Achieve the national average score on a certification examination	Administer written examinations/assignments Administer quizzes/homework Administer "mock" certification exam for practice	1 student was put out of the program in Summer 2015 due to low test scores (averaging below 75%) 2 additional students were put out of the program at midterm Fall 2015 due to low test scores (below 75%)	All remaining students graduated with an average of 75% or higher so no immediate action necessary. Order and delivery of MLT classes will be changed somewhat in the 2017-2018 class