



BOARD OF GOVERNORS

AGENDA

March 29, 2019

MEMBERS

Gregory Barker
Sally Cline
Barry Crist
Jane Harkins
Andrew Kennedy

Srini Matam
Shellie Oden
Trevor Stanley
Kent Wilson
Daniel Wright

Eunice M. Bellinger
President

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

South Charleston Campus, Room 006

2001 Union Carbide Drive, South Charleston, WV 25303

March 29, 2019, 9 a.m.

AGENDA

- I. Call to Order**
- II. Roll Call**
- III. Approval of Minutes**
 - Minutes of March 8, 2019 1
- IV. Board Report**
 - a. Presidential Evaluation Committee Update
- V. President's Report**
- VI. Administrative Items**
 - a. Action Item: Approval of FY 2019-2020 Tuition and Fees, Cathy Aquino 4
- VII. Academic Affairs**
 - a. Action Item: Approval of Program Reviews, Peter Soccia 10
 - b. Information Item: Review of Post-Audit Reports, Peter Soccia..... 56
- VIII. Additional Board Action and Comments**
- IX. Dates to Remember**
 - a. April 4—Public Forum for Presidential Evaluation

- b. April 11—Spring Open House
- c. April 25—BridgeValley Night at the WV Power Park
- d. May 11—Commencement, Charleston Civic Center
- e. May 14—End-of-Year Picnic

X. Next Meeting

Friday, June 7, 2019

9 a.m.

South Charleston Campus

**A special meeting will be called in May to approve the president's evaluation and contract.

XI. Adjournment

BOARD OF GOVERNORS

BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE

MINUTES

MARCH 8, 2019

A meeting of the BridgeValley Community and Technical College Board of Governors (BOG) was held on Friday, March 8, 2019, at 9:00 a.m. at the South Charleston campus located at 2001 Union Carbide Drive, South Charleston, WV.

Board members present: Greg Barker, Sally Cline, Barry Crist, Jane Harkins, Andrew Kennedy, Srinu Matam, Shellie Oden, Trevor Stanley, Kent Wilson, and Daniel Wright. Also in attendance were President Bellinger and BridgeValley faculty and staff.

I. Call to Order

Chair Cline called the meeting to order at 9:02 a.m.

II. Roll Call

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

III. Installation of New Member

The new student government representative, Trevor Stanley, was sworn into office by Alicia Syner, Notary Public for the State of West Virginia. Trevor replaced Natosha Gillespie.

IV. Approval of Minutes

Kent Wilson moved to approve the meeting minutes of January 18, 2019. Jane Harkins seconded the motion. Motion carried.

V. Board Report

a. Presidential Evaluation Committee

Under guidelines set forth in Title 135 Legislative Rule/West Virginia Council for Community and Technical College's Education Series 5, college presidents must be evaluated every three years.

With President Bellinger's three-year contract slated to end June 30, 2019, Chair Cline announced the formation of the Presidential Evaluation Committee. Members include Sally Cline, Jane Harkins, Kent Wilson, Shellie Oden, and Trevor Stanley.

The first committee meeting will be held on March 18, at 9 a.m. on the South Charleston campus. The agenda will include strategy, goals, and timeline.

b. Commencement Attendance, May 11

Jane Harkins moved that all members of the Board of Governors attend BridgeValley's Commencement on Saturday, May 11, 2019, at 11 a.m. as part of Board participation requirements. Daniel Wright seconded, and the motion carried.

VI. President's Report

President Bellinger asked Dr. Soscia to provide an update on the relocation to the West Side and the Early Middle College High School project with Kanawha County Schools.

Dr. Soscia stated that the college is slowly making progress on relocating the South Charleston campus to the West Side. Crawford Holdings has prepared a term sheet that the college could proceed with if one of two conditions are met. Dr. Soscia noted that the college has approximately two years and six months of lease time remaining with the West Virginia Regional Technology Park and contingency plans should be developed.

Dr. Soscia announced that the college has made significant progress with the West Virginia Department of Education, the Higher Education Policy Commission, and Kanawha County Schools in launching the Early Middle College High School project. The current plan includes creating two campuses (one in South Charleston and one in Montgomery) that will support up to 200-250 students each from grades 9-12 with the intent that those students will have at least 30 college credits when they graduate high school. The Benedum Foundation is willing to support this project with a large grant to assist with startup. Recruiting for Fall 2020 will begin in December 2019.

VII. Administrative Items

a. Information Item: Holiday Calendar for 2019-2020

President Bellinger presented the Holiday Calendar for 2019-2020 as specified by WV Code §18B-1-6, 18B-1-3 and BOG Policy B-4.

VIII. Additional Board Action and Comments

Chair Cline stated that she is happy to lend her support regarding the relocation.

Barry Crist asked if Fayette County was included in the Early Middle College High School discussions, and President Bellinger stated that Superintendent George was included in the initial conversation.

IX. Dates to Remember

- a. March 11—Spring Holiday, Campus Closed
- b. March 11-16—Spring Break
- c. March 19—Introduce a Girl to Engineering Day, ATC
- d. April 11—Spring Open House
- e. April 25—BridgeValley Night at the WV Power Park
- f. May 11—Commencement, Charleston Civic Center

X. Next Meeting

Friday, March 29, 2019
9 a.m.
South Charleston Campus

XI. Adjournment

There being no further business, the meeting was adjourned.

_____, Sally Cline, Chair

_____, Kent Wilson, Secretary

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 29, 2019**

ITEM: **Approval of Fiscal Year 2019-20 Tuition and Fees**

RECOMMENDED RESOLUTION: **RESOLVED**, that the BridgeValley Community and Technical College Board of Governors approves a \$44 (1%) annual increase for resident tuition and a \$104 (1%) 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 allows the governing boards for community and technical colleges to approve annual tuition and fees increases up to ten percent (10%) and up to seven percent (7%) over any three-year rolling period without further approval by the West Virginia Council for Community and Technical College Education (Council). Further, West Virginia State Code §18B-10-1 requires the local governing boards to approve changes in non-resident tuition and fees, program fees, and special or operational fees.

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

Historical Tuition and Fees

This chart reflects the past five years of tuition and fees for all colleges. As the chart notes, the 5-year increase per year has been modest for BridgeValley 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 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 2013-14 through 2018-19									
Institution	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average Increase / 5 Year \$	5 Year %	5 Year Total \$
Blue Ridge CTC									
Resident	\$3,120	\$3,432	\$3,696	\$3,864	\$4,032	\$4,128	\$202	5.76%	\$1,008
Non-Resident	\$5,616	\$6,192	\$6,672	\$6,984	\$7,296	\$7,464	\$370	5.85%	\$1,848
BridgeValley CTC									
Resident	\$3,560	\$3,738	\$3,850	\$4,120	\$4,326	\$4,370	\$162	4.19%	\$810
Non-Resident	\$8,500	\$8,924	\$9,170	\$9,812	\$10,302	\$10,406	\$381	4.13%	\$1,906
Eastern WV CTC									
Resident	\$2,688	\$2,880	\$3,000	\$3,270	\$3,432	\$3,432	\$149	5.01%	\$744
Non-Resident	\$6,816	\$6,816	\$6,816	\$6,816	\$6,816	\$6,816	\$0	0.00%	\$0
Mountwest CTC									
Resident	\$3,354	\$3,520	\$3,696	\$3,744	\$3,744	\$4,014	\$132	3.66%	\$660
Non-Resident	\$8,774	\$8,946	\$9,216	\$9,528	\$9,528	\$10,224	\$290	3.11%	\$1,450
New River CTC									
Resident	\$3,460	\$3,564	\$3,706	\$3,966	\$4,244	\$4,286	\$165	4.37%	\$826
Non-Resident	\$7,672	\$4,794	\$4,834	\$4,834	\$6,900	\$6,900	(\$154)	-2.10%	(\$772)
Pierpont CTC									
Resident	\$4,150	\$4,440	\$4,460	\$4,684	\$4,918	\$4,938	\$158	3.54%	\$788
Non-Resident	\$9,852	\$10,542	\$10,574	\$11,126	\$11,684	\$11,704	\$370	3.51%	\$1,852
Southern WV CTC									
Resident	\$2,904	\$3,048	\$3,192	\$3,336	\$3,504	\$3,672	\$154	4.80%	\$768
Non-Resident	\$4,344	\$4,676	\$4,858	\$5,762	\$5,762	\$5,762	\$284	5.81%	\$1,418
WV Northern CC									
Resident	\$2,790	\$3,060	\$3,360	\$3,504	\$3,676	\$3,748	\$192	6.08%	\$958
Non-Resident	\$8,686	\$9,574	\$9,960	\$10,440	\$10,828	\$11,044	\$472	4.92%	\$2,358
WVU at Parkersburg									
Resident	\$2,712	\$2,928	\$3,216	\$3,384	\$3,552	\$3,772	\$212	6.82%	\$1,060
Non-Resident	\$9,648	\$10,416	\$11,436	\$7,920	\$7,920	\$8,284	(\$273)	-3.00%	(\$1,364)
System Average									
Resident	\$3,193	\$3,401	\$3,575	\$3,764	\$3,936	\$4,040	\$169	4.82%	\$847
Non-Resident	\$7,768	\$7,876	\$8,171	\$8,136	\$8,560	\$8,734	\$193	2.37%	\$966

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 2016, FY 2017 and FY 2018. Factors that contributed to the negative ratios for all the years are the decrease in State Appropriations, decrease in Tuition and Fee revenue, increase in GASB 75, OPEB expense and GASB 68, Financial Reporting for Pensions. The ratios for the last three years are as follows:

FY2016	-2.41	FY2017*	-2.12	FY2018	-0.54
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Without OPEB and Pension:

FY2016	.36	FY2017*	3.41	FY2018	3.36
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*FY 2017 is the first year that the Foundation was included as a component unit.

Proposed Tuition Increases

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

- Five years of reductions in state appropriations - 7.5% reduction for FY 2014, 3.75% for FY 2015, 4.45% reduction for FY 2016, 2% reduction for FY2017, and 2.62% for FY 2018;
- The need to increase fund balances and improve the Composite Financial Index; and,
- Unfunded salary increases for the employees paid from Tuition and Fees.

This 1% tuition increase is projected to generate revenues as the following chart reflects.

BridgeValley Community and Technical College
Academic Year 2019-20

Tuition Analysis	AY 2018-19 Total Tuition and Fees	Total \$ Increase	Proposed AY 2019-20 Tuition and Fees	Projected Revenue *
Resident 1%	\$4,370	\$44	\$4,414	\$57,181
Non Resident 1%	\$10,406	\$104	\$10,510	\$1,673
Total				\$58,854

* Using FY 2017-18 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 2018-19	Requested Rate Per Semester 2019-20	Increase/ (Decrease)	Estimated Number of Students Impacted by Fee Change *	Projected Revenue Due to Fee Change 2019-20 *	
BridgeValley Community and Technical College						
Accuplacer Re-testing Fees per Test (first test free)	\$5	\$5	\$0	0	\$0	
Board of Governor's Evaluation Fee	\$300	\$300	\$0	0	\$0	
Board of Governor's Exit Assessment Fee	\$25	\$25	\$0	0	\$0	
Board of Governor's Posting Fee (per credit hour)	\$10	\$10	\$0	0	\$0	
CEU Fee	\$10	\$10	\$0	0	\$0	
CLEP Test Administrative Fee	\$20	\$20	\$0	0	\$0	
Credit by Exam (per credit hour)	\$25	\$25	\$0	0	\$0	
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	\$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)	\$10	\$10	\$0	0	\$0	
Web-based Course Fee (per credit hour)	\$35	\$35	\$0	0	\$0	
Health and Wellness Fee	\$80	\$80	\$0	0	\$0	
Administrative Drop/Withdraw Fee (per course)	\$0	\$100	\$100	182	\$62,400	New

The Administrative Drop/Withdraw fee will be assessed to students who register but fail to make payment arrangements by the semester deadline. By removing the students and assessing a fee, seats will become available for other students.

Program Fees and Charges	Rate Per Semester 2018-19	Requested Rate Per Semester 2019-20	Increase/ (Decrease)	Projected Revenue Due to Fee Change 2019-20 *	
BridgeValley Community and Technical College					
Applied Technology Program Fee (per semester)	\$200	\$200	\$0	\$0	
Banking Course Fee - FINCE 120,121,295,296	\$100	\$100	\$0	\$0	
Business and Legal Program Fee (per semester)	\$125	\$125	\$0	\$0	
Business Studies Seminar - BUSN 298	\$30	\$30	\$0	\$0	
Certified Bookkeeping Prep and Accounting Review - ACCT 291	\$395	\$395	\$0	\$0	
CMTG 215 Capstone certification exam	\$165	\$0	(\$165)	\$0	duplicate
Compressed Schedule Program Fee (per semester)	\$500	\$500	\$0	\$0	
Criminal Justice Lab Fee - CRJU 202 and CRJU 203	\$50	\$50	\$0	\$0	
Dental Hygiene Instrument Fee Deposit (one time fee)	\$200	\$200	\$0	\$0	
Dental Hygiene Program Fee (per semester)	\$275	\$275	\$0	\$0	
DMS Entrance Fee (Charged one time upon acceptance into program)	\$475	\$475	\$0	\$0	
DMS Non-refundable Deposit Fee (Charged one time upon acceptance into program)	\$125	\$125	\$0	\$0	
DMS Program Fee (per semester)	\$250	\$250	\$0	\$0	
EMT Entrance Fee (Charged one time upon acceptance into program)	\$225	\$225	\$0	\$0	
EMT Program Fee (per semester)	\$200	\$200	\$0	\$0	
Engineering Technology Program Fee (per semester)	\$225	\$225	\$0	\$0	
Gerontology Seminar - GERO 298	\$150	\$0	(\$150)	\$0	delete
Graphic Design and Print Communication Program Fee	\$175	\$175	\$0	\$0	
Health Sciences Program Fee (per semester)	\$50	\$50	\$0	\$0	
Healthcare Management & Human Services Program Fee	\$100	\$100	\$0	\$0	
HSRS (Background and drug screens - HSRS 225, 280, 283, 298) pass through acct	\$125	\$125	\$0	\$0	
Instrumentation, Measurement, Control Technology Program Fee (per semester)	\$100	\$100	\$0	\$0	
Laboratory Fee (BIOL,CHEM,PHYS, &PHSC)	\$20	\$20	\$0	\$0	
Medical Assistant Program Fee (per semester)	\$175	\$175	\$0	\$0	
Microrbiology Lab Fee	\$30	\$30	\$0	\$0	
MLT Entrance Fee (Charged one time upon acceptance into program)	\$200	\$200	\$0	\$0	
MLT Non-refundable Deposit Fee (Charged one time upon acceptance into program)	\$125	\$125	\$0	\$0	
MLT Program Fee (per semester)	\$250	\$250	\$0	\$0	
MOS Certification Access - ATEC 250	\$85	\$85	\$0	\$0	
MOS Certification Excel - ATEC 255	\$85	\$85	\$0	\$0	
MOS Certification PowerPoint - ATEC 260	\$85	\$85	\$0	\$0	
MOS Certification Word - ATEC 265	\$85	\$85	\$0	\$0	
Network Engineering Program Fee (per semester)	\$175	\$175	\$0	\$0	
Networking Course Fee (INFT 131-Networking I, II, III, IV) *	\$75	\$75	\$0	\$0	
Nuclear Medicine Entrance Fee (Charged one time upon acceptance into program)	\$200	\$200	\$0	\$0	
Nuclear Medicine Non-refundable Deposit Fee (Charged one time upon acceptance into program)	\$125	\$125	\$0	\$0	
Nuclear Medicine Program Fee (per semester)	\$150	\$150	\$0	\$0	
Nursing (Course fees per semester - NURS 134, 144, 234, 244) pass through acct. *	\$175	\$200	\$25	\$17,500	change
Nursing Entrance Fee (Charged one time upon acceptance into program)	\$475	\$475	\$0	\$0	
Nursing Non-refundable Deposit Fee (Charged one time upon acceptance into program)	\$125	\$125	\$0	\$0	
Nursing Program Fee (per semester)	\$200	\$200	\$0	\$0	
Paralegal Seminar - PRLS 298	\$250	\$250	\$0	\$0	
Process Technology Course Fee (PTEC 250) *	\$80	\$120	\$40	\$840	change
Process Technology Program Fee (per semester)	\$50	\$50	\$0	\$0	
Welding consumable materials fee (All other WLDT courses) - flat fee per course	\$50	\$50	\$0	\$0	
Welding consumable materials fee (Courses WLDT 101 and WLDT 102) - flat fee per course	\$100	\$100	\$0	\$0	
Construction Management Course Fee (CMTG-215) *	\$165	\$55	(\$110)	(\$880)	change
Construction Management Course fee (SBLT-101) *	\$100	\$100	\$0	\$0	
Machine Tool Course Fees for (MACH-123, 131, 151, 153, 155, 261 ,263) *	\$35	\$35	\$0	\$0	
Machine Tool Course Fees for (MACH-191) *	\$35	\$285	\$250	\$750	change
Machine Tool Course Fees for (MACH-292) *	\$35	\$140	\$105	\$315	change
Machine Tool Kit (MACH-292)	\$0	\$500	\$500	\$1,500	new
Diesel Course fee(DESL-298)	\$0	\$35	\$35	\$280	new
Medical Coding Course fee (MEDC-250)	\$0	\$30	\$30	\$240	new
Early Childhood Education Non-refundable Deposit Fee	\$0	\$36	\$36	\$540	new
Early Childhood Education Course Fee (EDUC-295)	\$0	\$25	\$25	\$200	new
EMT-B Non-refundable Deposit Fee (Charged one time upon acceptance into program)	\$0	\$100	\$100	\$2,000	new
EMT-B Entrance Fee (Charged one time upon acceptance into program)	\$0	\$520	\$520	\$10,400	new
EMT-B Course Fee (EMST101)	\$0	\$205	\$205	\$4,100	new
Medical Assistant Non-refundable deposit Fee	\$0	\$100	\$100	\$1,600	new
Medical Assistant Entrance Fee	\$0	\$150	\$150	\$2,400	new
Medical Assistant Course Fee (ALHL 203)	\$0	\$100	\$100	\$1,000	new
Medical Assistant Course Fee (ALHL 101)	\$0	\$100	\$100	\$1,600	new
Medical Assistant Course Fee (ALHL 220)	\$0	\$100	\$100	\$300	new
*Denotes name change only					

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 29, 2019**

ITEM: **Program Reviews**

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

STAFF MEMBER: Peter Soscia, Vice President of Academic Affairs

BACKGROUND:

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

Degree / Emphasis Area	Recommendation
A.A.S, Management	Continuation of the program.
C.A.S., Entrepreneurship	Continuation of the program.

BridgeValley Community and Technical College
2018-2019 Program Review

Summary

Summary Findings	Reviewer Comments
Name and Degree level of Program; Number of Hours required for graduation	<p>Management 2+2 Associate of Applied Science 60 hours is needed to graduate.</p> <p>Management (General) Associate of Applied Science 60 hours is needed to graduate.</p> <p>Entrepreneurship Associate of Applied Science 60 hours is needed to graduate.</p> <p>Occupational Specialty Associate of Applied Science 60 hours is needed to graduate.</p>
Synopses of significant findings, including findings of external reviewer(s)	Please see the "Synopses of Significant Finding" adapted from ACBSP Accreditation.
Plans for program improvement, including timeline	Please see attached "Business, Legal and Human Services Division 2017-2019 Strategic Plan".
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished	Please see attached "Opportunities for Improvement" adapted from ACBSP Accreditation.

Five year trend data on graduates and majors enrolled	Enrolled Management Majors						
	MAJOR DESCRIPTION	FALL 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	
	Management 2+2	33	41	24	28	29	
	Management/ General Option	45	38	46	44	36	
	Management / Entrepreneurship	24	16	13	17	10	
	Management / Occupational Spec	4	8	18	11	4	
	Management Graduates						
	MAJOR DESCRIPTION	2012-13	2013-14	2014-15	2015-16	2016-17	Total
	Management 2+2	1	3	1	2	3	10
Management/ General Option	5	3	3	2	1	14	
Management / Entrepreneurship	1	2	0	2	2	7	
Management / Occupational Spec	1	1	1	1	1	5	
Summary of assessment model and how results are used for program improvement	All programs are assessed annually and each class is evaluated once every five years. For details please see attached ACBSP Accreditation application.						
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees)	<p>A.A.S. in Management 2+2--100% is employed within their major. 50% of the students continued on to pursue their four year degree.</p> <p>A.A.S. in Management (General)--12 out of 20 students was employed within their major.</p> <p>A.A.S. in Entrepreneurship--17% of the students are employed in their management entrepreneurship concentration. 58% are working in management related jobs. 25% of the students are continuing on to pursue their four year degree.</p> <p>A.A.S. in Occupational Specialty-- 80% of the students are employed in their management occupational specialty. 29% of the students are continuing on to pursue their four year degree.</p>						
Recommendation	I recommend that the College keeps: A.A.S. in Management 2+2, A.A.S. in Management (General), A.A.S. in Entrepreneurship, and A.A.S. in Occupational Specialty as part of the College's major inventory since the majors are ACBSP accredited.						

Synopses of Significant Findings:

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

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

Overview and Organizational Profile for Accreditation

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

Standard 1: Leadership

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

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

All faculty evaluation documents are located on Sharepoint.

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

Standard 2: Strategic Planning

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

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

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

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

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

Standard 3: Student, Stakeholder, and Market Focus

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

Standard 4: Measurement, Analysis, and Knowledge Management

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

Standard 5: Faculty and Staff Focus

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

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

Standard 6: Process Management

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

ACBSP – Opportunities for Improvement

Overview and Organizational Profile for Accreditation

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

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

Standard 1: Leadership

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

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

Criterion 2.4 Facilities

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

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

Criterion 3.2 Stakeholder Satisfaction

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

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

Business, Legal, and Human Services Division Goals and Strategic Plan

2017 - 2019

BridgeValley Strategic Plan Goals

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

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

MISSION

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

Business, Legal, and Human Services Goals

GOAL ONE: STUDENT SUCCESS	GOAL TWO: DIVISION SUCCESS & SUSTAINABILITY	GOAL THREE: COMMUNITY & INDUSTRY ENGAGEMENT
<p>Objective 1.3: Increase Retention rates a minimum of 5% per year</p> <p>Objective 1.4: Increase the number of graduates in certificate and associate degree programs 5% per year</p> <p>Priorities (BP):</p> <p>BP1 Maintain a safe, secure, modern, and positive learning environment</p> <p>BP2 Deliver demand driven programs and curriculum utilizing emerging technologies</p> <p>BP3 Assess effectiveness and continuous improvement through data collection and accreditation, and program review processes</p> <p>BP4 Provide students with real-world industry application of skills by incorporating a partnership with industry into coursework within their programs</p> <p>BP5 Continue to support and promote student organization membership to students</p> <p>BP6 Incorporate cutting-edge technology in classrooms</p> <p>BP7 Attract, retain and develop quality faculty who demonstrate excellence in teaching</p> <p>BP8 Attract, retain and develop high achieving students</p> <ul style="list-style-type: none"> • Attract high achieving students • Provide opportunities for development to students • Implement a marketing plan for student recruitment 	<p>Objective 2.1: Increase headcount by 5% annually</p> <p>Objective 2.2: Increase FTE by 3% annually</p> <p>Objective 2.3: Increase external revenue by 10% annually</p> <p>Priorities (BP)</p> <p>BP9 Explore new associate and certificate degrees to meet needs of industry</p> <p>BP10 Continuously assess the programmatic needs of each campus to ensure cost-effective offerings of business programs</p> <p>BP11 Obtain separate national accreditation for programs</p> <p>BP12 Leverage technology to teach multi-campus courses</p> <p>BP13 Develop partnerships and cooperative agreements with universities and colleges</p> <p>BP14 Attract, retain and develop quality faculty who demonstrate excellence in teaching</p> <ul style="list-style-type: none"> • Provide quality working conditions for faculty • Continued support for adjuncts • Fill vacancies within the Business Studies Division • Strengthen and support funding for the division • Apply/Utilize grant opportunities for additional resources • Ensure maximum utilization of programmatic fees to benefit the division <p>BP15 Expand online course offerings</p> <p>BP16 Increase online courses by 5% within each department</p> <ul style="list-style-type: none"> • Explore the feasibility of offering an associate degree that would be delivered completely online and/alternative scheduling methods. • Increase enrollments through program and market development • Expand program marketing to reach a broader spectrum of students • Enhance and expand program and course offerings 	<p>Objective 3.1: Increase business/industry contacts by 10% per year</p> <p>Objective 3.2: Increase participation in community service and civic engagement by 10% per year</p> <p>Priorities (BP)</p> <p>BP18 Develop partnerships and cooperative agreements with universities and colleges</p> <p>BP19 Promote the college to community and industry through effective recruiting, marketing, branding, and events</p> <p>BP20 Keep Advisory Committees Active and engaged in programs</p> <p>BP21 Incorporate industry involvement for real life experiences and application in student coursework</p> <p>BP22 Utilization of Division website</p> <p>BP23 Utilize student organizations to engage students in community service and industry involvement with the college</p> <p>BP24 Increase collaboration and engagement with the business and education communities</p> <ul style="list-style-type: none"> • Partner with area businesses • Partner with area educators

**Three-Year Strategic Plan for Program Development, Technology, and Personnel
Academic Years 2017-2019**

PROGRAM DEVELOPMENT						
Academic Year	Strategy / Action Plan	Target Date	Cost Consideration	Priorities	Action Taken	20
2016- 2017	Explore the feasibility of AAS in Brewing Operations	01/2017	N/A	BP9 BP1 BP2 BP4 P6	In progress.	
	Explore the feasibility of CAS in Baking & Pastry Arts <ul style="list-style-type: none"> Apply for Program Development Grant for CAS in Baking & pastry Arts 	01/2017	N/A	BP9 BP1 BP2 BP4 P6	Grant was applied for in 12/2016 and declined in 01/2017. The college should explore additional offerings in Montgomery as resources such as a kitchen may make the program more cost effective and feasible.	
	Incorporate entrepreneurship courses into out of division degrees (i.e.: Diesel, welding, etc.) <ul style="list-style-type: none"> Strategy to increase course enrollment and support viability of AAS in Management-Entrepreneurship concentration 	01/2017	No Cost Impact			
	Explore the feasibility of AAS in Forensic Science <ul style="list-style-type: none"> Apply for Program Development Grant for AAS in Forensic Science 	01/2017	N/A	BP9 BP1 BP2 P6 BP4	Grant applied for in 12/2016 and declined in 01/2017. The college should continue to explore this degree offering. Plans for request in personnel section.	
	Implement AAS in Forensic Science Program	09/2017	*Personnel and Tech Plan		BP9 BP1 BP4 P6	
2017- 2018	Continued Increase in AAS in Healthcare Management FTE enrollment by 10%	05/2018	N/A	BP9 BP16		
	Healthcare Management: addition of 100% online cohort on alternate semester as onsite cohort. Increase program FTE enrollment by 30%.	01/2018	Two additional adjuncts needed \$7,200 a year.	BP12 BP16		
	Teach out Gerontology curriculum utilizing adjuncts	12/2017	*Personnel plan			

PERSONNEL

Academic Year	Strategy / Action Plan with Business Case	Target Date	Cost Consideration	Priorities	Action Taken																																			
2016 -2017	<p>Replace AAS in Paralegal Studies Faculty Position</p> <ul style="list-style-type: none"> Enrollment Supports Continuation/Replacement: This position is the only faculty position for providing this program. Money generated from enrollment exceeds expenses, including overhead. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="7" style="text-align: center;">HEADCOUNT ENROLLMENT</th> </tr> <tr> <th style="text-align: center;">MAJOR DESCRIPTION</th> <th style="text-align: center;">Spring 2014</th> <th style="text-align: center;">Fall 2014</th> <th style="text-align: center;">Spring 2015</th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Spring 2016</th> <th style="text-align: center;">Fall 2016</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Paralegal Studies-AAS</td> <td style="text-align: center;">34</td> <td style="text-align: center;">42</td> <td style="text-align: center;">36</td> <td style="text-align: center;">32</td> <td style="text-align: center;">32</td> <td style="text-align: center;">33</td> </tr> <tr> <td style="text-align: center;">Paralegal Studies-AAS</td> <td colspan="6" style="text-align: center;">FTE ENROLLMENT</td> </tr> <tr> <td style="text-align: center;">Paralegal Studies-AAS</td> <td style="text-align: center;">27.6</td> <td style="text-align: center;">32.13</td> <td style="text-align: center;">29.07</td> <td style="text-align: center;">23.4</td> <td style="text-align: center;">26.93</td> <td style="text-align: center;">23.9</td> </tr> </tbody> </table> <p>Hire CAS in Pastry Faculty Program Coordinator</p> <ul style="list-style-type: none"> Pending Program Development Grant Approval If not granted, pending Montgomery campus plans 	HEADCOUNT ENROLLMENT							MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Paralegal Studies-AAS	34	42	36	32	32	33	Paralegal Studies-AAS	FTE ENROLLMENT						Paralegal Studies-AAS	27.6	32.13	29.07	23.4	26.93	23.9	08/2016	Replacement	BP7 BP8 P9 BP14	A New program Director of Paralegal Studies was hired
HEADCOUNT ENROLLMENT																																								
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016																																		
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2017-2018	<p>Hire Forensic Science Instructor – Grant report provided information to substantiate viability of program offering.</p> <p>Business Studies Faculty Member elected phased retirement. Position will be vacant end of school year</p> <ul style="list-style-type: none"> Due to enrollment review, faculty member will not be replaced at this time. When faculty member retires, four full-time faculty will remain in the business programs within the division. To ensure viability, the division will not replace this position. Enrollment will continue to be evaluated for consideration of future replacement 	05/2017	New Position: If Grant Funded \$0 If Institutionally Funded \$43,750.00 (Salary and Benefits)	BP7 BP8 P9 BP14																																				
	<p>Hire Forensic Science Instructor – Grant report provided information to substantiate viability of program offering.</p>	08/2017	New Position: \$50,000.00																																					
	<p>Business Studies Faculty Member elected phased retirement. Position will be vacant end of school year</p> <ul style="list-style-type: none"> Due to enrollment review, faculty member will not be replaced at this time. When faculty member retires, four full-time faculty will remain in the business programs within the division. To ensure viability, the division will not replace this position. Enrollment will continue to be evaluated for consideration of future replacement 	08/2017	Est: Savings: \$60,000.00 Estimated prorated phased salary and benefits.	BP7 BP8 P9 BP14																																				

HEADCOUNT ENROLLMENT										
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2016	Fall 2016	Spring 2016	Fall 2016
AAS Hosp Mgmt/Hotel & Rest	11	2	1	0	0	0	0	0	0	0
Accounting-AAS	15	24	18	21	19	19	24	24	24	24
Accounting-CAS	1	2	3	1	0	0	0	0	0	0
Accounting-T-AAS	24	15	9	16	16	15	15	15	15	15
Advertising-CAS	1	3	2	2	0	0	0	0	0	0
Banking and Finance-CAS	0	0	0	2	1	1	1	1	1	1
Bus Adm'n / Management	1	1	0	0	0	0	0	0	0	0
Bus Tech/Bus Super Emp/ A.S.	13	1	1	0	0	0	0	0	0	0
Business Tech/Acc Emp/ A.S.	5	0	1	0	0	0	0	0	0	0
Entrepreneurship CAS	3	0	0	2	7	2	2	2	2	2
Finance-AAS	0	4	5	1	2	0	0	0	0	0
Finance-Banking Conc-AAS	8	4	2	3	1	3	3	3	3	3
Finance-T-AAS	9	6	5	5	4	5	4	5	4	5
Marketing-AAS	11	10	8	8	6	10	10	10	10	10
Marketing-T-AAS	7	3	2	2	2	3	3	3	3	3
Mgmt-AAS	6	28	21	22	19	23	23	23	23	23
Mgmt-T-AAS	17	22	16	8	10	18	18	18	18	18
Mgmt: Entrepreneur Conc-AAS	9	7	4	9	7	10	10	10	10	10
Mgmt: Occupation Spec Conc-AAS	3	5	7	11	7	4	4	4	4	4
Sales-CAS	0	1	0	0	0	0	0	0	0	0
Total	244	198	105	119	101	118				

FTE ENROLLMENT										
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2016	Fall 2016	Spring 2016	Fall 2016
AAS Hosp Mgmt/Hotel & Rest	7.87	1.67	0.6	0	0	0	0	0	0	0
Accounting-AAS	9.6	17.67	14.47	17.4	13.8	16.33	16.33	16.33	16.33	16.33
Accounting-CAS	0.4	1.07	1.67	0.4	0	0	0	0	0	0
Accounting-T-AAS	16.94	9.13	6	12.5	11.4	11.67	11.67	11.67	11.67	11.67
Advertising-CAS	1	2.8	1.2	1	0	0	0	0	0	0
Banking and Finance CAS	1.4	0	0	1.87	1.27	0.4	0.4	0.4	0.4	0.4
Bus Adm'n / Management	0.8	0.6	0	0	0	0	0	0	0	0
Bus Tech/Bus Super Emp/ A.S.	12.13	1.13	0.4	0	0	0	0	0	0	0
Business Tech/Acc Emp/ A.S.	4.4	0	0.99	0	0	0	0	0	0	0
Entrepreneurship, AS	2.27	0	0	1.27	0	0	0	0	0	0
Finance-AAS	0	2.99	3.4	1.2	1.67	0	0	0	0	0
Finance-Banking Conc-AAS	6	2.67	1	2.2	0.87	2.27	2.27	2.27	2.27	2.27
Finance-T-AAS	5.2	3.99	3.27	3.87	2.53	3.07	3.07	3.07	3.07	3.07
Marketing-AAS	8	7.6	6.47	5.87	4.4	8.4	8.4	8.4	8.4	8.4
Marketing-T-AAS	5.47	2.73	1.67	1.47	1.4	2.4	2.4	2.4	2.4	2.4
Mgmt-AAS	5.73	20.99	15.73	16.3	10.93	17.2	17.2	17.2	17.2	17.2
Mgmt-T-AAS	12.53	14.47	10.27	5.8	7.59	12.87	12.87	12.87	12.87	12.87
Mgmt: Entrepreneur Conc-AAS	6.6	6.2	3.13	6.27	5.67	7.99	7.99	7.99	7.99	7.99
Mgmt: Occupation Spec Conc-AAS	3.2	3.73	5.38	8.4	5.13	3	3	3	3	3
Sales-CAS	0.2	0.87	0	0	0	0	0	0	0	0
Total	98.6	66.1	51.2	52.7	66.6	85.94				

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

Absorb CAS in Medical Coding Faculty Position Previously Grant Funded

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

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

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

08/2017	Cost Savings Estimate: \$56,250.00	BP7	
08/2017	Prior Funding by Grant-Est Cost: \$43,750.00	BP8	
08/2017	Estimated Cost: \$50,000 (Salary and Benefits)	BP9	
08/2017		BP14	

- Advisory Board and community members support program as both two year degree for employment and pathway to four year degree
- Savings in other areas of two faculty positions (Gerontology and phased business faculty member) would provide saved monies to fund new position and program.

Absorb AAS in Healthcare Management Position previously grant funded

- Program enrollment supports continuation of program. Additionally, post audit review will provide case for continuation.

HEADCOUNT ENROLLMENT						
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Healthcare Mgmt-AAS	0	10	11	24	26	34
FTE ENROLLMENT						
Healthcare Mgmt-AAS	0	8.33	8.93	18.5	19.27	24.5

Absorb AAS in BOG faculty position (BTG Grant Funded)

08/2017
or Later

Prior BTG Grant Funded –
Estimated Cost:
\$68,785.00

BP7
BP8
P9
BP14

Hire Part-Time/Full-Time Recruiting and Retention Specialist for Division specific recruiting efforts, position previously grant funded

- This position has dramatically impacted the BLHS capability to recruit and retain students. Fall enrollment within the division increased by 8.19% after a continued decline, in a great part due to the support of this position.

08/2017

Prior Funding by Grant –
Est Cost:
\$16,553

BP7
BP8
P9
BP14

Increase of three online adjuncts for Medical Coding Program
Online Expansion per semester.

01/2018

\$10,800 yearly cost of adjuncts (However, more tuition revenue should cover this expense and generate profit)
Anticipate an increase in 10-15 students with new cohort

BP14
BP16

2018-2019

TECHNOLOGY

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

4.2 - Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

A. Describe how the business unit conducts each program evaluation (i.e, DACCUM, program review, etc.)

B. Describe faculty involvement in the program evaluation process.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e. DACCUM, program review, etc.)

The programs within the division are assessed on a yearly basis and individual courses are assessed on a five-year rotation, as noted in policy [4.2 Exhibit- Policy C-1 Program Review Revised April 2015](#) in order to satisfy requirements for ACBSP accreditation and the Higher Learning Commission. The division uses a modified version of the ACBSP model that also meets the institution's requirements for HLC accreditation. This model addresses student learning outcomes that are significant to the program areas.

Every program must undergo a 5-year program review in which the Chair of the program conducts a self-study of the program.

The program review topics include:

- The introduction: A narrative regarding the program

- Goals and Objectives: Specific to the program
- Assessment: The assessment data for the prior five consecutive years is reviewed.
- Curriculum: The degree requirements for the program are discussed.
- Faculty: The qualifications of the faculty members are discussed.
- The Enrollment and Graduates: Data is submitted indicating headcount and full-time students.
- Financial Data: The annual total expenditures for the program are discussed.
- Advisory Committee: A list of advisory committee members and minutes are included.
- Accreditation: The accreditation of the program is discussed.
- Program Review template [4.2 Program Review summary](#)
- Post Audit Review Template [4.2 Post-Audit Review](#)

The report is then submitted to the Board of Governors, and they make their recommendations for continuance, continuance with improvements, or discontinuance of a program.

B. Describe faculty involvement in the program evaluation process

The faculty members within the BridgeValley Business Division play an integral part in the program evaluation process. The faculty review the measured results for each outcome to determine whether or not they meet or exceed the desired means of assessment and criteria for success. This is completed in a team environment when a course is taught in multiple sections by multiple faculty members. The assessment results are compiled across multiple modalities and faculty members to evaluate the relative strengths and weakness of the courses across a spectrum of students, faculty members, and presentation modalities. If the results do not meet the criteria, program faculty look at options for improvement. The course is reviewed for weaknesses in presentation of the topics at hand and ideas for further strengthening these areas are generated. If the course results consistently meet the criteria, program faculty evaluate the results and determine whether or not the criteria should be modified to include more challenging material.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Data That is Collected to Assess Course and Programs

The college utilizes several methods for the assessment of the effectiveness of courses and programs. At the time of graduation, the college requests that the student fill out a graduate survey. There is a program review survey that is sent to students of individual programs every five years for assessment purposes. The college has the ability to access a clearing house to run reports based on the data collected within the state of West Virginia. BridgeValley takes part in the Community College Survey of Student Engagement (CCSSE). The general education assessment process addresses the general education outcomes of every student that graduates from the college with input from area employers in the process. The college is in the process of drafting a policy for a graduate survey at the one year post graduate mark.

BridgeValley Graduate Survey

The survey is performed in May and December each year for the students that are in each graduating class. This gives the student the opportunity to provide feedback as a graduate that is looking back on his/her educational endeavor at the college. This survey is administered and compiled through the Student Services area of the college. The Dean of Student Affairs leads this process and collects the data that is submitted.

The Graduate Survey Addresses:

- The campus attended
- The student gender
- The student age
- The students experience at BridgeValley
- The current employment status
- The student is given the opportunity to provide feedback through written comments

The task is accomplished through the use of Survey Monkey. Survey Monkey is a means of providing a survey to constituents that is completely anonymous. A survey that is provided in this manner can be accessed through any computer or electronic device. The student can feel safe that his/her response will remain completely confidential. This assures the validity of the data that is collected from these new graduates. The graduates are informed when they pick up their graduation Gallia or their Diploma from the Registrar that there is a survey to be filled out. The collect has found the students to be eager to give input. Please see the 2015 - 2016 graduate surveys

[4.2 Grad Survey Fall 2015](#)

[4.2 Grad Survey Spring 2016](#)

Program Review Graduate Survey

Every program performs a program review every 5 years on a rotating college-wide cycle. The program coordinator in conjunction with the program chair work to provide all information to the committee.

The program review graduate survey addresses

- Data on student placement
 - Number of students employed in positions related to the field of study
 - Starting salary ranges
 - Graduate and Employer satisfaction
 - Number students pursuing advanced degrees
 - Number of student surveyed and respondeants

National Student Clearing House Data

The Chief Student Systems and Institutional Research Officer has access to clearinghouse data for student tracking. The National Student Clearinghouse is the leading provider of educational reporting, data exchange, verification, and research services. There are more than 3600 participating colleges and

institutions of higher education that submit data to the Clearinghouse in the United States. The reports include enrollment and degree information. The Clearing House search can be utilized for data mining, but has not been fully integrated into the actions of the individual divisions or the college as a whole. The National Student Clearinghouse website can be found at [National Student Clearinghouse](#) .

CCSSE

BridgeValley takes part in the collection of data every three years for the Community College Survey of Student Engagement (CCSSE). The college has begun to collect data during the spring of 2017 for this endeavor. The CCSSE data that is collected addresses the Quality of Community College Education through a benchmarking process. The data can be utilized as a tool for benchmarking a community college against national norms on educational practice and performance at that level of education.

The CCSSE can be a tool to diagnose areas within the college that can be enhanced to increase the student educational experience. A college can utilize the CCSSE as a device to monitor the overall institutional effectiveness and the effects of changes within the college on the area of student engagement and success. This data is important due to its ability to provide true indicators for quality improvement within the community college system.

CCSSE Memo

New Policies

BridgeValley is in the process of writing a policy that will address the perceived need for a survey that occurs at the one year mark. The Vice President of Academic Affairs is working with the Deans of the various divisions of the college to address how an endeavor of this nature can be accomplished in the most complete and accurate manner.

The division uses the General Education Portfolio process to demonstrate mastery of student learning, in addition to nationally standardized test scores, capstone coursework, and exit interviews as primary measures of student learning.

General Education Outcomes:

- ETS Major Field Test for all business students, except paralegal and administrative professional technology students. Grids are analyzed and integrated into assessment reports. See [ETS Major Field Test Data](#).
- Paralegal students take the [Paralegal CORE Competency Exam™ \(PCCE™\)](#)
- Administrative Professional Technology students take the [Office Proficiency Assessment and Certification \(OPAC\)](#)
- Capstone courses include final exams and/or projects, internships and exit interviews.
- Independent team reviews of capstone coursework in BUSN 298: Business Studies Seminar

- Exit interview conducted in the BUSN 298/PLRS 298: Business Studies Seminar. The exit panel consists of business faculty and business community members. Capstone Course Program Assessment - Fall 2015-2016
- The division has attempted to contact employers and ask questions about the performance of recently hired graduates. The Institution does not currently have an employer satisfaction or graduate survey in place.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Program evaluation data is shared with advisory committee members and faculty seek input from committee members on ways to make improvements and/or enhancements to the programs and curriculum. For example It was recommended by program advisory committees that students in the capstone course experience a mock interview in order to prepare them for actual employment interviews. During this process data is collected about the students' overall experience while enrolled, including interaction with advisors, faculty, student activities and organizations; and other departments outside the academic area such as Student Services and the Student Success Center. See Adv Bd Minutes Combined 2015-2016, Also Division Meeting Div Mtg 2015 2016 Combined Minutes.

Program evaluation data is also shared with the Board of Governors at the time of the program's five-year review.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Improvements as a result of yearly assessments are noted in each program's report. Links to the reports are listed below:

2015-2016 Program Assessments

Accounting General

Accounting 2 + 2

APT - Executive

APT - Medical

Finance - Banking

Finance 2 + 2

Healthcare Management

Management - General

Management 2 + 2

Management - Occ. Spec.

Management - Entrepreneurship

Marketing - General

Marketing 2 + 2

Paralegal Studies

2014-2015 Program Assessments

Accounting General

Accounting 2 + 2

APT - Executive

APT - Legal

APT - Medical

Finance - Banking

Finance 2 + 2

Healthcare Management

Management - General

Management 2 + 2

Management - Occ. Spec.

Management - Entrepreneurship

Marketing - General

Marketing 2 + 2

Sources

- 2014-2015 Accounting 2+2 Assessment Report
- 2014-2015 Accounting-General Assessment Plan
- 2014-2015 Finance 2+2 Assessment Report
- 2014-2015 Finance Banking Concentration Assessment Plan
- 2014-2015 Healthcare Management Assessment Plan
- 2014-2015 Management 2+2 Assessment Report
- 2014-2015 Management General Assessment Report
- 2014-2015 Management-Entrepreneurship Assessment Report
- 2014-2015 Management-Occ Spec Assessment Report
- 2014-2015 Marketing 2+2 Assessment Report
- 2014-2015 Paralegal Studies Program Assessment Plan Results
- 2015 - 2016 Final Assessment Report AAS Marketing
- 2015 - 2016 Final Assessment Report AAS Marketing 2+2
- 2015-2016 APT Executive Assessment Report
- 2015-2016 APT Medical Assessment Report
- 2015-2016 HMG T Assessment Report
- 2015-2016 Management 2+2 Assessment Report
- 2015-2016 Management General Assessment Report

- 2015-2016 Management-Entrepreneurship Assessment Report
- 2015-2016 Management-Occ Spec Assessment Report
- 2015-2016 PRLS Assessment Report
- 2016 Assessment Plan - AAS Accounting 2+2
- 2016 Assessment Plan - AAS Accounting-General
- 2016 Assessment Plan - AAS Finance 2+2
- 2016 Assessment Plan - AAS Finance Banking Concentration
- 4.2 Exhibit- Policy C-1 Program Review Revised April 2015
- 4.2 Grad Survey Fall_2015
- 4.2 Grad Survey Spring_2016
- 4.2 Post-Audit Review
- 4.2 Program Review summary
- AAS in APT Executive Plan and Report - Academic Year 2013-2014
- AAS in APT Legal Plan and Report - Academic Year 2013-2014
- AAS in APT Medical Plan and Report - Academic Year 2013-2014
- Adv Bd Minutes Combined 2015-2016
- Capstone Course Program Assessment - Fall 2015-2016
- CCSSE Memo
- Div Mtg 2015 2016 Combined Minutes
- ETS Data
- ETS Major Field Test Data

BridgeValley Community and Technical College
2018-2019 Program Review
Summary

Summary Findings	Reviewer Comments																										
Name and Degree level of Program; Number of Hours required for graduation	Entrepreneurship Certificate of Applied Science 30 hours is needed to graduate.																										
Synopses of significant findings, including findings of external reviewer(s)	Please see the "Synopses of Significant Finding" adapted from ACBSP Accreditation.																										
Plans for program improvement , including timeline	Please see attached "Business, Legal and Human Services Division 2017-2019 Strategic Plan".																										
Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or	Please see attached "Opportunities for Improvement" adapted from ACBSP Accreditation.																										
Five year trend data on graduates and majors enrolled	<p>CAS Entrepreneurship Majors</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">MAJOR DESCRIPTION</th> <th>FALL 2013</th> <th>Fall 2014</th> <th>Fall 2015</th> <th>Fall 2016</th> <th>Fall 2017</th> </tr> </thead> <tbody> <tr> <td>Management / Entrepreneurship</td> <td>2</td> <td>0</td> <td>2</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>CAS Entrepreneurship Graduates</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="text-align: left;">MAJOR DESCRIPTION</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> <th>2015-16</th> <th>2016-17</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Management / Entrepreneurship CAS</td> <td>6</td> <td>5</td> <td>0</td> <td>1</td> <td>1</td> <td>13</td> </tr> </tbody> </table>	MAJOR DESCRIPTION	FALL 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Management / Entrepreneurship	2	0	2	2	4	MAJOR DESCRIPTION	2012-13	2013-14	2014-15	2015-16	2016-17	Total	Management / Entrepreneurship CAS	6	5	0	1	1	13
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Management / Entrepreneurship CAS	6	5	0	1	1	13																					

Summary of assessment model and how results are used for program improvement	The CAS is assessed at the course level once every five years. For details please see attached ACBSP Accreditation application.
Data on student placement (for example, number of students employed in positions related to the field of study or pursuing advanced degrees	C.A.S. in Entrepreneurship--17% of the students are employed in their management entrepreneurship concentration. 58% are working in management related jobs. 25% of the students are continuing on to pursue their four year degree.
Recommendation	I recommend that the College keeps: C.A.S. in Entrepreneurship, and as part of the College's major inventory since those that graduate with an A.A.S. in Management Entrepreneurship Concentration also earns the CAS in Entrepreneurship. Furthermore, the courses within the CAS can all be offered online.

Synopses of Significant Findings:

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

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

Overview and Organizational Profile for Accreditation

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

Standard 1: Leadership

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

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

All faculty evaluation documents are located on Sharepoint.

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

Standard 2: Strategic Planning

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

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

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

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

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

Standard 3: Student, Stakeholder, and Market Focus

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

Standard 4: Measurement, Analysis, and Knowledge Management

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

Standard 5: Faculty and Staff Focus

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

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

Standard 6: Process Management

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

ACBSP – Opportunities for Improvement

Overview and Organizational Profile for Accreditation

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

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

Standard 1: Leadership

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

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

Criterion 2.4 Facilities

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

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

Criterion 3.2 Stakeholder Satisfaction

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

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

Bridge Valley Strategic Plan Goals

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

Business, Legal, and Human Services Division VISION

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

MISSION

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

Business, Legal, and Human Services Goals

GOAL ONE: STUDENT SUCCESS	GOAL TWO: DIVISION SUCCESS & SUSTAINABILITY	GOAL THREE: COMMUNITY & INDUSTRY ENGAGEMENT
<p>Objective 1.3: Increase Retention rates a minimum of 5% per year</p> <p>Objective 1.4: Increase the number of graduates in certificate and associate degree programs 5% per year</p> <p>Priorities (BPI):</p> <p>BP1 Maintain a safe, secure, modern, and positive learning environment</p> <p>BP2 Deliver demand driven programs and curriculum utilizing emerging technologies</p> <p>BP3 Assess effectiveness and continuous improvement through data collection and accreditation, and program review processes</p> <p>BP4 Provide students with real-world industry application of skills by incorporating a partnership with industry into coursework within their programs</p> <p>BP5 Continue to support and promote student organization membership to students</p> <p>BP6 Incorporate cutting-edge technology in classrooms</p> <p>BP7 Attract, retain and develop quality faculty who demonstrate excellence in teaching</p> <p>BP8 Attract, retain and develop high achieving students</p> <ul style="list-style-type: none"> • Attract high achieving students • Provide opportunities for development to students • Implement a marketing plan for student recruitment 	<p>Objective 2.1: Increase headcount by 5% annually</p> <p>Objective 2.2: Increase FTE by 3% annually</p> <p>Objective 2.3: Increase external revenue by 10% annually</p> <p>Priorities (BP)</p> <p>BP9 Explore new associate and certificate degrees to meet needs of industry</p> <p>BP10 Continuously assess the programmatic needs of each campus to ensure cost-effective offerings of business programs</p> <p>BP11 Obtain separate national accreditation for programs</p> <p>BP12 Leverage technology to teach multi-campus courses</p> <p>BP13 Develop partnerships and cooperative agreements with universities and colleges</p> <p>BP14 Attract, retain and develop quality faculty who demonstrate excellence in teaching</p> <ul style="list-style-type: none"> • Provide quality working conditions for faculty • Continued support for adjuncts • Fill vacancies within the Business Studies Division • Strengthen and support funding for the division • Apply/utilize grant opportunities for additional resources <p>BP15 Ensure maximum utilization of programmatic fees to benefit the division</p> <p>BP16 Expand online course offerings</p> <ul style="list-style-type: none"> • Increase online courses by 5% within each department • Explore the feasibility of offering an associate degree that would be delivered completely online and/ alternative scheduling methods. • Increase enrollments through program and market development • Expand program marketing to reach a broader spectrum of students • Enhance and expand program and course offerings 	<p>Objective 3.1: Increase business/industry contacts by 10% per year</p> <p>Objective 3.2: Increase participation in community service and civic engagement by 10% per year</p> <p>Priorities (BP)</p> <p>BP18 Develop partnerships and cooperative agreements with universities and colleges</p> <p>BP19 Promote the college to community and industry through effective recruiting, marketing, branding, and events</p> <p>BP20 Keep Advisory Committees Active and engaged in programs</p> <p>BP21 Incorporate industry involvement for real life experiences and application in student coursework</p> <p>BP22 Utilization of Division website</p> <p>BP23 Utilize student organizations to engage students in community service and industry involvement with the college</p> <p>BP24 Increase collaboration and engagement with the business and education communities</p> <ul style="list-style-type: none"> • Partner with area businesses • Partner with area educators

**Three-Year Strategic Plan for Program Development, Technology, and Personnel
Academic Years 2017-2019**

PROGRAM DEVELOPMENT

Academic Year	Strategy / Action Plan	Target Date	Cost Consideration	Priorities	Action Taken
2016- 2017	Explore the feasibility of AAS in Brewing Operations	01/2017	N/A	BP9 BP1 BP2 BP4 P6	In progress.
	Explore the feasibility of CAS in Baking & Pastry Arts <ul style="list-style-type: none"> • Apply for Program Development Grant for CAS in Baking & Pastry Arts 	01/2017	N/A	BP9 BP1 BP2 BP4 P6	Grant was applied for in 12/2016 and declined in 01/2017. The college should explore additional offerings in Montgomery as resources such as a kitchen may make the program more cost effective and feasible.
	Incorporate entrepreneurship courses into out of division degrees (i.e.: Diesel, welding, etc.) <ul style="list-style-type: none"> • Strategy to increase course enrollment and support viability of AAS in Management-Entrepreneurship concentration 	01/2017	No Cost Impact		
	Explore the feasibility of AAS in Forensic Science <ul style="list-style-type: none"> • Apply for Program Development Grant for AAS in Forensic Science 	01/2017	N/A	BP9 BP1 BP2 P6 BP4	Grant applied for in 12/2016 and declined in 01/2017. The college should continue to explore this degree offering. Plans for request in personnel section.
2017- 2018	Implement AAS in Forensic Science Program	09/2017	*Personnel and Tech Plan	BP9 BP1 BP4 P6	
	Continued Increase in AAS in Healthcare Management FTE enrollment by 10%	05/2018	N/A	BP9 BP16	
	Healthcare Management: addition of 100% online cohort on alternate semester as onsite cohort. Increase program FTE enrollment by 30%.	01/2018	Two additional adjuncts needed \$7,200 a year.	BP12 BP16	
	Teach out Gerontology curriculum utilizing adjuncts	12/2017	*Personnel plan		

PERSONNEL

Academic Year	Strategy / Action Plan with Business Case	Target Date	Cost Consideration	Priorities	Action Taken																																			
2016 -2017	<p>Replace AAS in Paralegal Studies Faculty Position</p> <ul style="list-style-type: none"> Enrollment Supports Continuation/Replacement: This position is the only faculty position for providing this program. Money generated from enrollment exceeds expenses, including overhead. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="7" style="text-align: center;">HEADCOUNT ENROLLMENT</th> </tr> <tr> <th style="text-align: center;">MAJOR DESCRIPTION</th> <th style="text-align: center;">Spring 2014</th> <th style="text-align: center;">Fall 2014</th> <th style="text-align: center;">Spring 2015</th> <th style="text-align: center;">Fall 2015</th> <th style="text-align: center;">Spring 2016</th> <th style="text-align: center;">Fall 2016</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Paralegal Studies-AAS</td> <td style="text-align: center;">34</td> <td style="text-align: center;">42</td> <td style="text-align: center;">36</td> <td style="text-align: center;">32</td> <td style="text-align: center;">32</td> <td style="text-align: center;">33</td> </tr> <tr> <td style="text-align: center;">FTE ENROLLMENT</td> <td colspan="6"></td> </tr> <tr> <td style="text-align: center;">Paralegal Studies-AAS</td> <td style="text-align: center;">27.6</td> <td style="text-align: center;">32.13</td> <td style="text-align: center;">29.07</td> <td style="text-align: center;">23.4</td> <td style="text-align: center;">26.93</td> <td style="text-align: center;">23.9</td> </tr> </tbody> </table>	HEADCOUNT ENROLLMENT							MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Paralegal Studies-AAS	34	42	36	32	32	33	FTE ENROLLMENT							Paralegal Studies-AAS	27.6	32.13	29.07	23.4	26.93	23.9	08/2016	Replacement	BP7 BP8 P9 BP14	A New program Director of Paralegal Studies was hired
HEADCOUNT ENROLLMENT																																								
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016																																		
Paralegal Studies-AAS	34	42	36	32	32	33																																		
FTE ENROLLMENT																																								
Paralegal Studies-AAS	27.6	32.13	29.07	23.4	26.93	23.9																																		
2016 -2017	<p>Hire CAS in Pastry Faculty Program Coordinator</p> <ul style="list-style-type: none"> Pending Program Development Grant Approval If not granted, pending Montgomery campus plans 	05/2017	New Position: If Grant Funded \$0 If Institutionally Funded \$43,750.00 (Salary and Benefits)	BP7 BP8 P9 BP14																																				
2017-2018	<p>Hire Forensic Science Instructor – Grant report provided information to substantiate viability of program offering.</p> <p>Business Studies Faculty Member elected phased retirement. Position will be vacant end of school year</p> <ul style="list-style-type: none"> Due to enrollment review, faculty member will not be replaced at this time. When faculty member retires, four full-time faculty will remain in the business programs within the division. To ensure viability, the division will not replace this position. Enrollment will continue to be evaluated for consideration of future replacement 	08/2017	New Position: \$50,000.00 Est: Savings: \$60,000.00 Estimated prorated phased salary and benefits.	BP7 BP8 P9 BP14																																				

MAJOR DESCRIPTION	HEADCOUNT ENROLLMENT				
	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
AAS Hosp/ Mgmt/Hotel & Rest	11	2	1	0	0
Accounting-AAS	15	24	18	21	19
Accounting-CAS	1	2	3	1	0
Accounting-T-AAS	24	15	9	16	16
Advertisin-CAS	1	3	2	2	0
Banking and Finance-CAS	0	0	0	2	1
Bus Admnh / Management	13	1	1	0	0
Bus Tech/Bus Super Emp A.S.	5	0	1	0	0
Business Tech/Act Emp A.S.	3	0	0	2	7
Entrepreneurship CAS	0	4	5	1	2
Finance-AAS	8	4	2	3	1
Finance-Banking Conc-AAS	9	6	5	5	4
Finance-T-AAS	11	10	8	8	6
Marketing-AAS	7	3	2	2	2
Marketing-T-AAS	6	28	21	22	19
Mgmt-AAS	17	22	16	8	10
Mgmt-T-AAS	9	7	4	9	7
Mgmt: Entrepreneur Conc-AAS	3	5	7	11	7
Mgmt: Occupation Spc Conc-AAS	0	1	0	0	0
Sales-CAS	144	136	105	113	101
Total	344	236	105	213	201
FTE ENROLLMENT					
AAS Hosp/ Mgmt/Hotel & Rest	7.87	1.67	0.6	0	0
Accounting-AAS	9.6	17.67	14.47	17.4	13.8
Accounting-CAS	0.4	1.07	1.67	0.4	0
Accounting-T-AAS	15.94	9.13	6	12.5	11.4
Advertisin-CAS	1	2.8	1.2	1	0
Banking and Finance CAS	1.4	0	0	1.87	1.27
Bus Admnh / Management	0.8	0.6	0	0	0
Bus Tech/Bus Super Emp A.S.	12.13	1.13	0.4	0	0
Business Tech/Act Emp A.S.	4.4	0	0.59	0	0
Entrepreneurship, AS	2.27	0	0	1.27	0
Finance-AAS	0	2.93	3.4	1.2	1.67
Finance-Banking Conc-AAS	6	2.67	1	2.2	0.87
Finance-T-AAS	5.2	3.89	3.27	3.87	2.53
Marketing-AAS	8	7.6	6.47	5.87	4.4
Marketing-T-AAS	5.47	2.73	1.67	1.47	1.4
Mgmt-AAS	5.73	20.93	15.73	16.3	10.93
Mgmt-T-AAS	12.53	14.47	10.27	5.8	7.53
Mgmt: Entrepreneur Conc-AAS	6.6	6.2	3.13	6.27	5.67
Mgmt: Occupation Spc Conc-AAS	3.2	3.73	5.33	8.4	5.13
Sales-CAS	0.2	0.87	0	0	0
Total	59.6	66.2	51.2	52.7	66.6

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

Absorb CAS in Medical Coding Faculty Position Previously Grant Funded

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

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

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

	08/2017	Cost Savings Estimate: \$56,250.00	
Based on enrollment do not replace AAS in Gerontology Faculty Position. Enrollment in program is as follows:	08/2017	Prior Funding by Grant- Est Cost: \$43,750.00	BP7 BP8 P9 BP14
Absorb CAS in Medical Coding Faculty Position Previously Grant Funded	08/2017	Estimated Cost: \$50,000 (Salary and Benefits)	BP7 BP8 P9 BP14

<ul style="list-style-type: none"> • Advisory Board and community members support program as both two year degree for employment and pathway to four year degree • Savings in other areas of two faculty positions (Gerontology and phased business faculty member) would provide saved monies to fund new position and program. 																																									
<p>Absorb AAS in Healthcare Management Position previously grant funded</p> <ul style="list-style-type: none"> • Program enrollment supports continuation of program. Additionally, post audit review will provide case for continuation. 	<table border="1"> <thead> <tr> <th colspan="7">HEADCOUNT ENROLLMENT</th> </tr> <tr> <th>MAJOR DESCRIPTION</th> <th>Spring 2014</th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2016</th> </tr> </thead> <tbody> <tr> <td>Healthcare Mgmt-AAS</td> <td>0</td> <td>10</td> <td>11</td> <td>24</td> <td>26</td> <td>34</td> </tr> <tr> <td colspan="7">FTE ENROLLMENT</td> </tr> <tr> <td>Healthcare Mgmt-AAS</td> <td>0</td> <td>8.33</td> <td>8.93</td> <td>18.5</td> <td>19.27</td> <td>24.5</td> </tr> </tbody> </table>	HEADCOUNT ENROLLMENT							MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Healthcare Mgmt-AAS	0	10	11	24	26	34	FTE ENROLLMENT							Healthcare Mgmt-AAS	0	8.33	8.93	18.5	19.27	24.5	08/2017	<p>Prior Funding by Grant – Est Cost: \$68,750.00</p>	BP7 BP8 P9 BP14		
HEADCOUNT ENROLLMENT																																									
MAJOR DESCRIPTION	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016																																			
Healthcare Mgmt-AAS	0	10	11	24	26	34																																			
FTE ENROLLMENT																																									
Healthcare Mgmt-AAS	0	8.33	8.93	18.5	19.27	24.5																																			
<p>Absorb AAS in BOG faculty position (BTG Grant Funded)</p>		08/2017 or Later	<p>Prior BTG Grant Funded – Estimated Cost: \$68,785.00</p>	BP7 BP8 P9 BP14																																					
<p>Hire Part-Time/Full-Time Recruiting and Retention Specialist for Division specific recruiting efforts, position previously grant funded</p> <ul style="list-style-type: none"> • This position has dramatically impacted the BLHS capability to recruit and retain students. Fall enrollment within the division increased by 8.19% after a continued decline, in a great part due to the support of this position. 		08/2017	<p>Prior Funding by Grant – Est Cost: \$16,553</p>	BP7 BP8 P9 BP14																																					
<p>Increase of three online adjuncts for Medical Coding Program Online Expansion per semester.</p>		01/2018	<p>\$10,800 yearly cost of adjuncts (However, more tuition revenue should cover this expense and generate profit) Anticipate an increase in 10-15 students with new cohort</p>	BP14 BP16																																					
<p>2018-2019</p>																																									

TECHNOLOGY

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

4.2 - Criterion 4.2 Program Evaluation

A systematic program evaluation (including evaluation of courses from the supporting disciplines) is required to maintain academic excellence and meet changing needs.

A. Describe how the business unit conducts each program evaluation (i.e., DACCUM, program review, etc.)

B. Describe faculty involvement in the program evaluation process.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Status: Completed | **Due Date:** Not Set

Self-Study

Assigned To

Not Assigned

Institution Response

A. Describe how the business unit conducts each program evaluation (i.e. DACCUM, program review, etc.)

The programs within the division are assessed on a yearly basis and individual courses are assessed on a five-year rotation, as noted in policy [4.2 Exhibit- Policy C-1 Program Review Revised April 2015](#) in order to satisfy requirements for ACBSP accreditation and the Higher Learning Commission. The division uses a modified version of the ACBSP model that also meets the institution's requirements for HLC accreditation. This model addresses student learning outcomes that are significant to the program areas.

Every program must undergo a 5-year program review in which the Chair of the program conducts a self-study of the program.

The program review topics include:

- The introduction: A narrative regarding the program

- Goals and Objectives: Specific to the program
- Assessment: The assessment data for the prior five consecutive years is reviewed.
- Curriculum: The degree requirements for the program are discussed.
- Faculty: The qualifications of the faculty members are discussed.
- The Enrollment and Graduates: Data is submitted indicating headcount and full-time students.
- Financial Data: The annual total expenditures for the program are discussed.
- Advisory Committee: A list of advisory committee members and minutes are included.
- Accreditation: The accreditation of the program is discussed.
- Program Review template [4.2 Program Review summary](#)
- Post Audit Review Template [4.2 Post-Audit Review](#)

The report is then submitted to the Board of Governors, and they make their recommendations for continuance, continuance with improvements, or discontinuance of a program.

B. Describe faculty involvement in the program evaluation process

The faculty members within the BridgeValley Business Division play an integral part in the program evaluation process. The faculty review the measured results for each outcome to determine whether or not they meet or exceed the desired means of assessment and criteria for success. This is completed in a team environment when a course is taught in multiple sections by multiple faculty members. The assessment results are compiled across multiple modalities and faculty members to evaluate the relative strengths and weakness of the courses across a spectrum of students, faculty members, and presentation modalities. If the results do not meet the criteria, program faculty look at options for improvement. The course is reviewed for weaknesses in presentation of the topics at hand and ideas for further strengthening these areas are generated. If the course results consistently meet the criteria, program faculty evaluate the results and determine whether or not the criteria should be modified to include more challenging material.

C. Describe what data is collected to assess the effectiveness of courses and programs to meet educational objectives of graduates (i.e., periodic surveys of graduates, transfer institutions, and/or employers of graduates).

Data That is Collected to Assess Course and Programs

The college utilizes several methods for the assessment of the effectiveness of courses and programs. At the time of graduation, the college requests that the student fill out a graduate survey. There is a program review survey that is sent to students of individual programs every five years for assessment purposes. The college has the ability to access a clearing house to run reports based on the data collected within the state of West Virginia. BridgeValley takes part in the Community College Survey of Student Engagement (CCSSE). The general education assessment process addresses the general education outcomes of every student that graduates from the college with input from area employers in the process. The college is in the process of drafting a policy for a graduate survey at the one year post graduate mark.

BridgeValley Graduate Survey

The survey is performed in May and December each year for the students that are in each graduating class. This gives the student the opportunity to provide feedback as a graduate that is looking back on his/her educational endeavor at the college. This survey is administered and compiled through the Student Services area of the college. The Dean of Student Affairs leads this process and collects the data that is submitted.

The Graduate Survey Addresses:

- The campus attended
- The student gender
- The student age
- The students experience at BridgeValley
- The current employment status
- The student is given the opportunity to provide feedback through written comments

The task is accomplished through the use of Survey Monkey. Survey Monkey is a means of providing a survey to constituents that is completely anonymous. A survey that is provided in this manner can be accessed through any computer or electronic device. The student can feel safe that his/her response will remain completely confidential. This assures the validity of the data that is collected from these new graduates. The graduates are informed when they pick up their graduation Gallia or their Diploma from the Registrar that there is a survey to be filled out. The collect has found the students to be eager to give input. Please see the 2015 - 2016 graduate surveys

[4.2 Grad Survey Fall 2015](#)

[4.2 Grad Survey Spring 2016](#)

Program Review Graduate Survey

Every program performs a program review every 5 years on a rotating college-wide cycle. The program coordinator in conjunction with the program chair work to provide all information to the committee.

The program review graduate survey addresses

- Data on student placement
 - Number of students employed in positions related to the field of study
 - Starting salary ranges
 - Graduate and Employer satisfaction
 - Number students pursuing advanced degrees
 - Number of student surveyed and respondeants

National Student Clearing House Data

The Chief Student Systems and Institutional Research Officer has access to clearinghouse data for student tracking. The National Student Clearinghouse is the leading provider of educational reporting, data exchange, verification, and research services. There are more than 3600 participating colleges and

institutions of higher education that submit data to the Clearinghouse in the United States. The reports include enrollment and degree information. The Clearing House search can be utilized for data mining, but has not been fully integrated into the actions of the individual divisions or the college as a whole. The National Student Clearinghouse website can be found at [National Student Clearinghouse](#) .

CCSSE

BridgeValley takes part in the collection of data every three years for the Community College Survey of Student Engagement (CCSSE). The college has begun to collect data during the spring of 2017 for this endeavor. The CCSSE data that is collected addresses the Quality of Community College Education through a benchmarking process. The data can be utilized as a tool for benchmarking a community college against national norms on educational practice and performance at that level of education.

The CCSSE can be a tool to diagnose areas within the college that can be enhanced to increase the student educational experience. A college can utilize the CCSSE as a device to monitor the overall institutional effectiveness and the effects of changes within the college on the area of student engagement and success. This data is important due to its ability to provide true indicators for quality improvement within the community college system.

CCSSE Memo

New Policies

BridgeValley is in the process of writing a policy that will address the perceived need for a survey that occurs at the one year mark. The Vice President of Academic Affairs is working with the Deans of the various divisions of the college to address how an endeavor of this nature can be accomplished in the most complete and accurate manner.

The division uses the General Education Portfolio process to demonstrate mastery of student learning, in addition to nationally standardized test scores, capstone coursework, and exit interviews as primary measures of student learning.

General Education Outcomes:

- ETS Major Field Test for all business students, except paralegal and administrative professional technology students. Grids are analyzed and integrated into assessment reports. See [ETS Major Field Test Data](#).
- Paralegal students take the [Paralegal CORE Competency Exam™ \(PCCE™\)](#)
- Administrative Professional Technology students take the [Office Proficiency Assessment and Certification \(OPAC\)](#)
- Capstone courses include final exams and/or projects, internships and exit interviews.
- Independent team reviews of capstone coursework in BUSN 298: Business Studies Seminar

- Exit interview conducted in the BUSN 298/PLRS 298: Business Studies Seminar. The exit panel consists of business faculty and business community members. [Capstone Course Program Assessment - Fall 2015-2016](#)
- The division has attempted to contact employers and ask questions about the performance of recently hired graduates. The Institution does not currently have an employer satisfaction or graduate survey in place.

D. Describe how program evaluation data and information is shared with internal and external stakeholders.

Program evaluation data is shared with advisory committee members and faculty seek input from committee members on ways to make improvements and/or enhancements to the programs and curriculum. For example It was recommended by program advisory committees that students in the capstone course experience a mock interview in order to prepare them for actual employment interviews. During this process data is collected about the students' overall experience while enrolled, including interaction with advisors, faculty, student activities and organizations; and other departments outside the academic area such as Student Services and the Student Success Center. See [Adv Bd Minutes Combined 2015-2016](#), Also Division Meeting [Div Mtg 2015 2016 Combined Minutes](#).

Program evaluation data is also shared with the Board of Governors at the time of the program's five-year review.

E. Describe the improvements that have been implemented as a result of the program evaluation.

Improvements as a result of yearly assessments are noted in each program's report. Links to the reports are listed below:

2015-2016 Program Assessments

[Accounting General](#)

[Accounting 2 + 2](#)

[APT - Executive](#)

[APT - Medical](#)

[Finance - Banking](#)

[Finance 2 + 2](#)

[Healthcare Management](#)

Management - General

Management 2 + 2

Management - Occ. Spec.

Management - Entrepreneurship

Marketing - General

Marketing 2 + 2

Paralegal Studies

2014-2015 Program Assessments

Accounting General

Accounting 2 + 2

APT - Executive

APT - Legal

APT - Medical

Finance - Banking

Finance 2 + 2

Healthcare Management

Management - General

Management 2 + 2

Management - Occ. Spec.

Management - Entrepreneurship

Marketing - General

Marketing 2 + 2

Sources

- 2014-2015 Accounting 2+2 Assessment Report
- 2014-2015 Accounting-General Assessment Plan
- 2014-2015 Finance 2+2 Assessment Report
- 2014-2015 Finance Banking Concentration Assessment Plan
- 2014-2015 Healthcare Management Assessment Plan
- 2014-2015 Management 2+2 Assessment Report
- 2014-2015 Management General Assessment Report
- 2014-2015 Management-Entrepreneurship Assessment Report
- 2014-2015 Management-Occ Spec Assessment Report
- 2014-2015 Marketing 2+2 Assessment Report
- 2014-2015 Paralegal Studies Program Assessment Plan Results
- 2015 - 2016 Final Assessment Report AAS Marketing
- 2015 - 2016 Final Assessment Report AAS Marketing 2+2
- 2015-2016 APT Executive Assessment Report
- 2015-2016 APT Medical Assessment Report
- 2015-2016 HMGMT Assessment Report
- 2015-2016 Management 2+2 Assessment Report
- 2015-2016 Management General Assessment Report

- 2015-2016 Management-Entrepreneurship Assessment Report
- 2015-2016 Management-Occ Spec Assessment Report
- 2015-2016 PRLS Assessment Report
- 2016 Assessment Plan - AAS Accounting 2+2
- 2016 Assessment Plan - AAS Accounting-General
- 2016 Assessment Plan - AAS Finance 2+2
- 2016 Assessment Plan - AAS Finance Banking Concentration
- 4.2 Exhibit- Policy C-1 Program Review Revised April 2015
- 4.2 Grad Survey Fall_2015
- 4.2 Grad Survey Spring_2016
- 4.2 Post-Audit Review
- 4.2 Program Review summary
- AAS in APT Executive Plan and Report - Academic Year 2013-2014
- AAS in APT Legal Plan and Report - Academic Year 2013-2014
- AAS in APT Medical Plan and Report - Academic Year 2013-2014
- Adv Bd Minutes Combined 2015-2016
- Capstone Course Program Assessment - Fall 2015-2016
- CCSSE Memo
- Div Mtg 2015 2016 Combined Minutes
- ETS Data
- ETS Major Field Test Data

**BOARD OF GOVERNORS
BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE
MEETING OF MARCH 29, 2019**

ITEM: **Post-Audit Reports**

RECOMMENDED RESOLUTION: Information Only

STAFF MEMBER: Peter Soscia, Vice President of Academic Affairs

BACKGROUND:

According to WVCTCS Series 11 and 37, and BOG Policy C-5, new occupational degree programs initiated at BridgeValley Community and Technical College 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
Computer Science Technology/Management Information Systems	ASC recommended acceptance of the report.	The report will be sent to the Council for review.
Computer Science Technology/Software Developer	ASC recommended acceptance of the report.	The report will be sent to the Council for review.
Computer Science Technology/Web Design	ASC recommended acceptance of the report.	The report will be sent to the Council for review.
Advanced Manufacturing Technology	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 Community and Technical College**
Program (Degree and Title): **Computer Science Technology / Management
Information System (MIS)**

I. Introduction

The MIS Concentration prepares students for entry level employment in any type of business functional area. Students will be able to design small business systems, write programs in current programming languages, design, implement and use databases and support most of the technical needs of businesses.

II. Goals and Objectives

Upon completion of the program, the student will:

- Have fundamental knowledge of the information technology field and most business functions.
- Have skills in at least one current programming language.
- Be able to design, create, maintain, use and support databases.
- Have knowledge of operating systems and basic networking technologies.
- Have skills in project management.
- Have basic understanding of the legal system and how it applies to business
- Have skills in business-related mathematics
- Have skills in composing business-related documents

III. Assessment

A. Summarize the principal elements of the departmental assessment plan. Program outcomes are assessed by a variety of means, including quizzes, unit tests, oral presentations, written reports, and final examinations. The student will also be required to submit a portfolio to fulfill general education requirements. A final project will be used to assess the students' ability to perform in the workplace after graduation along with the completion of the Computer Technology NOCTI (Job Ready Assessment Blueprint) based on national competencies as an exit exam.

B. Provide information on the following elements:

- Educational goals of the program
- The program is intended to prepare entry-level computer programmers to create or maintain programs and systems for business, industry, health care, education and government service. The curriculum is designed to train both first-time job seekers as well as those currently employed in the field who want to upgrade their knowledge and skills. Graduates should be able to transfer their knowledge of computer systems and languages to different systems as technological changes occur.

- Measures of evaluating success in achieving goals:

<i>Generalized Assessment Rubric.</i>	
90 - 100	Superior. Student work exhibits mastery of the material with few or no minor errors.
80 - 90	Above average. Student work exhibits an understanding of the material with no omissions of major points, but may have a number of minor mistakes or omissions.
70 - 80	Average. Student work exhibits an understanding of material, but may contain some significant omissions or errors.
60 - 70	Below desired performance. Student work exhibits only a partial understanding of the material and may contain a major omissions or errors.
< 60	Remedial action required. Student work indicates limited understanding of the material, with a number of omissions and significant errors.

The majority of students are meeting the program goals of the Management Information Systems program with a mean score of 75% or greater which indicates students are performing at average to above average levels. For students who do not attain a mean a score of at least 70% are provided additional attention with individual instruction and additional labs to assist the student in achieving the knowledge and skill levels needed.

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

Assessment data indicated that when assessing project performance versus test performance it was shown that students tend to struggle with the ‘divide and conquer’ technique or being assertive in their own direction without step-by-step instructions. To remedy this, every programming class has a project that we build over the course of several weeks (sometimes the entire class). This helps show the student how we can take a large, seemingly impossible problem and break it into manageable chunks that we can complete. Additionally, a Critical and Creative Thinking course (CSCT 103) was added to the curriculum. This course is taken in the first year so that the student has developed critical thinking skills and can come up with a solution to meet a requirement or goal without the need for step-by-step instructions before they take higher level programming courses. Since its implementation we have seen an average of seventy percent improvement in student performance.

IV. Curriculum

- A. Curriculum requires General Education competency as outlined in the college catalog for all Majors, as well as the submission of a General Education Portfolio. Also, an accredited exit exam from NOCTI is given to all potential graduates. Finally, all students must complete a capstone project that demonstrates the skills they learned while at BridgeValley. This project ensures that every student graduating this curriculum has a unique project for their portfolio to show potential employers.
- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as **Appendix I**.
- C. All courses are on-campus and lecture/project-based. CSCT 104 is also offered online every other semester. Occasionally, courses are offered via special arrangement and can involve class sessions over WebEX, e-mail, or some other group collaboration service.

V. Faculty

All CSCT courses are taught by Brandon Walker and Jason Spencer, who both have Master's degrees from Marshall University. Brandon Walker has a M.S. in Geobiophysical Modelling with freelance work in graphic design and software development. Jason Spencer has a M.S. in Information Systems with freelance web design and graphic design experience. Adjunct faculty have been used in the past, but since the merger, they have not been used due to their classes being moved to different programs. Faculty data sheets are attached as **Appendix II**

VI. Enrollment and Graduates

- A. Data indicating the headcount and full-time equivalency (FTE) enrollment along with the number of graduates for each year the program has been in existence has been labeled as **Appendix III**.
- B. This program had very low enrollment for the first few years of its existence. This is largely due to lack of attention because of other major issues with the program. These issues have since been resolved. This can be seen in the enrollment data. The program is starting to see a slight uptick in the enrollment numbers. As of this report, there has only been two MIS graduates. One is working in Los Angeles for PwC doing IT work. The other has not contacted us.
- C. This program has an official 2+2 with West Virginia State and Marshall University. There is no information on student transfers to either college from the MIS program. However, several students currently enrolled have expressed their desire to do so.

VII. Financial

- A. This program operates under the Computer and Information Technology budget leveraging courses taught by current Computer Science Faculty, Business Faculty, and General Education Faculty. Other than the computer labs needed to provide lab time, no additional funds have been required. We also use MySQL, PHP, Python, PowerShell, Notepad++, and Visual Studio software in our classes, all of which are free and have free versions for students. Microsoft Office software is required for the Technical Apps for Microsoft Office class (CSCT104) which include a demo version for the student to use for ninety-days. Most computer labs have this software already installed on lab computers.
- B. Future funding may be required if it is decided that we should be teaching a technology that may not be available for free. There are many technologies that could be taught, if there is local demand for it.

VIII. Advisory Committee

William Taylor:

Senior Technical Analyst - Columbia Pipeline Group
wtaylor@nisource.com

Michael Taylor:

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Gary Sims

Chief Financial Officer- Advanced Technical Solutions, LLC
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Brian Sims

Advanced Technical Solutions
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Advisements:

Upon advisory committee recommendation which meets yearly in the spring, the Database class was changed to heavily involve the use of MySQL instead of using Access the semester. It was also recommended that the Introduction to Web Design course be separated into a 2-hr component and a 1-hr WordPress component to be utilized in other majors that only required WordPress.

IX. Accreditation

No major accreditation body for MIS is used.

Appendix I
Curriculum

Course Number	Course Name	Credit Hours
CSCT 101	Introduction to Programming	3
CSCT 210	Fundamentals of Operating Systems	3
CSCT 244	Data Communications and Networking	3
CSCT 260	Visual Basic .NET I	2
CSCT 282	System Analysis & Design	1
INFT 280	Intro to Database Systems	3
INFT 290	Project Management	3
ACCT 215	Financial Accounting	3
ATEC 115	Fundamentals of Business Computer Apps	3
BIOL 101	Principles of Biology	3
BIOL 102	Principles of Biology Lab	3
BUSN 201	Business Law I	3
BUSN 230	Business Communication and Ethics	3
BUSN 296	Business Statistics	3
ECON 201	Principles of Macroeconomics	3
ENGL 101	English Composition I	3
ENGL 102	English Composition II	3
GNST 102	First Year Experience	1
HUMN 101	Introduction to Humanities	3
MATH 130	College Algebra	3
MGMT 202	Principles of Management	3
Free Elective		2

Appendix II
Faculty Data Sheets

Faculty Data

Name: **Brandon Walker**Rank: **Assistant Professor**

Check one:

Full-time Part-time Adjunct Graduate Asst. Highest Degree Earned: **M.S.**Date Degree Received: **2009**Conferred by: **Marshall University**Area of Specialization**Bachelors: Integrated Science & Technology****Masters: Geobiophysical modeling**

Professional registration/licensure

n/a

Yrs of employment at present institution

8

Yrs of employment in higher education

8

Yrs of related experience outside higher education

5

Non-teaching experience

5

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 101 Intro to Programming	23
	CSCT 210 Fundamentals of Operating Systems	11
	CSCT 212 Algorithms	8
	CSCT 237 PHP Programming	9
	CSCT 290 Computer Science Capstone	4
2016 / Fall	CSCT 101 Intro to Programming	13
	CSCT 103 Critical & Creative Thinking	12
	CSCT 262 C# Programming I	9
	CSCT 290 Computer Science Capstone	4
	CSCT 299 Special Topics in CSCT	1

	INFT 280 Intro to Database Systems (2 sections)	32
2016 / Spring	CSCT 101 Intro to Programming	14
	CSCT 103 Critical & Creative Thinking	10
	CSCT 210 Fundamentals of Operating Systems	18
	CSCT 212 Algorithms	12
	CSCT 237 PHP Programming	17
	CSCT 290 Computer Science Capstone	5
	INFT 280 Intro to Database Systems	8
2015 / Fall	CSCT 101 Intro to Programming	16
	CSCT 103 Critical & Creative Thinking	20
	CSCT 210 Fundamentals of Operating Systems	3
	CSCT 262 C# Programming I	14
	CSCT 299 Special Topics in CSCT	7
	CSCT 280 Database Management Systems	16

Faculty Data

Name: **Jason Spencer**

Rank: **Instructor**

Check one:

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

Highest Degree Earned: **M.S.**

Date Degree Received: **May 2013**

Conferred by: **Marshall University**

Area of Specialization

Bachelors: Computer Science

Masters: Information Systems

Professional registration/licensure	n/a
Yrs of employment at present institution	5
Yrs of employment in higher education	5
Yrs of related experience outside higher education	1
Non-teaching experience	1

Note: 3 Semesters as an Adjunct Prior to Full-time status.

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 104 (Online): Tech Apps	23
	CSCT 130: Intro to Web Design	20
	CSCT 131: Content Management Systems	18
	CSCT 244: Data Comm. & Networking	21
	CSCT 282: Systems Analysis	6
	ISST 252: Network Security	4
2016 / Fall	CSCT 104 (Online): Tech Apps	12
	CSCT 104 (On Campus): Tech Apps	7
	CSCT 130: Intro to Web Design	13
	CSCT 131: Content Management Systems	12
	CSCT 232: Systems Analysis	11

	CSCT 234: JavaScript I	13
2016 / Spring	CSCT 104 (Online): Tech Apps	19
	CSCT 130: Intro to Web Design	15
	CSCT 131: Content Management Systems	16
	CSCT 244: Data Comm. & Networking	19
	CSCT 282: Systems Analysis	13
	ISST 252: Network Security	5
2015 / Fall	CSCT 104 (Online): Tech Apps	28
	CSCT 130: Intro to Web Design	14
	CSCT 131: Content Management Systems	12
	CSCT 218: PowerShell Scripting	17
	CSCT 234: JavaScript I	7
	ISST 250: Security Fundamentals	13

Appendix III
Enrollment and Graduation Data

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): **Computer Science Technology / Software Developer**

I. Introduction

The curriculum is intended to prepare entry-level computer programmers to create or maintain programs and systems for business, industry, health care, education and government service. The curriculum is designed to train both first-time job seekers as well as those currently employed in the field who want to upgrade their knowledge and skills. Graduates should be able to transfer their knowledge of computer systems and languages to different systems as technological changes occur.

II. Goals and Objectives

Upon completion of the program, the student will:

- Have a thorough understanding of computer hardware and software principles and functions.
- Have a detailed understanding of the fundamentals of computer programming and knowledge of multiple current programming languages.
- Have knowledge of the client-server model for program design and implementation.
- Have knowledge of object-oriented programming techniques.
- Be knowledgeable of all phases of the systems development life cycle (SDLC).
- Be able to design, create, implement, use and support databases.
- Be familiar with current networking models and network operating systems.

III. Assessment

A. Summarize the principal elements of the departmental assessment plan.

Program outcomes are assessed by a variety of means, including quizzes, unit tests, oral presentations, written reports, and final examinations. The student will also be required to submit a portfolio to fulfill general education requirements. A final project will be used to assess the students' ability to perform in the workplace after graduation along with the completion of the Computer Programming NOCTI (Job Ready Assessment Blueprint) based on national competencies as an exit exam.

B. Provide information on the following elements:

- Educational goals of the program
The program is intended to prepare entry-level computer programmers to create or maintain programs and systems for business, industry, health care, education and government service. The curriculum is designed to train both first-time job seekers as well as those currently employed in the field who want to upgrade their knowledge and skills. Graduates should be able to transfer their knowledge of computer systems and languages to different systems as technological changes occur.
- Measures of evaluating success in achieving goals:

<i>Generalized Assessment Rubric.</i>	
90 - 100	Superior. Student work exhibits mastery of the material with few or no minor errors.
80 - 90	Above average. Student work exhibits an understanding of the material with no omissions of major points, but may have a number of minor mistakes or omissions.
70 - 80	Average. Student work exhibits an understanding of material, but may contain some significant omissions or errors.
60 - 70	Below desired performance. Student work exhibits only a partial understanding of the material and may contain a major omissions or errors.
< 60	Remedial action required. Student work indicates limited understanding of the material, with a number of omissions and significant errors.

- The majority of students are meeting the program goals of the Software Development program with a mean score of 75% or greater which indicates students are performing at average to above average levels. For students who do not attain a mean a score of at least 70% are provided additional attention with individual instruction and additional labs to assist the student in achieving the knowledge and skill levels needed.

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

Assessment data indicated that when assessing project performance versus test performance it was shown that students tend to struggle with the ‘divide and conquer’ technique or being assertive in their own direction without step-by-step instructions. To remedy this, every programming class has a project that we build over the course of several weeks (sometimes the entire class). This helps show the student how we can take a large, seemingly impossible problem and break it into manageable chunks. Additionally, a Critical and Creative Thinking course (CSCT 103) was added to the curriculum. This course is taken in the first year so that the student has developed critical thinking skills and can come up with a solution to

meet a requirement or goal without the need for step-by-step instructions before they take higher level programming courses. Since its implementation we have seen an average of seventy percent improvement in student performance.

IV. Curriculum

- A. Curriculum requires General Education competency as outlined in the college catalog for all Majors, as well as the submission of a General Education Portfolio. Also, an accredited exit exam from NOCTI is given to all potential graduates. Finally, all students must complete a capstone project that demonstrates the skills they learned while at BridgeValley. This project ensures that every student graduating this curriculum has a unique project for their portfolio to show potential employers.
- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers.
See Appendix I.
- C. All courses are on-campus and lecture/project-based. CSCT 104 is also offered online every other semester. Occasionally, courses are offered via special arrangement and can involve class sessions over WebEX, e-mail, or some other group collaboration service.

V. Faculty

All CSCT courses are taught by Brandon Walker and Jason Spencer, who both have Master's degrees from Marshall University. Brandon Walker has a M.S. in Geobiophysical Modelling with freelance work in graphic design and software development. Jason Spencer has a M.S. in Information Systems with freelance web design and graphic design experience. Faculty data sheets are attached, **see Appendix II**

VI. Enrollment and Graduates

- A. Data indicating the headcount and full-time equivalency (FTE) enrollment and graduation rates for year 2014 through 2017. **See Appendix III.**

- B. Information obtained through third parties:

Graduates employed by Advanced Technical Solutions (ATS) in Teays Valley, WV. ATS was very pleased by their performance and have asked us for more students to fill positions in the future. A student was also placed with Colombia Gas Transmission and has been promoted several times since placement. Feedback from employers has been positive. No other data is available from employers or graduates.

- C. Students who have transferred into Marshall University stated that approximately ninety-seven percent of their courses transferred. Several students that transferred to West Virginia State University and Marshall

University felt very prepared for what they were seeing at a 4-year college and were making good grades.

VII. Financial

- A. This program operates under the Computer and Information Technology budget leveraging courses taught by current Computer Science Faculty and General Education Faculty. Other than the computer labs needed to provide lab time, no additional funds have been required. MySQL, PHP, Python, PowerShell, Notepad++, and Visual Studio software are used in our classes, all of which are free and have free versions for students. Microsoft Office software is required for the Technical Apps for Microsoft Office class (CSCT104) which include a demo version for the student to use for ninety-days. Most computer labs have this software already installed on lab computers.
- B. Future funding may be required if it is decided that the program should be teaching a technology that is not available for free. There are many technologies that could be taught, if there is local demand for it.

VIII. Advisory Committee

William Taylor:
Senior Technical Analyst - Columbia Pipeline Group
wtaylor@nisource.com

Michael Taylor:
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garysims@atsnetworking.com

Brian Sims
Advanced Technical Solutions

briansims@atsnetworking.com

Advisements:

Upon advisory committee recommendation which meets yearly in the spring, the Database class was changed to heavily involve the use of MySQL instead of using Access the semester. It was also recommended that the Introduction to Web Design course be separated into a 2-hr component and a 1-hr WordPress component to be utilized in other majors that only required WordPress.

IX. Accreditation

No major accreditation body for Software Development is used.

Appendix I Program Courses

Course Number	Course Name	Credit Hours
CSCT 101	Introduction to Programming	3
CSCT 103	Critical and Creative Thinking	3
CSCT 104	Technical Application For Microsoft Office	3
CSCT 130	Introduction to Web Design	2
CSCT 131	Content Management Systems	1
CSCT 210	Fundamentals of Operating Systems	3
CSCT 212	Algorithms	3
CSCT 244	Data Communications and Networking	3
CSCT 262	C# Programming I	3
CSCT 282	System Analysis & Design	3
CSCT 290	Computer Science Capstone	3
INFT 280	Introduction to Database Systems	3
GNST 102	First Year Experience	1
GNST 103	Classroom Success Strategies	1
GNST 104	Professional Development	1
MATH 130	College Algebra	3
ENGL 101	English Composition I	3
COMM 100	Oral Communication	3
Natural Science Elective		3
Social Science Elective		3
Restricted Elective		3
Restricted Elective		3
Restricted Elective		3

Appendix II
Faculty Data

Faculty Data

Name: **Brandon Walker**
 Rank: **Assistant Professor**

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

Highest Degree Earned: **M.S.**
 Date Degree Received: **2009**

Conferred by: **Marshall University**

Area of Specialization
Bachelors: Integrated Science & Technology
Masters: Geobiophysical modeling

Professional registration/licensure	n/a
Yrs of employment at present institution	8
Yrs of employment in higher education	8
Yrs of related experience outside higher education	5
Non-teaching experience	5

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 101 Intro to Programming	23
	CSCT 210 Fundamentals of Operating Systems	11
	CSCT 212 Algorithms	8
	CSCT 237 PHP Programming	9
	CSCT 290 Computer Science Capstone	4
2016 / Fall	CSCT 101 Intro to Programming	13
	CSCT 103 Critical & Creative Thinking	12
	CSCT 262 C# Programming I	9

	C SCT 290 Computer Science Capstone	4
	C SCT 299 Special Topics in C SCT	1
	INFT 280 Intro to Database Systems (2 sections)	32
2016 / Spring	C SCT 101 Intro to Programming	14
	C SCT 103 Critical & Creative Thinking	10
	C SCT 210 Fundamentals of Operating Systems	18
	C SCT 212 Algorithms	12
	C SCT 237 PHP Programming	17
	C SCT 290 Computer Science Capstone	5
	INFT 280 Intro to Database Systems	8
2015 / Fall	C SCT 101 Intro to Programming	16
	C SCT 103 Critical & Creative Thinking	20
	C SCT 210 Fundamentals of Operating Systems	3
	C SCT 262 C# Programming I	14
	C SCT 299 Special Topics in C SCT	7
	C SCT 280 Database Management Systems	16

Faculty Data

Name: **Jason Spencer**

Rank: **Instructor**

Check one:

Full-time _____

Part-time _____

Adjunct _____

Graduate

Asst. _____

Highest Degree Earned: **M.S.**

Date Degree Received: **May 2013**

Conferred by: **Marshall University**

Area of Specialization

Bachelors: Computer Science

Masters: Information Systems

Professional registration/licensure

n/a

Yrs of employment at present institution

5

Yrs of employment in higher education

5

Yrs of related experience outside higher education

1

Non-teaching experience

1

Note: 3 Semesters as an Adjunct Prior to Full-time status.

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 104 (Online): Tech Apps	23
	CSCT 130: Intro to Web Design	20
"	CSCT 131: Content Management Systems	18
	CSCT 244: Data Comm. & Networking	21
	CSCT 282: Systems Analysis	6
	ISST 252: Network Security	4
2016 / Fall	CSCT 104 (Online): Tech Apps	12
	CSCT 104 (On Campus): Tech Apps	7
	CSCT 130: Intro to Web Design	13

	C SCT 131: Content Management Systems	12
	C SCT 232: Systems Analysis	11
	C SCT 234: JavaScript I	13
2016 / Spring	C SCT 104 (Online): Tech Apps	19
	C SCT 130: Intro to Web Design	15
	C SCT 131: Content Management Systems	16
	C SCT 244: Data Comm. & Networking	19
	C SCT 282: Systems Analysis	13
	ISST 252: Network Security	5
2015 / Fall	C SCT 104 (Online): Tech Apps	28
	C SCT 130: Intro to Web Design	14
	C SCT 131: Content Management Systems	12
	C SCT 218: PowerShell Scripting	17
	C SCT 234: JavaScript I	7
	ISST 250: Security Fundamentals	13

Appendix III Enrollment Data

Enrollment Data

Major Major Description 2014-15 2015-16 2016-17

Present FTE Enrollment

Major	Major Description	2014-15	2015-16	2016-17
3706	Computer Science – Software Developer-AAS	11.53	40.03	37.58
	Totals	11.53	40.03	37.58

Present Headcount Enrollment

Major	Major Description	2014-15	2015-16	2016-17
3706	Computer Science – Software Developer-AAS	20	47	47
	Totals	20	47	47

Graduates

Major Major Description 2014-15 2015-16 2016-17

Major	Major Description	2014-15	2015-16	2016-17
3706	Computer Science – Software Developer-AAS	0	4	4
	Totals	0	4	4

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): **Computer Science Technology / Web Design**

I. Introduction

The Web Design Concentration prepares students for employment in all areas of web design. Individuals can work for a company or independently as an entrepreneur. Students get hands-on experience using the latest in web design software, database software and networking technologies.

II. Goals and Objectives

Upon completion of the program, the student will:

- Have fundamental knowledge of the information technology field.
- Have an understanding of computer program design and development using one or more programming languages.
- Have skills in developing and implementing relational databases.
- Understand basic networking technologies.
- Have skills in graphic design.
- Have skills in designing and developing database-driven Web sites with graphical and multimedia content.

III. Assessment

A. Summarize the principal elements of the departmental assessment plan.

Program outcomes are assessed by a variety of means, including quizzes, unit tests, oral presentations, written reports, and final examinations. The student will also be required to submit a portfolio to fulfill general education requirements. A final project will be used to assess the students' ability to perform in the workplace after graduation along with the completion of the Web Design NOCTI (Job Ready Assessment Blueprint) based on national competencies as an exit exam..

B. Provide information on the following elements:

• Educational goals of the program

The program is intended to prepare entry-level web design students who can create or maintain web applications and sites and systems for business, industry, health care, education and government service. The curriculum is designed to train both first-time job seekers as well as those currently employed in the field who want to upgrade their knowledge and skills. Graduates should be able to

transfer their knowledge skills in web development to various computer systems and various web languages as technology changes occur.

- Measures of evaluating success in achieving goals:

<i>Generalized Assessment Rubric.</i>	
90 - 100	Superior. Student work exhibits mastery of the material with few or no minor errors.
80 - 90	Above average. Student work exhibits an understanding of the material with no omissions of major points, but may have a number of minor mistakes or omissions.
70 - 80	Average. Student work exhibits an understanding of material, but may contain some significant omissions or errors.
60 - 70	Below desired performance. Student work exhibits only a partial understanding of the material and may contain a major omissions or errors.
< 60	Remedial action required. Student work indicates limited understanding of the material, with a number of omissions and significant errors.

- The majority of students are meeting the program goals of the Web Design program with a mean score of 75% or greater indicating students are performing at average to above average levels. For students who do not attain a mean a score of at least 70% are provided additional attention with individual instruction and additional labs to assist the student in achieving the skill levels needed.

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

Assessment data indicated that when assessing project performance versus test performance it was shown that students tend to struggle with the ‘divide and conquer’ technique or being assertive in their own direction without step-by-step instructions. To remedy this, every web design and programming class has a project that we build over the course of several weeks. This helps show the student how we can take a large, seemingly impossible problem and break it into manageable chunks. Additionally, a Critical and Creative Thinking course (CSCT 103) was added to the curriculum. This course is taken in the first year so that the student has developed critical thinking skills and can come up with a solution to meet a requirement or goal without the need for step-by-step instructions before they take higher level programming courses. Since its implementation we have seen a great improvement in student performance.

IV. Curriculum

- A. Curriculum requires General Education competency as outlined in the college catalog for all Majors, as well as the submission of a General Education Portfolio. Also, an accredited exit exam from NOCTI is given to all potential graduates. Finally, all students must complete a capstone project that demonstrates the skills they learned while at BridgeValley. This project ensures that every student graduating this curriculum has a unique project for their portfolio to show potential employers.
- B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as **Appendix I**.
- C. All courses are on-campus and lecture/project-based. CSCT 104 is also offered online every other semester. Occasionally, courses are offered via special arrangement and can involve class sessions over WebEX, e-mail, or some other group collaboration service.

V. Faculty

All CSCT courses are taught by Brandon Walker and Jason Spencer, who both have Master's degrees from Marshall University. Brandon Walker has a M.S. in Geobiophysical Modelling with freelance work in graphic design and software development. Jason Spencer has a M.S. in Information Systems with freelance web design and graphic design experience. Faculty data sheets are attached as **Appendix II**

VI. Enrollment and Graduates

- A. Data indicating the headcount and full-time equivalency (FTE) enrollment and graduation rates for year 2014 through 2017. **See Appendix III.**

Information obtained through third parties:

- B. Graduates employed by Advanced Technical Solutions (ATS) in Teays Valley, WV. ATS was very pleased by their performance and have asked us for more students to fill positions in the future. A student was also placed with Colombia Gas Transmission and has been promoted several times since placement. Feedback from employers has been positive. No other data is available from employers or graduates.
- C. Students who have transferred into Marshall University stated that approximately ninety-seven percent of their courses transferred. Several students that transferred to West Virginia State University and Marshall University felt very prepared for what they were seeing at a 4-year college and were making good grades.

VII. Financial

- A. This program operates under the Computer and Information Technology budget leveraging courses taught by current Computer Science Faculty and General Education Faculty. Other than the computer labs needed to provide lab time, no additional funds have been required. MySQL, PHP, Python, PowerShell, Notepad++, and Visual Studio software are used in our classes, all of which are free or have free for student versions. Microsoft Office software is required for the Technical Apps for Microsoft Office class (CSCT104) but the book comes with a demo version for the student to use and most computer labs have this software already installed.
- B. Future funding may be required if it is decided that we should be teaching a technology that is not available for free. There are many technologies that could be taught, if there is local demand for it.

VIII. Advisory Committee

William Taylor:
Senior Technical Analyst - Columbia Pipeline Group
wtaylor@nisource.com

Michael Taylor:
Webmaster / Information Systems Specialist - Kanawha County Schools
michaeltaylor@mail.kana.k12.wv.us

Jesse Lively:
Art Director - Riese organization
me@jesselively.com

Benney Karnes
304Geeks Vice President
bkarnes@blkonline.net

Adam Lucas
Director of IT - Matric
adam.lucas@matricinnovates.com

Gary Sims
Chief Financial Officer- Advanced Technical Solutions, LLC
garysims@atsnetworking.com

Brian Sims
Advanced Technical Solutions
briansims@atsnetworking.com

Advisements:

Upon advisory committee recommendation which meets yearly in the spring, the Database class was changed to heavily involve the use of MySQL instead of using Access the semester. It was also recommended that the Introduction to Web Design course be separated into a 2-hr component and a 1-hr WordPress component to be utilized in other majors that only required WordPress.

IX. Accreditation

No major accreditation body for Web Design is used.

Appendix I
Web Design AAS

Course Number	Course Name	Credit Hours
CSCT 101	Introduction to Programming	3
CSCT 103	Critical and Creative Thinking	3
CSCT 104	Technical Application For Microsoft Office	3
CSCT 130	Introduction to Web Design	2
CSCT 131	Content Management Systems	1
CSCT 232	Mobile Application Development	3
CSCT 234	JavaScript I	3
CSCT 237	PHP Programming I	3
CSCT 282	System Analysis & Design	3
CSCT 290	Computer Science Capstone	3
INFT 280	Intro to Database Systems	3
DSGN 118	Adobe Photoshop	3
DSGN 140	Adobe Illustrator	3
GNST 102	First Year Experience	1
GNST 103	Classroom Success Strategies	1
GNST 104	Professional Development	1
MATH 130	College Algebra	3
ENGL 101	English Composition I	3
COMM 100	Oral Communication	3
Natural Science Elective		3
Social Science Elective		3
Restricted Elective		3
Restricted Elective		3

Appendix II
Faculty Data Sheets

Faculty Data

Name: **Brandon Walker**
 Rank: **Assistant Professor**

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

Highest Degree Earned: **M.S.**
 Date Degree Received: **2009**

Conferred by: **Marshall University**

Area of Specialization

Bachelors: Integrated Science & Technology

Masters: Geobiophysical modeling

Professional registration/licensure	n/a
Yrs of employment at present institution	8
Yrs of employment in higher education	8
Yrs of related experience outside higher education	5
Non-teaching experience	5

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 101 Intro to Programming	23
	CSCT 210 Fundamentals of Operating Systems	11
	CSCT 212 Algorithms	8
	CSCT 237 PHP Programming	9
	CSCT 290 Computer Science Capstone	4
2016 / Fall	CSCT 101 Intro to Programming	13
	CSCT 103 Critical & Creative Thinking	12
	CSCT 262 C# Programming I	9
	CSCT 290 Computer Science Capstone	4
	CSCT 299 Special Topics in CSCT	1

	INFT 280 Intro to Database Systems (2 sections)	32
2016 / Spring	CSCT 101 Intro to Programming	14
	CSCT 103 Critical & Creative Thinking	10
	CSCT 210 Fundamentals of Operating Systems	18
	CSCT 212 Algorithms	12
	CSCT 237 PHP Programming	17
	CSCT 290 Computer Science Capstone	5
	INFT 280 Intro to Database Systems	8
2015 / Fall	CSCT 101 Intro to Programming	16
	CSCT 103 Critical & Creative Thinking	20
	CSCT 210 Fundamentals of Operating Systems	3
	CSCT 262 C# Programming I	14
	CSCT 299 Special Topics in CSCT	7
	CSCT 280 Database Management Systems	16

Faculty Data

Name: **Jason Spencer**

Rank: **Instructor**

Check one:

Full-time Part-time Adjunct Graduate Asst.

Highest Degree Earned: **M.S.**

Date Degree Received: **May 2013**

Conferred by: **Marshall University**

Area of Specialization

Bachelors: Computer Science

Masters: Information Systems

Professional registration/licensure	n/a
Yrs of employment at present institution	5
Yrs of employment in higher education	5
Yrs of related experience outside higher education	1
Non-teaching experience	1

Note: 3 Semesters as an Adjunct Prior to Full-time status.

Year/Semester	Course Number & Title	Enrollment
2017 / Spring	CSCT 104 (Online): Tech Apps	23
	CSCT 130: Intro to Web Design	20
	CSCT 131: Content Management Systems	18
	CSCT 244: Data Comm. & Networking	21
	CSCT 282: Systems Analysis	6
	ISST 252: Network Security	4
2016 / Fall	CSCT 104 (Online): Tech Apps	12
	CSCT 104 (On Campus): Tech Apps	7
	CSCT 130: Intro to Web Design	13
	CSCT 131: Content Management Systems	12
	CSCT 232: Systems Analysis	11

	CSCT 234: JavaScript I	13
2016 / Spring	CSCT 104 (Online): Tech Apps	19
	CSCT 130: Intro to Web Design	15
	CSCT 131: Content Management Systems	16
	CSCT 244: Data Comm. & Networking	19
	CSCT 282: Systems Analysis	13
	ISST 252: Network Security	5
2015 / Fall	CSCT 104 (Online): Tech Apps	28
	CSCT 130: Intro to Web Design	14
	CSCT 131: Content Management Systems	12
	CSCT 218: PowerShell Scripting	17
	CSCT 234: JavaScript I	7
	ISST 250: Security Fundamentals	13

Appendix III

Enrollment and Graduate Data

Enrollment Data

Major Major Description 2014-15 2015-16 2016-17

Present FTE Enrollment

3714	Comp Sci Tech Web Design-AAS	13.73	9.07	4.87
	Totals	13.73	9.07	4.87

Present Headcount Enrollment

3714	Comp Sci Tech Web Design-AAS	19	13	9
	Totals	19	13	9

Graduates

Major Major Description 2014-15 2015-16 2016-17

3714	Comp Sci Tech Web Design-AAS	1	7	1
	Totals	1	7	1

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):	Advanced Manufacturing Technology Certificate in Applied Science (AMFT-CAS)

I. Introduction

Catalog Description

The Advanced Manufacturing Technology (AAS-AMFT) degree program provides a highly interactive hands-on course of study that prepares graduates for careers in the modern manufacturing environment. Advanced manufacturing technology graduates repair, troubleshoot, and maintain manufacturing equipment including automated control systems, process control systems, hydraulic and pneumatic systems, conveyors, robots, and application specific machinery.

Graduates have a broad multi-disciplinary background in electrical, mechanical, fluid power, automation, instrumentation, and process control systems, as well as basic fabrication skills in order to facilitate working with modern electro-mechanical machinery.

The core program provides a general framework that students can customize to meet their specific educational and career goals. Due to the flexibility of the program, graduates have career opportunities in a wide range of manufacturing industries including chemical processing, automotive manufacturing, equipment fabrication and the mining industry.

The program is implemented as a two-year associate in applied science program. The first year of the program comprises a one-year certificate in applied science degree.

Introductory Comments:

The Advanced Manufacturing Technology Certificate in Applied Science (AMFT-CAS) degree program was implemented in conjunction with the Bridging the Gap (BtG) grant Guided Pathways to Success (GPS) initiative to add an intermediate milestone for program students and provide a completion point and career opportunities to students who elect to not complete the AAS program. All program courses and resources are available at no additional cost due to the existence of the AMFT-AAS program. The AMFT-CAS program was implemented in the fall semester of 2015. The AMFT-AAS program, which completely contains the AMFT-CAS program, started the first cohort of AMFT-AAS majors in the fall semester of 2012. This situation produced some curious results, as there was already a queue students who qualified for the CAS credential when it was implemented.

II. Goals and Objectives

The goals and objectives for the AMFT-CAS program are the same as those for the AMFT-AAS. These goals and objectives are reflected below. In addition to the overarching program goals the primary objective of the AMFT-CAS program is to provide an intermediate milestone for AMFT-AAS program students in accordance with the BtG GPS initiative.

The Advanced Manufacturing Technology program was developed to address the lack of highly-skilled maintenance workers available within the state. The lack of skilled maintenance professionals is a problem that is seen not only within our state but across the United States. The problem is so epidemic that Toyota USA has started partnering with local colleges throughout our nation to develop skilled workers. BridgeValley CTC was the second college in the nation to work hand-in-hand with Toyota in developing a state-of-the-art program that delivers exactly what the maintenance employee requires. The partnership/program was awarded first place by the National Career Pathways Network. The program and training was developed in close concert with Toyota but it was designed to be and is transferable to many other manufacturing companies.

Upon completion of the program, the student will be able to:

1. Work competently, effectively and safely to install, analyze, repair and maintain electromechanical, electrical and electronic systems and subsystems with minimal supervision.
2. Install, maintain, repair and operate: industrial control systems, test, measurement and instrumentation equipment, electromechanical systems and devices, machine tools and fabrication equipment.
3. Communicate effectively in written, oral and graphical forms.
4. Work effectively in teams with other technicians, engineers, scientists, and production personnel.
5. Apply industry-based safety standards in the work environment.
6. Understand professional and ethical responsibility to their field and to society.
7. Appreciate cultural and ethnic diversity in the workplace.
8. Understand the need to maintain their technical skills and develop new ones through personal development and continued learning.

III. Assessment

A. Assessment Plan

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

See the attached assessment plan for 2015-18.

B. Program Elements

Provide information on the following elements:

- **Educational goals of the program**

See the attached assessment plan for 2015-18.

- **Measures of evaluating success in achieving goals**

Standard institutional assessment process - The preliminary assessment plan developed in compliance to institutional policy evaluated overall accomplishment in key courses using average grades. Average grades greater than 70% were viewed as meeting the specific goal or objectives.

Additionally, the program industrial advisory committee reviews the program and assures that the program goals, objectives and coverage remain aligned with industrial needs.

- **Attainment of Program Goals**

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

Currently the program goals have been met with no corrective action required at this the curriculum level. The advisory committee has suggested that hands-on laboratory content be more emphasized at the class level. No curriculum revisions have been suggested by the advisory committee.

C. Continuous Improvement Process

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

In order to provide additional laboratory experiences additional equipment has been acquired to support additional lab activities. This includes: HMIs, electromechanical system trainers, additional sensors and actuators and wiring system trainers.

IV. . Curriculum

A. Summary of Degree Requirements

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

This is a nonselective admission program. Admission and graduation requirements are the same for the program as the institution as a whole.

Exit requirements are based on the standards of the institution as a whole for a CAS degree. As this is a CAS program there is no exit exam specified for the program.

Students in the program have the opportunity to pursue a simultaneous industrial internship in conjunction with their course work. This is supported by the block scheduling of the program, but is not required for participation in the program.

B. Course List

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

See Appendix I.

C. Course Delivery Modes

Submit a listing of the course delivery modes.

The program courses are delivered completely face-to-face with a significant amount of laboratory content for the in major courses.

V. Faculty

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

The AMFT-CAS program is taught by a combination of partial faculty assignments, which basically equate to a single faculty member’s load. Additionally the program courses are a completely contained subset of the AMFT-AAS program and are taught for the support of that program regardless.

One faculty member in the program, Desa Gobovich, is tenured. No other faculty in the AMFT program hold tenure and are hired on yearly or multiyear contracts.

The faculty credentials and courses taught are outlined in Appendix II

VI. Enrollment and Graduates

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

See Appendix III

Figure VIA.1: AMFT-CAS Program Enrollment – Head Count.

Major	Major Description	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
3701	Adv Manufacturing Tech-AAS	29	26	13	36	27	14	27	24	9	25	19
1713	Adv Manufacturing Tech-CAS	0	0	0	0	0	0	2	1	0	0	0

Figure VIA.2: AMFT-CAS Program Enrollment – FTE.

Major	Major Description	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018
3701	Adv Manufacturing Tech-AAS	28.47	23.67	5.07	27.6	22.07	5.4	21.8	20.73	3.27	22.87	19.07
1713	Adv Manufacturing Tech-CAS	0	0	0	0	0	0	1.67	0.73	0	0	0

Figure VIA.3: AMFT-CAS Program Graduates.

Major	Major Description	2014-15 Year	2015-16 Year	2016-17 Year	2017-18 Year
651	Adv Manufacturing Tech -Intern	8	0	0	0
3701	Adv Manufacturing Tech-AAS	0	10	8	5
1713	Adv Manufacturing Tech-CAS	0	23	0	0

- B. Provide information on graduates in terms of places of employment, starting salary ranges, and number employed in the field of specialization. Include evidence and results of follow-up studies of graduates and employers. The studies should indicate graduate and employer satisfaction with the effectiveness of the educational experience. A summary of the results to be included should indicate the number of individuals surveyed or contacted and the number of respondents.*

No survey for this program was conducted as explained below.

Referring to the prior program enrollment and graduation data it can be seen that there are only a very small number of students actually registered for the AMFT-CAS program. As stated a number of times previously in this report, the AMFT-CAS program was primarily implemented to provide a mid-program milestone for AMFT-AAS students in accordance with the guidelines of the Guided Pathways to Success initiative of the Bridging the Gap grant. The vast majority of the students receiving this credential are not actually registered for it. Figure VIA.1 shows that there are only three formally registered students in this program, while 23 students graduated with this credential.

Based on these results, the outcomes for this program are in alignment those for the AMFT-AAS. As can be seen from the data in Figures VIA.1, VIA.2 and VIA.3 students are not graduating with this as their terminal graduation credential. From the AMFT-AAS report graduate placement was initially 100%, with the majority of the graduates being employed by Toyota, Gestamp, NGK, Honda, and AEP at this point.

Salary information for this credential is not readily available as the graduates are being employed based on their AMFT-AAS credential not their AMFT-CAS credential.

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

In general, this is not applicable for this degree program. Students who have pursued a baccalaureate degree have been completers of the AMFT-AAS program.

VII. Financial

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

This program is a completely contained subset of the AMFT-AAS program and entails no additional costs given the delivery of the AMFT-AAS program.

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

As in part A, this program is a completely contained subset of the AMFT-AAS program and entails no additional costs given the delivery of the AMFT-AAS program. No additional future expenses are entailed.

VIII. Advisory Committee

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

The program advisory committee is the typical industrial advisory committee with the membership as shown in Table VIII. In recent years this committee has jointly advised both the Mechanical Engineering Technology and Advanced Engineering Technology programs.

Table VIII: *Advanced Manufacturing Technology Industrial Advisory Committee.*

• Dennis Dunbar (TMMWV)	• Chris Nottingham (Gestamp)
• Mike Howard (TMMWV)	
• Bruce Wtherholt (TMMWV)	• Jason Brewer Kanawha Sales
• Dennis Parker (Toyota - North American Production Support Center)	• Scott Duffer DOW

This committee reviews program goals, outcomes, curriculum and course content each semester. The AMFT-CAS program is relatively mature, being a subset of the already developed AMFT-AAS program, so recent recommendations for program changes have been minimal. However, as mentioned in section IIIB, the advisory committee recently recommended greater hands-on lab content for the program. The Toyota members of the program also provide us with a connection to the national programs for Automotive Maintenance Technicians (AMT), which is allows us to participate in these program evaluations, attend conferences and participate in faculty and program development activities.

IX. . Accreditation

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

This program is not currently accredited with an external agency. We are currently looking into both NIMS and ABET accreditation, but either of these accreditations will requires changing some structural elements of the program and consultation with our industrial advisory committee.

APPENDIX I

Advanced Manufacturing Technology CAS Degree Program

First Semester		
Course	Course Name	Credits
AMTE-111	DC Circuits: Fundamentals	3
AMTE-121	AC Circuits: Fundamentals	3
GNST-102	First Year Experience	1
GNET-122	Industrial Safety / OSHA 30	3
MATH-115	Applied Technical Math (GEC-1)	3
AMTM-247	Fundamentals of Fluid Power	3
<i>Semester Total</i>		16

Second Semester		
Course	Course Name	Credits
AMTE-127	AC Circuits: AC Power & 3 Phase Systems	1
AMTE-131	Industrial Electronics: Transformers	1
AMTE-132	Industrial Electronics: Motors & Motor Control	1
AMTE-141	PLC: Fundamentals	1
AMTE-142	PLC: Interfacing and HMIs	1
AMTE-143	PLC: Applications	1
AMTE-151	Control System Technology: Sensors and Actuators	1
AMTE-152	Control System Technology: Process Control	1
AMTM-248	Applications of Fluid Power	2
ENGL-101	~ English Composition I	3
AMTE-127	AC Circuits: AC Power & 3 Phase Systems	1
	GEC-3 Elective 3	3
<i>Semester Total</i>		15

APPENDIX II Faculty Data

(No more than TWO pages per faculty member)

Name: <u>Desa Gobovic</u>	Rank: <u>Professor</u>
----------------------------------	-------------------------------

Check one:

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

Highest Degree Earned Dr. Sci. Date Degree Received 1988

Conferred by: The George Washington University, DC

Area of Specialization: Electrical Engineering

Professional registration/licensure	_____
Yrs of employment at present institution	<u> 21 </u>
Yrs of employment in higher education	<u> 36 </u>
Yrs of related experience outside higher education	<u> 1 </u>
Non-teaching experience	<u> 1 </u>

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number	Course Title	Enrollment
Fall 2014	AMTE-111-T01	DC Circuits: Fundamentals	21
Fall 2014	AMTE-121-T01	AC Circuits: Fundamentals	21
Fall 2014	NUCM-204-M01	Radiation Physics	4
Fall 2014	PHYS-100-M01	Introductory Physics	17
Fall 2014	PHYS-100-W01	Introductory Physics	14
Fall 2014	PWPT-203-W01	Power Plant Electrical Machine	1
Spring 2015	MATH-125-M03	College Algebra Expanded	13
Spring 2015	NUCM-204-M01	Radiation Physics	5
Spring 2015	PHYS-100-M01	Introductory Physics	25
Spring 2015	PHYS-100-M02	Introductory Physics	16

Year/Semester	Course Number	Course Title	Enrollment
Spring 2015	PHYS-100-W01	Introductory Physics	15
Spring 2016	AMTE-127-T01	AC Circuits: AC Pwr & 3 Phase	14
Spring 2016	AMTE-131-T01	IE: Transformers	14
Spring 2016	AMTE-132-T01	IE: Motors and Motor Control	15
Spring 2016	AMTE-141-T01	PLC: Fundamentals	17
Spring 2016	AMTE-142-T01	PLC: Interfacing and HMIs	17
Spring 2016	AMTE-143-T01	PLC: Applications	17
Spring 2016	AMTE-151-T01	CST: Sensors and Actuators	16
Spring 2016	AMTE-152-T01	CST: Process Control	16
Spring 2016	PHYS-100-M01	Introductory Physics	24
Fall 2016	AMTE-111-T01	DC Circuits: Fundamentals	17
Fall 2016	AMTE-121-T01	AC Circuits: Fundamentals	17
Fall 2016	NUCM-204-M01	Radiation Physics	11
Fall 2016	PHYS-100-M01	Introductory Physics	18
Fall 2016	PHYS-100-W01	Introductory Physics	19
Spring 2017	AMTE-127-T01	AC Circuits: AC Pwr & 3 Phase	10
Spring 2017	AMTE-131-T01	IE: Transformers	11
Spring 2017	AMTE-132-T01	IE: Motors and Motor Control	11
Spring 2017	AMTE-143-T01	PLC: Applications	16
Spring 2017	AMTE-151-T01	CST: Sensors and Actuators	13
Spring 2017	AMTE-152-T01	CST: Process Control	13
Spring 2017	AMTE-141-T01	PLC: Fundamentals	14
Spring 2017	AMTE-142-T01	PLC: Interfacing and HMIs	15
Spring 2017	PHYS-100-M01	Introductory Physics	15
Fall 2017	AMTE-111-T01	DC Circuits: Fundamentals	18
Fall 2017	AMTE-121-T01	AC Circuits: Fundamentals	19
Fall 2017	NUCM-204-M01	Radiation Physics	8
Fall 2017	PHYS-100-M01	Introductory Physics	8
Fall 2017	PHYS-100-W01	Introductory Physics	20

KEY:

Non AMFT-CAS course

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

The Electrical Engineering doctorate is relevant to the AMFT courses taught.

APPENDIX II Faculty Data

(No more than TWO pages per faculty member)

Name: Thomas Isaacs	Rank: Professor
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Check one:

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

Highest Degree Earned MS (BS)

Date Degree Received 1999 (1992)

Conferred by: Marshall University (West Virginia University Institute of Technology)

Area of Specialization: MS Information Systems (BS Mechanical Engineering)

Professional registration/licensure X Yrs of employment at present institution
 19

Yrs of employment in higher education 19 Yrs of related experience outside higher
education 7

Non-teaching experience 7

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	Course Title	Enrollment
Fall 2014	AMTM-247-T01	Fundamentals of Fluid Power	21
Fall 2014	MEET-225-D01	Mechanical Design I	7
Fall 2014	MEET-225-T01	Mechanical Design I	11
Spring 2015	AMTM-280-T01	Mech Maintenance Principles	9
Spring 2015	MEET-226-D01	Mechanical Design II	4
Fall 2015	AMTM-247-T01	Fundamentals of Fluid Power	20
Fall 2015	MEET-225-D01	Mechanical Design I	6
Fall 2015	MEET-225-T01	Mechanical Design I	8

Year/Semester	Course Number	Course Title	Enrollment
Spring 2016	AMTM-280-T01	Mech Maintenance Principles	11
Spring 2016	MEET-226-D01	Mechanical Design II	4
Fall 2016	AMTM-247-T01	Fundamentals of Fluid Power	21
Fall 2016	MEET-225-D01	Mechanical Design I	4
Fall 2016	MEET-225-T01	Mechanical Design I	14
Spring 2017	AMTM-280-T01	Mech Maintenance Principles	10
Spring 2017	AMTM-248-T01	Applications of Fluid Power	8
Spring 2017	MEET-226-D01	Mechanical Design II	10
Fall 2017	AMTM-247-S01	Fundamentals of Fluid Power	20
Fall 2017	MEET-225-S01	Mechanical Design I	8
Spring 2018	AMTM-248-S01	Applications of Fluid Power	11
Spring 2018	AMTM-280-S01	Mech Maintenance Principles	9
Spring 2018	MEET-226-M01	Mechanical Design II	4

KEY:

Non AMFT-CAS course

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

The BS Mechanical Engineering degree from WVU Institute of Technology along with professional registration (License # 17521) and industrial work experience are the key qualifiers for teaching in this field. The MS Information Systems degree is relevant, but to a lesser amount.

The instructor has 19 years of college teaching experience in AS/BS Mechanical Engineering Technology and 7 years of industrial maintenance/engineering experience.

**APPENDIX II
 Faculty Data**

(No more than TWO pages per faculty member)

Name: Shahed Mustafa	Rank: Assistant Professor
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Check one:

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

Highest Degree Earned: MS in Engineering Technology (BS in Mechanical Engineering)

Date Degree Received May, 1996 (Oct, 1991)

Conferred by: University of North Texas, Denton, TX (Chittagong University of Engineering and Technology, Chittagong, Bangladesh)

Area of Specialization: Heating, Ventilation and Air Conditioning (HVAC)

Professional registration/licensure X

Yrs of employment at present institution 4

Yrs of employment in higher education 6 Yrs of related experience outside higher education 14

Non-teaching experience 14

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	Course Title	Enrollment
Fall 2014	MATH-010-T01	Applied Tech Math Seminar	3
Fall 2014	MATH-115-T01	Applied Technical Math	15
Fall 2014	MATH-115-T02	Applied Technical Math	3
Fall 2014	MEET-121-D01	Manufacturing Processes I	13
Fall 2014	MEET-240-D01	Fluid Power	7
Spring 2015	AMTM-248-T01	Applications of Fluid Power	18
Spring 2015	MEET-122-A01	Manufacturing Processes II	10
Spring 2015	MEET-122-D01	Manufacturing Processes II	3
Spring 2015	MEET-250-D01	Climate Control	4

Year/Semester	Course Number	Course Title	Enrollment
Fall 2016	MEET-121-D01	Manufacturing Processes I	10
Fall 2016	MEET-121-T01	Manufacturing Processes I	24
Fall 2016	MEET-240-D01	Fluid Power	4
Spring 2016	AMTM-248-T01	Applications of Fluid Power	14
Spring 2016	MEET-122-A01	Manufacturing Processes II	10
Spring 2016	MEET-122-D01	Manufacturing Processes II	11
Spring 2016	MEET-250-D01	Climate Control	5
Fall 2016	MEET-121-D01	Manufacturing Processes I	12
Fall 2016	MEET-121-T01	Manufacturing Processes I	15
Fall 2016	MEET-240-D01	Fluid Power	10
Spring 2017	AMTE-290-T01	Practicum	10
Spring 2017	MEET-122-T01	Manufacturing Processes II	11
Spring 2017	MEET-250-D01	Climate Control	8
Spring 2017	MEET-122-D01	Manufacturing Processes II	6
Fall 2017	MEET-121-D01	Manufacturing Processes I	7
Fall 2017	MEET-121-T01	Manufacturing Processes I	12
Fall 2017	MEET-240-D01	Fluid Power	7
Spring 2018	AMTE-290-S01	Practicum	6
Spring 2018	MEET-122-M01	Manufacturing Processes II	3
Spring 2018	MEET-122-S01	Manufacturing Processes II	10
Spring 2018	MEET-250-M01	Climate Control	6

KEY:

Non AMFT-CAS course

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

The BS Mechanical Engineering degree from Chittagong University of Engineering Technology, MS Engineering Technology degree from University of North Texas and industrial work experience is the key qualifiers for teaching in this field.

The instructor has 7 years of college teaching experience in AS/BS Mechanical Engineering Technology, 2 years in Building Performance Technology and 14 years of HVAC design and service engineering experience and hold following: HVAC Contractor License, Building Performance Institute (BPI) Building Analyst, BPI Envelop Professional and USGBC Green Associate.

APPENDIX III: Program Headcount, FTE and Graduates

Table AppIII.1: AMFT-CAS Program Enrollment – Head Count.

Major	Major Description	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
		2014	2015	2015	2015	2016	2016	2016	2017	2017	2017	2018
3701	Adv Manufacturing Tech-AAS	29	26	13	36	27	14	27	24	9	25	19
1713	Adv Manufacturing Tech-CAS	0	0	0	0	0	0	2	1	0	0	0

Table AppIII.2: AMFT-CAS Program Enrollment – FTE.

Major	Major Description	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
		2014	2015	2015	2015	2016	2016	2016	2017	2017	2017	2018
3701	Adv Manufacturing Tech-AAS	28.47	23.67	5.07	27.6	22.07	5.4	21.8	20.73	3.27	22.87	19.07
1713	Adv Manufacturing Tech-CAS	0	0	0	0	0	0	1.67	0.73	0	0	0

Table AppIII.3: AMFT-CAS Program Graduates.

Major	Major Description	2014-15	2015-16	2016-17	2017-18
		Year	Year	Year	Year
651	Adv Manufacturing Tech -Intern	8	0	0	0
3701	Adv Manufacturing Tech-AAS	0	10	8	5
1713	Adv Manufacturing Tech-CAS	0	23	0	0