



RFP COVERPAGE

The undersigned declares that he/she has read **RFB BV2022-02** and that the following proposal is submitted as a good faith response. The undersigned declares that he/she has the authority to obligate the company and that all mandatory requirements were met.

MANDATORY SITE VISIT VERIFICATION

Attendee Name/Title N/A

Attendee Name/Title N/A

The undersigned acknowledges receipt of the following addenda, if released. If no addenda are released, this section is to be left blank:

Addendum 1 TB (initial receipt)

Addendum 2 _____ (initial receipt)

Addendum 3 _____ (initial receipt)

Trimeka Benjamin
(Signature of Signee)

Trimeka Benjamin
(Print Name of Signee)

CEO + President
(Title)

Swim Digital Group
(Company Name)

10810 Boyette Rd. #2397
(Street Address)

Riverview, FL 33569
(City, State, Zip)

813-225-1010
(Telephone Number)

tbenjamin@swimdigitalgroup.com
(E-mail)

Approved as to form this 27th day of February, 2023

Patrick Morrissey, Attorney General

By: John S. Gray

RFB BV2022-02
EXHIBIT A



The undersigned has read and understands all conditions and terms of the solicitation, is authorized to submit this proposal, and hereby offers to perform the services requested for the amounts indicated below:

SENIOR STAFF

Consultation	\$	<u>175</u>	/hour
Project Management	\$	<u>175</u>	/hour

SUPPORT STAFF

Consultation	\$	<u>150</u>	/hour
Research, Analysis	\$	<u>150</u>	/hour
Other	\$	<u>150</u>	/hour

REIMBURSABLES

Travel expense must be pre-approved by the College prior to seeking Reimbursement. Reimbursement for travel will be in accordance with WV State Travel Policy (<http://www.state.wv.us/admin/purchase/travel/TravelRule.pdf>).

A more detailing pricing schedule in lieu of the Fees and Reimbursable Expense Schedule may be submitted; however, the Fees and Reimbursable Expense Schedule must be signed and included with the proposal. **The cost/fees disclosed either on the Fees and Reimbursable Expense Schedule or other pricing schedule shall include all overhead and profit. No invoicing shall be accepted that shows any deviation from the cost/fees submitted with the proposal; this includes, but is not limited to, secretarial activity, printing, delivery, rent, phone calls, postage, overnight mail service, and accounting fees.**

Signature	<u><i>Trimeka Benjamin</i></u>	Print Name	<u>Trimeka Benjamin</u>
Title	<u>President & CEO</u>	Company	<u>Swim Digital Group</u>
Address	<u>10810 Boyette Rd. #2397, Riverview, FL 33569</u>	Phone	<u>813-225-1010</u>
Email	<u>tbenjamin@swimdigitalgroup.com</u>	Fax	<u>N/A</u>

BVCTC RFB BV2022-002 Pricing Worksheet
 Student Experience Consulting

SCOPE OF WORK			
Deliverable	Hours	Total Cost	Notes
Student Affairs Organizational Restructure			
Definition of Final Organizational Structure			
- Senior Staff	15	\$2,625.00	
- Support Staff	10	\$1,500.00	
Completion of Job Descriptions			
- Senior Staff	7	\$1,225.00	
- Support Staff	10	\$1,500.00	
Creation of Implementation and Training Plan			
- Senior Staff	10	\$1,750.00	
- Support Staff	10	\$1,500.00	
Marketing & Communications Team Creation			
Definition of Final Organizational Structure			
- Senior Staff	15	\$2,625.00	
- Support Staff	10	\$1,500.00	
Completion of Job Descriptions			
- Senior Staff	15	\$2,625.00	
- Support Staff	15	\$2,250.00	
Creation of Implementation and Training Plan			
- Senior Staff	10	\$1,750.00	
- Support Staff	10	\$1,500.00	
Assistance with Hiring and Interview Process			
- Senior Staff	15	\$2,625.00	
- Support Staff	0	\$0.00	
Student Onboarding Process Re-engineering			
Define enrollment funnel and conversion points			
- Senior Staff	10	\$1,750.00	
- Support Staff	15	\$2,250.00	
Process Map Re-engineering Workshops			
- Senior Staff	16	\$2,800.00	
- Support Staff	16	\$2,400.00	
Process Documentation	10		
- Senior Staff	5	\$875.00	
- Support Staff	30	\$4,500.00	
Communications Plan Strategies			
Communications Plan Content and Design			
- Senior Staff	40	\$7,000.00	
- Support Staff	50	\$7,500.00	
Communication HTML Development	40		
- Senior Staff	10	\$1,750.00	
- Support Staff	45	\$6,750.00	
Technology Implementation Support			
- Senior Staff	20	\$3,500.00	
- Support Staff	15	\$2,250.00	
Strategic Marketing Approach			
Facilitating Strategy Sessions with Key Stakeholders			
- Senior Staff	20	\$3,500.00	
- Support Staff	10	\$1,500.00	
Development of Marketing Plan			
- Senior Staff	40	\$7,000.00	
- Support Staff	25	\$3,750.00	

Creating KPI Dashboard and Metrics			
- Senior Staff	30	\$5,250.00	
- Support Staff	10	\$1,500.00	
New Student Orientation Design			
Review of Current State			
- Senior Staff	10	\$1,750.00	
- Support Staff	15	\$2,250.00	
NSO Curriculum Materials Development			
- Senior Staff	15	\$2,625.00	
- Support Staff	30	\$4,500.00	
Training Plan and Assessment Development			
- Senior Staff	15	\$2,625.00	
- Support Staff	20	\$3,000.00	
Training Plan and Assessment Execution			
- Senior Staff	20	\$3,500.00	
- Support Staff	15	\$2,250.00	
Enrollment Management Process Measurements			
Creating KPI Dashboard and Metrics			
- Senior Staff	30	\$5,250.00	
- Support Staff	10	\$1,500.00	
Training Plan and Assessment Development			
- Senior Staff	15	\$2,625.00	
- Support Staff	20	\$3,000.00	
Training Plan and Assessment Execution			
- Senior Staff	20	\$3,500.00	
- Support Staff	15	\$2,250.00	
Change Management			
Strategy Development			
- Senior Staff	25	\$4,375.00	
- Support Staff	15	\$2,250.00	
Communications Creation	25		
- Senior Staff	35	\$6,125.00	
- Support Staff	40	\$6,000.00	
Account Management			
Account Management/Project Management			
- Senior Staff	200	\$35,000.00	
- Support Staff	50	\$7,500.00	

Total Hours	1249
Total Cost	\$192,675.00



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QUESTIONS WILL BE RECEIVED THROUGH DECEMBER 23, 2022 - MIDNIGHT

PROPOSALS WILL BE RECEIVED UNTIL JANUARY 12, 2023, 10:00 am EST¹

¹ PROPOSALS RECEIVED AFTER THE DATE AND TIME PROVIDED ABOVE WILL NOT BE CONSIDERED. IT IS THE VENDOR'S SOLE RESPONSIBILITY TO ENSURE TIMELY DELIVERY OF THE PROPOSAL.

SECTION 1 GENERAL INFORMATION AND STANDARD TERMS AND CONDITIONS

1.1. OVERVIEW

An analysis of the current student experience at BridgeValley was independently performed to identify areas that may warrant restructuring to ensure the College's commitment to student success is exemplified. The completed analysis resulted in several recommendations concurred by College administration. BridgeValley is seeking consulting expertise to aid in the implementation of each recommendation.

The qualified consulting firm should be able to provide hourly services, as requested, to aid College stakeholders in:

- the implementation of an organizational restructure in student affairs;
- the creation of a marketing and communications team;
- the development, redesign or reengineer of existing processes and student communications strategies;
- the development of a strategic marketing approach for student recruitment;
- the revitalization of new student orientation; and,
- the crafting of metrics and KPI's to evaluate the enrollment management process.

1.2. SCHEDULE OF EVENTS

12/09/2022	Release bid to public. Bid will be released to public repository's, advertised in local media, and by direct mailing.
12/23/2022	Questions and inquiries regarding any aspect of the solicitation is due by 12 o'clock, midnight.
12/30/2022	Responses to questions and inquiries received will be issued as an Addendum.
01/12/2023 10:00 a.m. EST	BIDS DUE
01/12/2023 10:30 a.m. EST (promptly)	Bids publicly opened and read aloud.
02/01/2023	Anticipated Contract Award, Start Date

1.3. Vendor Point of Contact

The Vendor, or anyone on the Vendor's behalf, is not permitted to make any contact whatsoever with any member of the Board of Governors or College personnel as it relates to the requested services, terms and conditions as set forth in this solicitation. Violation of this clause may result in a rejection of the bid. The individual(s) named as "Buyer" is the sole contact for any and all inquiries after the solicitation has been released for bid.

All requests for clarification, inquiries or questions regarding the specifications or proposal submission must be received in writing by 12 o'clock, midnight, the 18th of December 2022 to: Angela Bradshaw, angela.bradshaw@bridgevalley.edu. Please reference **RFB BV2022-002** in the subject line of all communications.

Changes or revisions to this solicitation will be made by an official addendum issued by the College. The Vendor should acknowledge receipt of all addenda issued with this solicitation through acknowledgement on the Cover Page (Exhibit A). Failure to acknowledge addenda may result in bid disqualification.

1.4. Posting of Information

The solicitation and any subsequent issued addendums will be available by accessing the following URL: <https://www.bridgevalley.edu/purchasing-information>.

1.5. Proposal Submission

In accordance with West Virginia Code §5A-3-11, proposals must be received by the College's Office of Fiscal Affairs prior to the date and time of the due date as specified in above Section 1.2, Schedule of Events. Failure to deliver or the non-receipt of a bid by the date and time specified shall result in its rejection from the solicitation process.

Vendors responding to this solicitation shall submit exhibits annotated REQUIRED.

An ORIGINAL plus four copies by mail by 10:00 a.m., (EST), on the 12th of January, 2023 to:

BridgeValley Community & Technical College
Office of Fiscal Affairs
2001 Union Carbide Drive
South Charleston, WV 25303

The outside of the envelope or package(s) should be clearly marked:

Buyer: Atha/Bradshaw
Proposal: RFB BV2022-002
Opening Date: 01/12/2023
Opening Time: 10:15 a.m. EST (Promptly)

SEALED WRITTEN BIDS WILL ONLY BE ACCEPTED. VERBAL QUOTES OR BIDS SUBMITTED VIA FAX, EMAIL OR ANY OTHER MEANS WILL NOT BE ACCEPTED, UNLESS OTHERWISE NOTED.

1.6. Rejection of Proposals

The College shall select the best value solution according to the criteria considered for contract award. However, the CPO reserves the right to accept or reject any or all proposals, in part or in whole at his/her discretion. The CPO reserves the right to withdraw this solicitation at any time and for any reason. Submission of, or receipt by the CPO confers no rights upon the Vendor nor obligates the College in any manner.

1.7. Conflict of Interest

By signing the bid, the vendor affirms that it and its' officers, members and employees have no actual or potential conflict of interest, beyond any conflicts disclosed within the submitted bid. Vendor will not acquire any interest, direct or indirect, that would conflict or compromise in any manner or degree with the performance of its services under this contract. If any potential conflict is later discovered or if one arises, the vendor must disclose it to the College promptly.

1.8. Independent Proposal

A bid will not be considered for award if the commission/price was not arrived at independently, without collusion, consultation, communication, or agreement as to any matter relating to such

commission/prices with any other offer or with any competitor. The commission/price quoted in the vendor's bid will not be subject to any decrease/increase and will be considered firm for the life of the contract unless specific provisions for adjustment have been provided for in the original contract.

1.9. Economy of Preparation

Bids should be prepared simply and economically, providing a straightforward, concise description of vendor's abilities to satisfy the requirements of the solicitation. Emphasis should be placed on completeness and clarity of content.

1.10. Verbal Communications

Discussions and/or interviews may be held with a vendor(s) under final consideration prior to selection for award; however, an award may be issued without such discussions or interviews.

1.11. Oral Statements and Commitments

Vendor must clearly understand that any verbal representations made or assumed to be made during any oral discussions held between Vendor's representatives and any College personnel **are not** binding. Only the information issued in writing and added to the solicitation specifications filed by an official written addendum are binding.

1.12. Incurring Costs

Neither the College nor any of its employees or officers shall be held liable for any expenses incurred by any vendor responding to this solicitation for expenses to prepare, deliver the proposal, or to attend any mandatory or non-mandatory pre-bid meeting or oral presentations.

1.13. Disclosure

All documents submitted in response to this solicitation and any documents created as a result of this solicitation are considered public record. All bids, proposals or offers submitted shall become public information and will be available for inspection during normal business hours at the College. The only exception for public record is disclosure information as provided in WV Code § 29B-1-4. Primarily, only trade secrets are considered exempt from public disclosure.

1.14. Bid Opening and Evaluation Process

At the date and time specified, each bid will be opened and read aloud. Once opened, each bid will be reviewed by the CFO/CPO to make any determination, if applicable, of the Resident Vendor and/or Small, Women-Owned, or Minority-Owned Preference; such preference is an evaluation method only and applies only to the cost in accordance with West Virginia State Code.

Evaluation: Preference

Resident Vendor

Vendor Preference may only be granted upon written request and only in accordance with the West Virginia Code §5A-3-37 and the West Virginia Code of State Rules. Vendor's failure to submit the Vendor Preference Certificate form, when applicable, with its bid will result in denial of Vendor Preference. Vendor Preference does not apply to construction projects.

Small, Women-Owned, or Minority-Owned Vendor (SWM)

For any solicitation publicly advertised for bid, in accordance with West Virginia Code §5A-3-37(a)(7) and W. Va. CSR §148-22-9, any non-resident Vendor certified as a small, women-owned, or minority-owned business under W. Va. CSR §148-22-9 shall be provided the same preference made available to any resident Vendor. Any non-resident small, women-owned, or minority-

owned business must identify itself as such in writing by submitting Form WV-1 "Vendor Registration & Disclosure Statement and Small-, Women-, & Minority-Owned Business Certification" with its bid, and must be properly certified under W. Va. CSR §148-22-9 prior to contract award to receive the preferences made available to resident Vendors.

Applicable preference forms can be obtained from the State of WV Purchasing website <http://www.state.wv.us/admin/purchase/forms.html>.

1.15. Contract

The CFO/CPO will perform a final review and award based upon the overall services, qualifications, vendor preference, if applicable and cost. ***Any contract resulting in an award from this solicitation is not valid until properly approved and executed by the CFO/CPO of the College and approved as to form, if required, by the Attorney General.***

The issued contract, by order of precedence, is the Cover Page, the Schedule of Fees, the solicitation and any addendum, and the vendor's bid along with all required exhibits in response to the solicitation.

1.16. Term of Contract & Renewals

The contract shall be effective upon award and shall extend for a period of two (2) years; and may, if warranted and by mutual consent, be renewed for an additional one (1) year period to complete implementation of all recommendations.

1.17. Contract Changes

Any changes to the original contract will be made via a Change Order issued by the College. No change is official until a signed Change Order is issued and received by the Vendor.

1.18. Contract Termination for Unavailability of Funds

If funds are not appropriated or allocated for the services provided under the contract, the College may terminate the contract at the end of the affected current fiscal period without charge or penalty. The College shall give the vendor written notice of such non-appropriation or non-allocation of funds as soon as possible after the College receives notice.

1.19. Contract Termination for Failure to Perform

The College may terminate the contract resulting from this solicitation immediately at any time the vendor fails to meet the terms of the contract.

1.20. Invoices

Invoices will be submitted in arrears. Payment against invoices prior to receipt of services and an assessment of interest or late fees for late payments is prohibited by State law. Invoices properly prepared and submitted in accordance with the terms and conditions of the contract are typically paid within a thirty (30) day timeframe.

1.21. Governing Law

The contract shall be governed by the laws of the State of West Virginia.

SECTION 2 ELIGIBILITY REQUIREMENTS

2.1. Vendor Registration [WV Code § 5A-3-12]

The West Virginia Code requires that all vendors be registered (Exhibit E) with the WV Department of Administration, Purchasing Division, prior to receiving a purchase order for competitive products and/or services exceeding \$25,000.

Additional vendor registration information can be obtained at:

<http://www.state.wv.us/admin/purchase/VendorReg.html>

2.2. Debarment [WV Code §5A-3-33 through §5A-3-33F]

Vendors that have been debarred by the federal government are not eligible to offer on or receive contracts to supply goods or services to the state and its subdivision for a specified period of time.

2.3. West Virginia Secretary of State

The vendor must comply with the requirements of the West Virginia Secretary of State, and should provide a copy of their business license with the proposal. For more information, contact the WV Secretary of State or visit <https://sos.wv.gov/Pages/default.aspx>.

2.4. Taxpayer Identification Information

The Internal Revenue Service (IRS) requires the College to request a taxpayer identification number (TIN) for tax reporting purposes. IRS Form W9 (Exhibit D) is used to obtain this information.

2.5. WV Agreement Addendum (WV-96)

The WV-96 is attached to demonstrate the State law and guidelines which must be adhered to in any contracts presented to the College for execution (Exhibit B). A copy of additional terms and conditions that a firm wishes to offer for consideration should be enclosed with the proposal. The West Virginia Attorney General's Office must accept or reject proposed modifications to the WV-96.

2.6. Purchasing Affidavit [WV State Code §5A-3-10a]

WV State Code requires all vendors to submit an affidavit regarding any debt owed to the State. The Affidavit (Exhibit C) should be completed, signed, and returned with the vendor's proposal.

2.7. Cover Page

The Cover Page (Exhibit A) includes the RFP Number, Addenda Received check boxes, name(s) of site visit attendee(s), the Vendor's business name, business address and telephone number, a contact name and e-mail address. It also includes a signature line and date for the individual authorized to obligate the business.

SECTION 3 Background Information

3.1. Location

The College is located at:

BridgeValley Community & Technical College
2001 Union Carbide Drive
South Charleston, WV 25303

Operating Hours: Monday – Friday, 8:00 a.m. – 5:00 p.m.

3.2. About the College

BridgeValley assists students in achieving their educational goals. BridgeValley meets the higher education, workforce development, and training needs for industries ranging from healthcare to manufacturing.

Mission Statement

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

Vision Statement

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

Value Statements

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

1. Excellence in Education. We are dedicated to excellence in education and will develop and retain innovative and supportive faculty and staff; maintain facilities equipped with current technology; and deliver a variety of impactful academic and occupational programs based on tolerance of diverse cultural backgrounds and appreciation of divergent points of view.
2. Foster and Promote Achievement and Accessibility. We are committed to providing the skills and resources students need to achieve their educational, career and/or personal goals, and we are committed to open access and affordability of higher education for all of our students.
3. Respect for Diversity. We are dedicated to fostering a learning community in which all individuals are valued and supported; promoting a culture of respect that honors the dignity of every individual; and allowing zero tolerance for disrespect. We believe that everyone should have the opportunity to learn and succeed in the classroom, in the workplace, and in the community.
4. Practice Accountability. We are committed to efficient and effective management of human and financial resources that will maintain public trust through professional integrity and fiscal responsibility.
5. Quality of Work and Learning Environment. As a college fostering and promoting the dignity of each person, BridgeValley strives to provide an environment that is free of harassment. We make a commitment to treat all members of our communities with mutual respect and nurture relationships within the college and community that allow us to grow our knowledge, aid personal progress, expand our reach, and strengthen our impact on those we serve. We believe that our community members are accountable for their actions and should be held to high standards.

6. **Contribution to Community and Economic Development.** We are committed to serving the academic, occupational, and enrichment needs of our communities; enhancing quality of life; and supporting economic development through effective business, government, community, and industry partnerships and collaborations.
7. **Commitment to Supporting Our Local Communities.** We strive to be a positive and transformative force in the places we call home by providing resources and programs that enable our neighbors to rejuvenate and reimagine our neighborhoods, interact with and understand our natural and built environments, and participate in and develop our local economy. Championing the arts, cultivating an entrepreneurial spirit, and collaborating with the new and existing industries, the college will be the primary convener and facilitator necessary to support a creative and enduring community.

SECTION 4 SCOPE OF SERVICES

4.1. Project

BridgeValley Community and Technical College (BridgeValley or BVCTC) engaged with an independent consulting firm to evaluate the current student experience through an analysis of communications, technology, and processes related to recruitment, enrollment, and onboarding. To support the institutional commitment to access and engagement across all cultural and age dynamics, the consulting firm was tasked with completing research into institutional processes, communications, and the environment that students experience at BridgeValley; and, with providing recommendations that could be made to drive enrollment and solidify the College's commitment to the student experience. The issued report (Exhibit G) reflects the findings from each research area and method; and, outlines recommendations based on those findings.

Building on these recommendations, the College is seeking consulting expertise to aid in the implementation of the issued recommendations over the next two years. The scope of support includes, but is not limited to, drafting plans, providing examples from other community colleges, coaching College stakeholders on plan implementation, data analysis support, and providing support to executive leadership to successfully implement each of the five (5) enrollment and retention recommendations.

4.2. Bid Requirements

The Vendor shall coordinate with the President or his/her designee to develop milestones with the goal of implementing all five (5) recommendations within two (2) years of the project start date.

Required service times during the contract period may vary, but Vendor must be capable of providing both in-person and virtual services between the hours of 7 o'clock a.m. and 10 o'clock p.m. (EST) Monday through Friday, with the exception of holidays observed by the State of West Virginia or days designated by the College where the College is closed.

4.3. Equipment and Supplies

The Vendor will be responsible for providing all equipment and supplies needed to satisfy all aspects of the project scope.

4.4. Personnel

The Vendor shall provide dedicated project support from at least one team member with the following expertise: data analysis, enrollment management, executive leadership, coaching, change management, student retention expertise, and community college expertise. Team members must have prior experience managing similar redesign and implementation services for community colleges.

4.5. Deficient Performance and Resolution Process

Resolution, through mutual consideration between the College and the Vendor, of any specification deficiencies is of the most importance to the College. The following outlines the approved process to resolve any such deficiencies, including the potential termination of an existing contract.

- The President or his/her designee shall determine through investigation the validity of given deficiency; and, if valid, provide notice of such deficiency in writing to the Vendor.

- Vendor shall correct, either by the end of the following business day the College is open OR the end of a mutually agreed-upon period, any specification as outlined in Section 4 labeled as deficient. Should the Vendor fail to correct such deficiencies within the timeframe agreed upon, one or all of the following actions may be taken:
 - a. Deficiency will be corrected by the College and billed to the Vendor or deducted from the monthly billing;
 - b. Deficiency will be corrected from other sources and hold the Vendor responsible for any costs incurred;
 - c. Termination of contract.

4.6. Special Terms and Conditions

4.6.1. Insurance Requirements

The Vendor, as an independent vendor, shall be solely liable for the acts and omissions of its employees and agents. The successful vendor shall maintain and furnish proof of coverage of liability insurance for loss, damage, or injury (including death) of third parties arising from acts and omissions on the part of the vendor, its agents and employees. Insurance policy must remain in effect for the term of the contract.

Mountwest Community and Technical College shall be named as an additional insured on all policies. A Statement of Insurability at the following levels:

a) Worker's Compensation	Statutory Limit
b) Employer's Liability	\$ 1,000,000
c) Comprehensive, General Liability, Bodily Injury and Property Damage	\$ 2,000,000 each occurrence

Contractual liability coverage including the indemnification provisions of these conditions must be fully insured under this policy for the liability limits set forth above.

- d) Fire insurance and extended coverage, actual cash value with reasonable deductible.

The College shall not be liable for the loss or damage to any of the Vendor's goods, merchandise, furniture, or any other property. The Vendor shall be responsible for any and all damages to the premises resulting from the negligent or willful acts of the Vendor's agents or employees.

4.6.2. Subcontracts/Joint Ventures

The Vendor is solely responsible for all work performed under the contract and shall assume prime vendor responsibility for all services offered and products to be delivered under the terms of this contract. The College will consider the Vendor to be the sole point of contact with regard to all contractual matters. The Vendor may, with the prior written consent of the College, enter into written subcontracts for performance of work under this contract; however, the vendor is totally responsible for payment of the sub vendor.

4.6.3. Record Retention

Vendor shall comply with applicable Federal and State of West Virginia rules and regulations, and requirements governing the maintenance of documentation to verify any cost of services or commodities rendered under this contract by Vendor. The Vendor shall maintain such records a minimum of five (5) years and make such records to the College personnel at Vendor's location during normal business hours upon written request by the College within ten (10) days after receipt of the request.

SECTION 5 VENDOR RESPONSES AND EVALUATION CRITERIA

5.1. Cover Page

As provided in Section 2 of this RFP as an eligibility requirement, the Cover Page includes the solicitation number, addenda acknowledgement(s), name(s) of site visit attendee(s) – if applicable, the Vendor’s business name, business address and telephone number, a contact name and e-mail address. It also includes a signature line and date for the individual authorized to obligate the business.

5.2. Table of Contents

Clearly identify the material by sections and page number(s).

5.3. Letter of Transmittal

Limit to one or two pages.

- Provide an overview of the Vendor’s experience with and understanding of the Community College, two-year higher education sector.
- Briefly state the Vendor’s understanding of the scope of services to be provided and the commitment to meet all goals for a successful implementation within the two (2) year timeframe.
- Provide a list of team member names that will be authorized to make representations for the vendor, their respective titles and contact information.

5.4. Vendor Profile

- Provide a list of projects of similar scope completed in the last five (5) years.
- Provide samples of implementation schedules crafted that met targeted completion dates from projects of similar scope for a two-year higher education institution.
- Provide, at minimum, three (3) references from completed projects of a similar scope for a two-year higher education institution.
- Provide examples of proven consulting expertise of team members for projects of similar scope for a two-year higher education institution.

5.5. Pricing

Pricing information is to be provided in a separate sealed envelope and labeled as “Fee Schedule”. The “SCHEDULE OF FEES” form (Exhibit F) is the required format.

5.3. Evaluation Process

Proposals will be evaluated and scored by a committee of College stakeholders and the CFO/CPO. Evaluations will be scored on overall services, qualifications, and costs/commission with a maximum scoring of 100 points total. The recommendation of the successful Vendor will be made to the President by a consensus of the Evaluation Committee and the CFO/CPO. The criteria and the assigned weight factors are provided in Part 5, Section 5.4 and Section 5.5 of this solicitation.

5.4. Evaluation Criteria

The following are the factor and point values:

Profiles and Consulting Expertise	25 Points Possible
Experience, Community Colleges	25 Points Possible
Assessment of Capability	25 Points Possible
Price	<u>25 Points Possible</u>
Total	100 Points Possible

Each cost/commission proposal will be evaluated by use of the following formula:

$$\frac{\text{Lowest Cost Proposal}}{\text{Price of Proposal being Evaluated}} \times 25 = \text{Price Score}$$

5.5. Minimum Acceptable Score

Vendors must score a minimum of 85% (64 points) of the total technical points possible in order to be eligible for further consideration and to continue in the evaluation process. All Vendors not attaining the minimum acceptable score (MAS) shall be disqualified and removed from further consideration.

The College may select the successful Vendor's proposal based on best value purchasing which is not necessarily the lowest price submitted by a Vendor. Cost/Commission is considered, but is not the sole determining factor for award; discussions or interviews may be held to promote understanding of the College's requirements and the offerors' proposals, and to facilitate arriving at a contract that will be most advantageous to the College. The College does reserve the right to accept or reject any or all of these proposals, in whole or in part, if to do so is in the best interests of the College.

Vendor's failure to provide complete and accurate information may be considered grounds for disqualification. The College reserves the right to ask Vendors for additional information to clarify their proposals. Nothing may be added to alter the written solution or method contained in the original proposal after bid opening. Presentations may be requested, at the discretion of the Evaluation Committee.

SECTION 6 ADDITIONAL INFORMATION

6.1. By submitting a proposal in response to this RFP, the vendor shall be deemed to have accepted all the terms, conditions, and requirements set forth herein unless otherwise clearly noted and explained in writing. Any exception(s) or additional terms and conditions a vendor wishes to offer for consideration must be clearly itemized and explained. Otherwise, the RFP in total shall be incorporated into the contract by reference. The College may accept or reject the vendor's proposed exceptions as it deems appropriate and in the best interests of the College.

RFP COVERPAGE

The undersigned declares that he/she has read **RFB BV2022-02** and that the following proposal is submitted as a good faith response. The undersigned declares that he/she has the authority to obligate the company and that all mandatory requirements were met.

MANDATORY SITE VISIT VERIFICATION

Attendee Name/Title _____

Attendee Name/Title _____

The undersigned acknowledges receipt of the following addenda, if released. If no addenda are released, this section is to be left blank:

Addendum 1 _____ (initial receipt)

Addendum 2 _____ (initial receipt)

Addendum 3 _____ (initial receipt)

(Signature of Signee)

(Print Name of Signee)

(Title)

(Company Name)

(Street Address)

(City, State, Zip)

(Telephone Number)

(E-mail)



FEES AND REIMBURSABLE EXPENSE SCHEDULE
RFB BV2022-02
Consulting Services

The undersigned has read and understands all conditions and terms of the solicitation, is authorized to submit this proposal, and hereby offers to perform the services requested for the amounts indicated below:

SENIOR STAFF

Consultation \$ _____ /hour
 Project Management \$ _____ /hour

SUPPORT STAFF

Consultation \$ _____ /hour
 Research, Analysis \$ _____ /hour
 Other \$ _____ /hour

REIMBURSABLES

Travel expense must be pre-approved by the College prior to seeking Reimbursement. Reimbursement for travel will be in accordance with WV State Travel Policy (<http://www.state.wv.us/admin/purchase/travel/TravelRule.pdf>).

A more detailing pricing schedule in lieu of the Fees and Reimbursable Expense Schedule may be submitted; however, the Fees and Reimbursable Expense Schedule must be signed and included with the proposal. **The cost/fees disclosed either on the Fees and Reimbursable Expense Schedule or other pricing schedule shall include all overhead and profit. No invoicing shall be accepted that shows any deviation from the cost/fees submitted with the proposal; this includes, but is not limited to, secretarial activity, printing, delivery, rent, phone calls, postage, overnight mail service, and accounting fees.**

Signature _____	Print Name _____
Title _____	Company _____
Address _____	Phone _____
Email _____	Fax _____



BRIDGEVALLEY COMMUNITY & TECHNICAL COLLEGE FINDINGS & RECOMMENDATIONS

Swim Digital Group
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INTRODUCTION

Swim Digital Group (Swim) engaged with BridgeValley Community and Technical College (BridgeValley or BVCTC) to evaluate the current student experience through an analysis of communications, technology, and processes related to recruitment, enrollment, and onboarding.

To support the institutional commitment to access and engagement across all cultural and age dynamics, Swim was tasked with completing research into institutional processes, communications, and the environment that students experience at BridgeValley, and with providing recommendations that could be made to drive enrollment and solidify BVCTC's commitment to the student experience.

This report reflects the findings from each research area and method and outlines recommendations based on those findings.

APPROACH & RESEARCH

In order to objectively evaluate the BridgeValley student experience, Swim leveraged six research methods to gain a better understanding of the application and enrollment processes from institutional and student perspectives:

- Data research and discovery
- Deep Dives sessions
- Secret Student experiences
- Student focus groups
- Student surveys
- Communications and marketing audit

Through these different research efforts, Swim evaluated the overall student experience from multiple vantage points and has prepared comprehensive feedback for the school.

DATA RESEARCH & DISCOVERY

Swim spent numerous hours on primary and secondary research, including market research and analysis of BridgeValley documents and data, to prepare to execute the Deep Dives sessions, inform the student survey and focus group line of questioning, and determine the personas to be used in the Secret Student experiences.

DEEP DIVE SESSIONS

November 3 and 4, 2021

Swim facilitated eight Deep Dives with multiple departments within BridgeValley Community and Technical College. The goal of each Deep Dive was to meet with department employees and leadership to learn how departments operate on a day-to-day basis. These sessions also covered the communications and enrollment processes, what systems each group uses to conduct their duties, and what challenges they may face as they work to deliver services to students.

Deep Dives were conducted with the following functional areas:

- Senior Leadership
- Academic Deans
- Student Engagement/Dean of Students
- Admissions
- Financial Aid
- Career Services & Advising
- Community Education
- Customized & Corporate Education
- Institutional Research
- Community Outreach
- External Marketing

SECRET STUDENT EXPERIENCES

December 2021 - April 2022

The Secret Student Experience deploys multiple secret students to express interest and complete as much of the application process as possible. This exercise provides accounts of the student experience through an unbiased lens. The Secret Student approach intends to identify the gaps in the application experience from the student's viewpoint.

Secret students applying to BridgeValley took on a series of predefined personas representative of the student population at the institution. These personas included first-time-in-college (FTIC) working adults and FTIC high-school graduates, who were both male and female. One secret student also undertook an online-only persona.

After visiting the website, each secret student was asked to contact the institution directly or to apply through the BridgeValley online application. Using a variety of personas and communications methods allows Swim to analyze the experience from multiple viewpoints and pinpoint challenges that may only exist for specific populations.

Upon submitting the form or application, the secret students were asked to make it as far in the process as they could, communicating with BridgeValley through email or phone calls.

The personas used by our secret students included:

- Non-traditional student who has taken time away from school to earn money, interested in both face-to-face and online courses
- Traditional age, 100% online student
- Student working through the online orientation program at BridgeValley
- Traditional age student, working full-time, not ready to commit to BridgeValley

Complete Secret Student reports can be found in Appendix A.

STUDENT FOCUS GROUPS

February 15, 16, and 24, 2022 and March 9, 2022

Swim met with at least 19 current BridgeValley Community and Technical College students to learn first-hand about their experiences at the institution. This group was a mix of adult and traditional aged students who were enrolled across a variety of programs. Through a series of four focus groups, Swim learned about the student experience from those living it, gathered feedback on pain points and areas for improvement, and discovered what the students valued most about belonging to BridgeValley.

Swim asked a prescribed set of questions while allowing for natural discussion and probing for further information as needed. Swim's list of topics related to student stages from interest to enrolled student. Topically, Swim's questions covered aspects of the following:

- Interest in BridgeValley (why they selected the college)
- New Student Orientation
- Role of Financial Aid and Advising

- The classroom experience
- Student support

The executive summary of the focus groups can be found in Appendix B.

STUDENT SURVEY

The electronic student survey enabled us to gather quantitative and qualitative data related to the BridgeValley student experience to supplement the findings from the student focus groups. Swim provided BridgeValley with promotional content to promote the student survey. We received answers to the survey comprising 19 mandatory questions; four conditional answer questions; and seven conditional, free-form follow-up response questions relevant to the students' responses. 143 students responded to the survey.

With collaboration from BridgeValley, we worked to craft our questions and response options to:

- Gain a better understanding of how students came to BridgeValley
- Gauge students impressions of their application and admissions processes
- Understand the pain points in the enrollment process
- Measure the student utilization and understanding of financial aid options
- Gather information on students' experiences with new student orientation

A full report of questions and responses can be found in Appendix C.

COMMUNICATION AND MARKETING AUDIT

Swim executed a marketing assets review of all of BridgeValley Community and Technical College's traditional, public relations, and digital marketing efforts to identify best practices and opportunities for improvement. This included enrollment campaigns, recruitment collateral, student communications, campus branding, website and other digital assets, internal communications, and community outreach.

A summary of the audit findings can be found in Appendix D.

FINDINGS AND RECOMMENDATIONS

During and after the execution of Swim's work, Swim was able to identify pain points for staff and students, witness the processes in place, and determine how and where changes might benefit the institution and the student with an eye toward access and engagement across all cultural and age dynamics.

We found opportunities for growth and improvement in areas surrounding organizational structure, process reengineering and student communications strategies, strategic marketing and recruiting, new student orientation, and data-driven decision making. Based on the full analysis, we have identified the findings and recommendations in the following themes:

1. Organizational Structure
2. Process Re-engineering & Student Communications Strategies
3. Strategic Marketing & Recruiting Approach
4. New Student Orientation & The Student Experience
5. Data-Driven Decision Making

ORGANIZATIONAL STRUCTURE

Through our conversations with team members and analysis of the student feedback, it was apparent that the BridgeValley organizational structure does not lend itself to clear roles and responsibilities related to the student experience. Without that clear structure, both staff and students are unclear about which departments and roles have the responsibility for each piece of the student experience. At this time, there are multiple departments who are overlapping in how they serve students and referral sources, and some areas that are receiving little to no engagement at all.

To address this, Swim is recommending that there is a restructure in the Student Affairs and Marketing departments.

STUDENT AFFAIRS DEPARTMENT

Within the BridgeValley structure, multiple departments currently overlap in the students they serve and the way that they utilize the various referral sources. For example, the Admissions team is currently recruiting students and responsible for the admission process. It was clear from the Secret Students and student surveys that there is a lack of follow-up related to these two functions. Without a division between roles and responsibilities, an environment is created where many different teams are trying to fill the gaps they see in order to serve students. This overlap creates opportunities wherein some students receive conflicting information and other students do not receive information from the necessary departments or college representatives.

Recommendations

To better align the student services functions at BridgeValley, Swim recommends reorganizations of the departments and teams within the Student Affairs division, specifically those departments that report to the AVP of Enrollment Services, Dean of Students, and Registrar.

Within this recommendation, the department would have the following structural changes:

- Reassigning the Military and Veterans Affairs team to report directly to the Registrar
- Consolidating Financial Aid Director roles, with one Director reporting to the AVP of Enrollment Services.
- Moving the Testing Specialist role under the Director of Admissions, and dividing the roles of Admissions Processors and Admissions Counselors.
- Restructuring the Student Success team under one Director (who is reporting to the Dean of Students). Within this team, the Director of Student Success will supervise Entry Advisors, Retention and Career Specialists, Tutoring Coordinators, and the Assistant Director of Student Engagement.
 - It is recommended that the Coordinator of Student Engagement be elevated to an Assistant Director so that role can manage the new student experience, which will be discussed in more detail in this document.

An outline of the recommended organizational structure can be found in Appendix G.

RECRUITMENT AND OUTREACH DEPARTMENT

In the current division of roles and responsibilities at BVCTC, there is not a dedicated team in place to be responsible for student acquisition and recruitment in a way that allows for BridgeValley to utilize a comprehensive approach to bringing students into the funnel and converting them into applicants.

Further, the College lacks a dedicated team member to take responsibility for ensuring that students are receiving timely, relevant, and strategic communications during their time at BridgeValley; conversely, the College lacks a staff member to coordinate marketing efforts that maintain the College's brand and ensure consistent and cogent messaging.

Recommendations

In order to ensure that there is a commitment to strategic student recruitment and acquisition, Swim is recommending the creation of a Recruitment and Outreach department, led by a Director of Recruitment and Outreach who reports directly to the President.

In this structure, the Director will lead a team of four:

- Two Recruiters who will be responsible for student acquisition.
- One Student Communications Specialist, who will manage the holistic communications strategies on behalf of the College.
- One Marketing Coordinator who will manage outside Marketing vendors and oversee the strategic marketing initiatives.

It is Swim's belief that creating this department will allow BridgeValley the opportunity to strategically approach the student acquisition and recruitment functions with the goal of increasing the pool of future students.

An outline of the recommended organizational structure can be found in Appendix G.

PROCESS RE-ENGINEERING & STUDENT COMMUNICATIONS STRATEGIES

As Swim has conducted its research, we have identified gaps in proactive communication from BridgeValley to students, specifically related to next steps in the enrollment funnel. Each phase of our environmental analysis has supported this finding based on the level of outreach and clear instructions provided to students and Secret Students. For example, the Secret Students each reported an inconsistent cadence in communications from BVCTC after submitting a request for information and after completing the application.

This has led Swim to believe that the College is missing a clear enrollment funnel for how the student moves through the enrollment lifecycle, and the process and communications strategies that support that funnel. Based on this, Swim is recommending that BVCTC define that funnel and the supporting processes and communications.

ENROLLMENT FUNNEL CONVERSIONS

Swim's Deep Dives session and Secret Student experiences revealed a lack of consistency in the tracking of students as they move through the onboarding and enrollment processes, and our research found that BridgeValley students received inconsistent touch points as they moved through the processes. Many students who participated in the focus groups and surveys shared frustrations spurred by the lack of proactive outreach from BridgeValley at multiple points in the process, including Admissions, Financial Aid, and Advising.

Recommendations

It is Swim's recommendation that the proposed restructure work alongside a streamlined enrollment funnel. This funnel will propose a clear definition of the student profile in each phase, the departments responsible for each phase of the funnel, as well as the defined conversion triggers between each phase—from the prospect stage until graduation.

By utilizing the proposed funnel, BridgeValley will ensure a systematic, clear, and consistent effort in the service of student enrollment. The final enrollment funnel will achieve the following:

- Clear milestones for the conversion and hand-off of new students and re-enrolling students between responsible departments and roles.
- Prospective and re-enrolling students will have a clear view of the correct person to contact for assistance in the enrollment process or from whom to request information.
- Prospective and re-enrolling students will receive information which is relevant to them, through the appropriate channels, at their current point in the enrollment funnel.
- Within the restructure, Swim recommends creating KPIs for job performance by job type to create an accountability structure that both provides goals for staff and measures for leadership to utilize.

The full recommended funnel can be found in Appendix F.

STUDENT COMMUNICATION STRATEGIES

Because there is a lack of consistency in roles and responsibilities related to moving students through the enrollment funnel, there isn't clarity in which departments are supposed to be delivering certain messages and

when. Without this clarity, it is common for departments to try to fill in the gaps so that students can be successful, but this causes additional challenges.

Currently, the communications to students from BVCTC are overwhelming and have too much content; this can be stressful and confusing to incoming students, and it leads to challenges in navigating BridgeValley's onboarding and enrollment processes. In addition to proactive student communications, our findings indicated clear concerns with staff responsiveness when students tried to contact Admissions, Financial Aid, and Advising departments.

- More than half of survey respondents said that they had rarely or never spoken with their Advisor or Career Services team while they were enrolled at BridgeValley.
- Prospective students reported that it was difficult for them to find information related to requesting information about BridgeValley on the College's website.
- Both applicants and current students shared that they struggled to find the information that they needed related to classes, Advising, and student services on the website or in communications.
- Survey respondents who indicated that their onboarding process was difficult cited the primary reason for the difficulty was a lack of communications, specifically from the Financial Aid office.

Recommendations

To create a more comprehensive student communication strategy, Swim recommends that BridgeValley takes a holistic approach to building student communications, which will be supported by the aforementioned recommendations with the Student Communications Specialist and defining the enrollment funnel. Based on the funnel, the Student Communications Specialist will be able to work with function teams to:

- Build a full communications plan from first inquiry through to the first day of class, with strategic and timely communication messages. These messages should be tailored to the student profile and nudge the student through next steps through proactive communications.
- Adopt a common technology system that will allow all departments to be cohesive in communications, automate communications, and track how many communications students are receiving at each phase of the funnel.
- Review the website content ontology based on defined user personas to ensure a seamless user experience.
- Celebrate students on their accomplishments and create an excited and optimistic student outlook on starting college.
- For communications that require dense or significant amounts of information, create/link to external web pages that provide this additional information rather than attaching multiple pages of PDFs.
- Identify clear calls-to-action within communications. Clearly delegate and assign responsibility for handling responses from prospective and current students, and set an expected response time. Swim recommends creating standard responses when communicating back with students to create efficiencies and consistency of message.

WEBSITE IMPROVEMENT

Based on the survey responses, focus group feedback and Secret Student reports, the website can be confusing for prospective students. While progress has been made with the recent redesign, applicants and current students are still struggling to find the information that they need to move through processes and to

be successful. Many of this is because the website has broken links and confusing navigation within certain pages.

Recommendations

In order to continue the website evolution, Swim recommends defining user personas to understand the true needs of all website users, which will guide the development of the content ontology and website structure. Once the personas are developed, user experience testing will help expose broken links to eliminate confusion for students and prospects.

STRATEGIC MARKETING & RECRUITING APPROACH

Based on our marketing and communications audit, Swim found that the approach to marketing at BridgeValley is “broad reaching” and general. It is evident that the College’s priority has been to rebuild the brand identity following the merger in order to solidify awareness in the community. The current marketing materials speak more to brand awareness and overall brand penetration within the marketplace, rather than calling students to the action of applying for admission.

In Swim’s opinion, the focus needs to shift to clear calls to action—especially in a time when enrollment is a major challenge. This shift will be imperative in order to convert potential students and move them into the funnel. Swim also found that the College is missing opportunities to connect with prospective students according to their individual goals and areas of interest, based on the broad-reaching nature of the marketing campaigns.

As it has been mentioned, even with the best marketing strategies, there is a gap in how the College defines the recruitment process, beginning at the point of inquiry and starting the application. At multiple times during the Secret Student experience, students attempted to inquire about BridgeValley through website forms, emails and phone calls, and did not receive any follow-up communication. Part of the challenge with the current structure is that one role is responsible for bringing the students into the institution and getting them enrolled in classes, which would be addressed with creating the Recruiter positions. However, another challenge is the lack of a current Request for Information form. Currently, the “Request Info” page on the website leads to a list of emails and phone numbers—which can be overwhelming to students—and a simple contact form. This form is not specific to prospective students, which causes delays and confusions for students trying to find the correct form. Further, there is an unclear distribution of responsibility for following-up on the forms, which also contributes to the delays in follow-up.

Recommendations

In support of the work of the previously recommended Recruitment and Outreach department, Swim recommends that they focus on level-setting the strategic marketing approach across the College. This should include:

- Ensuring that the College Marketing team is aligned with the data-driven programmatic needs of the institution that support strategic enrollment goals, allowing for the building of programmatic campaigns to increase enrollment.
- Developing a marketing plan that is designed to not only increase brand awareness, but also to use data to increase student acquisition and enrollment.
- Ensuring that everyone responsible for marketing and recruiting adopt and understand a common set of BridgeValley value propositions, using them consistently in external marketing and communications.

Additionally, within the new structure, the Recruiters will ensure that prospects receive timely follow-up and engagement. One of the tools that the Recruiters will need to be successful is a modified Request for Information (RFI) form. The form should be able to collect prospective student information (at least a name and email address), so Recruiters are able to effectively follow-up with and build relationships to convert these inquiries to applicants.

The responsibilities for responding to the RFI submissions should be clearly delegated, and a time for response should be set to ensure that prospects don't have to wait for follow-up communications or need to try to get in touch with another department to get questions answered.

A full mock-up of the recommended RFI form can be found in Appendix E.

NEW STUDENT ORIENTATION & THE STUDENT EXPERIENCE

At the core of Swim's work, we are trying to ensure that the BVCTC students have an experience that will help them accomplish their dreams and change their lives. While structures, job responsibilities, process, and technology play a significant role in creating that experience, we also focused on the face-to-face interaction that shapes the student's journey. With the first major face-to-face interaction being New Student Orientation, we had originally planned to focus on that. However, during the student focus groups, we heard feedback that shifted some of the focus to looking at the experience once a student was enrolled.

NEW STUDENT ORIENTATION

Based on the student feedback and Secret Student exercise, there are opportunities to increase the engagement in New Student Orientation, or STOR. The students shared that the curriculum was difficult to sit through and they did not feel like it was a worthwhile use of their time. The current new student orientation, STOR, is currently being leveraged with an emphasis on online learning and technology tools. A majority of the survey respondents who reported attending STOR shared that they didn't feel that the STOR curriculum prepared them for the first day of class, which may be caused by the way it was delivered and the timing, more than the actual content.

Recommendations

In order to create a more comprehensive approach to leveraging new student orientation as preparation for students' first day of class, Swim is recommending the following modifications:

- Reassign the ownership of new student orientation to the Director of Student Engagement. This role will work with cross-functional teams across the college to build curriculum and manage the event to ensure a holistic approach to the student preparation.
- Increase options for students to participate in New Student Orientation with in-person modalities, in addition to online options for the program.
- Update the content of the curriculum to add more engaging and interactive modules to keep the student motivated and active in the orientation.
- Build additional orientation experiences for transfer students and returning students to ensure that they have updated and relevant information, helping them to be successful as a BridgeValley student.

THE STUDENT EXPERIENCE (NURSING PROGRAM)

In the focus group, multiple students shared that they felt unsupported by the faculty in their program—specifically within the first semester of the Nursing program. Based on the initial feedback and in reviewing the programs retention and graduation rates, Swim organized an additional focus group with only Nursing students to further investigate. In that focus group, the students shared that they did not feel like they had the guidance they needed to be successful. The nursing students reported being encouraged to leave the program if they faced any difficulties in their personal or academic lives, including the death of a family member, the birth of a child, and earning a "C" on a quiz.

Recommendations

While it is important to maintain the rigor and academic excellence within this program, there is the perception that faculty are prioritizing test scores over supporting students in their dreams. Swim believes

that there is a balance between setting realistic expectations for students hoping to enter the nursing field, encouraging and motivating students, and maintaining academic integrity.

In order to monitor the student satisfaction and level of services provided by Nursing faculty, Swim is recommending there is regular analysis of student support and feedback. To do so, Swim recommends:

- BridgeValley performs regular audits of the first year nursing classes, specifically in terms of success and withdrawal rates.
- Conduct student exit interviews and surveys at the end of each year with students who are leaving the program.
- Set KPIs related to student success and for the student satisfaction evaluations of faculty members, which are incorporated into performance evaluations.

DATA-DRIVEN DECISION MAKING

Based on all of the findings within this document, there is a clear gap in BridgeValley's use of the data available in strategic goal-setting related for enrollment. During Swim's research, we found that BridgeValley is not currently utilizing a strategic approach to collecting and leveraging data in a way to allow it to inform enrollment and retention strategies.

Based on reports, it is evident that the College has a large amount of data available to be utilized, but it seems to be based on interactions, not the outcomes of staff and faculty activities. As we spoke with the staff, we learned that they operate from a mindset that defines success as "completing a to-do list," rather than reaching enrollment goals.

Recommendations

In order to undergo the culture shift at an institutional level that empowers staff to use a data-driven approach and creates the expectation of the same, Swim recommends the following:

- Create KPIs for job performance, by job type, to ensure accountability and transparency throughout the institution.
- Incorporate milestones for degree/program completion to measure engagement by completion.
- Create measurements for conversions from inquiry to applicant and to measure from applicant to enrolled.
- Create a clear structure that encourages students to participate and engage in new student orientation.
- Create goals associated with graduation rates.
- Track student success indicators that impact retention and persistence.

Through these KPIs, Bridge Valley will be better positioned to make strategic decisions that will move the needle for student enrollment, retention, and completion.

PROPOSED NEXT STEPS

In order to implement the approved recommendations, Swim is recommending a phased approach in working with BVCTC. Within these phases, Swim will work with stakeholders to execute approved recommendations and continue to monitor student engagement and student experience challenges.

IMPLEMENTATION PHASES

The implementation of these proposed next steps can be broken down into three different phases over the course of 18 months.

PHASE 1

- Review and draft job descriptions to support the organizational restructure.
- Complete a restructure of Recruitment, Outreach, and Student Affairs departments.
- Define the enrollment funnel and conversion points.
- Define hand-off to faculty advisors and develop accountability KPIs for anyone acting in an advising function based on a common college-wide advising philosophy.
- Develop a marketing plan designed to not only increase brand awareness but also to use data to increase student acquisition and enrollment.
- Ensure that the college marketing team is aligned with the data-driven, programmatic needs of the institution in support of strategic enrollment goals.
- Ensure that all roles with responsibility for marketing and recruiting adopt and understand a common set of Bridge Valley value propositions and use them consistently in external marketing and communications.

PHASE 2

- Develop benchmarks for conversion in the student enrollment funnel.
- Re-engineer the processes from inquiry to the first day of class, as outlined in the enrollment funnel.
- Implement the technology integration for automated communications.
- Create and implement a new Request for Information form.
- Define the response responsibilities for the Request for Information form to ensure that prospects are not waiting for follow-up, resulting in the student attempting to contact another department to get their questions answered.

PHASE 3

- Develop and implement a full communications plan, from first inquiry through the first day of class with strategic and timely communication messages. These messages should be tailored to the student profile and nudge the student through next steps, rather than putting the onus on the student.
- Complete the updates to the website structure and content ontology.

- Reconfigure the onsite and online STOR experience to better engage students and provide them more tools for success in their academic career at Bridge Valley.

An outline of the recommended implementation timeline over 18 months is included in Appendix H.

APPENDIX A

Secret Student Reports

APPENDIX A: SECRET STUDENT REPORTS

SUMMARY

January - April 2022

The Secret Student Experience deploys multiple secret students across multiple programs at the institution. Their goal is to express interest in BridgeValley Community and Technical College and to complete the application process, moving through as many steps and processes as possible in the delineated time. This exercise provides factual accounts of the student experience through an unbiased lens, which serves to provide insight that might otherwise be unavailable to the institution. Furthermore, the secret student approach seeks to identify the gaps in the application experience from the student's viewpoint.

The secret students who applied to BridgeValley took on a series of customized and predefined personas who were representative of the student population at BVCTC and fit within the academic programs on which BridgeValley sought further information. These personas included traditional, FTIC students, and adult-learner students. These students were asked to complete the information request form or to contact a programmatic contact directly. Using a variety of personas and communications methods allows Swim to analyze the experience from multiple viewpoints and pinpoint challenges that may exist only for specific populations.

Upon submitting the form or application, the secret students were asked to make it as far in the process as they could, communicating with BridgeValley through email, phone calls, and the chatbot.

The personas used by our secret students included the following:

- Non-traditional adult student with HS diploma, prepared to take time off work and ready to enroll in school to increase their earning potential; lives locally
- Full-time employed prospect who is uncertain that Bridge Valley is their intended institution and is shopping around for online or hybrid courses, if possible; FTIC, HS graduate
- 100% online student who is working through the process completely virtually
- Non-traditional student who is hoping to enroll remotely because of transportation challenges

Two of our students indicated a sense of confusion on the Contact page. There are multiple departments and points of contact information indicated there. The "Apply Now" link also leads to a confusing page, according to the students.

The consensus of our secret students was that a notable lag time existed between the request for information and the response of the team. One secret student found that they received conflicting information from the admissions communications and the in-person communications between the student and BridgeValley staff. Two secret students each experienced a five-day delay between emailing the generic admissions email and receiving a response. Of these two, one contacted a secondary individual at an email address provided by the institution and received an undeliverable message. A fourth student emailed two separate individuals to request information about the program in which they were interested and did not receive a response to either email for a week. When the student did receive a return call, they were provided with the contact information for someone to whom they had already reached out and not yet received a response.

Students reported that the communications that they received from BridgeValley upon the submission of their application provided them with an overwhelming checklist of items that they needed to complete in order to enroll at the institution. They felt that the items were not clearly indicated as required or non-required in their enrollment process. However, the students were pleasantly surprised by the amount of time that it took to receive their admissions decision, though the admittance email was not as exciting as they would have hoped.

Another impression from the students was that the cost of the programs was not provided on the program page. While cost of attendance is a function of the website, our students felt that this information was not present or forward-facing enough to satisfy their curiosity.

One student attempted to utilize the chatbot on two occasions. Both times, the office that our student was attempting to contact was offline. Initially, one student left a message for the Student Affairs team but never heard back. The second time that our student reached out to the chat bot, they connected with one of the only departments that was online—Computer Support. While this team was unable to answer our student's questions, this group was online and available to chat. They directed our student to the admissions generic email address and their phone number.

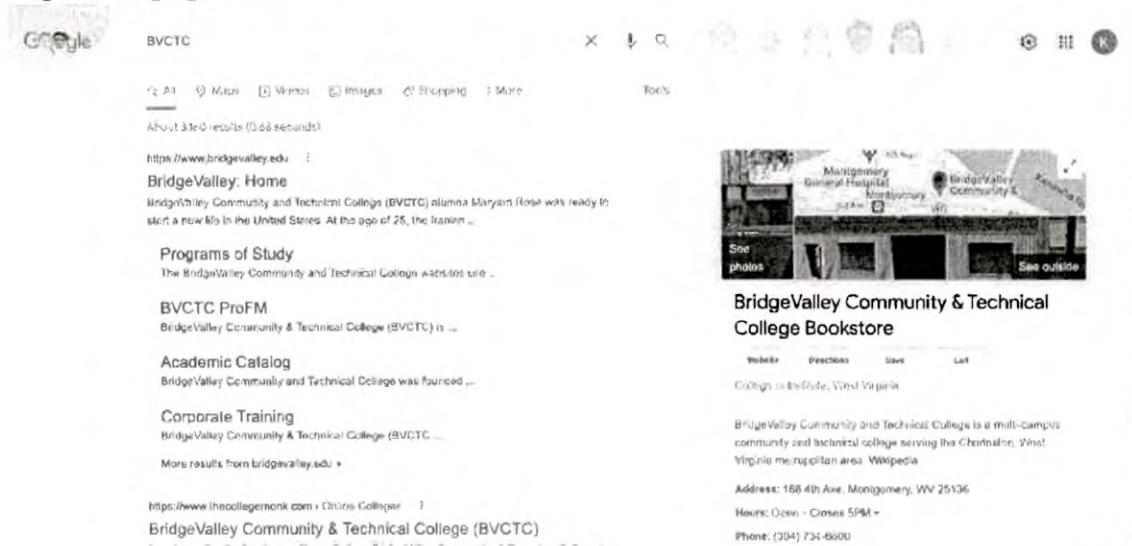
Overall Themes:

- There is a significant lag time between completing the RFI and hearing from a BridgeValley representative. In most cases, our secret students had to initiate another form of contact in order to progress through their application to the institution because they did not hear from a representative of BridgeValley.
- Communication between applicants and the institution is both overwhelming and lacking in enough specific detail to be truly effective to students who are not already familiar with higher education and, specifically, BridgeValley.
- Students reported a lack of clarity in the application process—logins were a source of confusion, information that was required as compared to optional was not clarified, leaving students to wonder what they truly needed to do to enroll and matriculate into their courses at BridgeValley.

Secret Student 1: Traditional age student, exploring school options

03/08/2022

I began by Googling BVCTC:



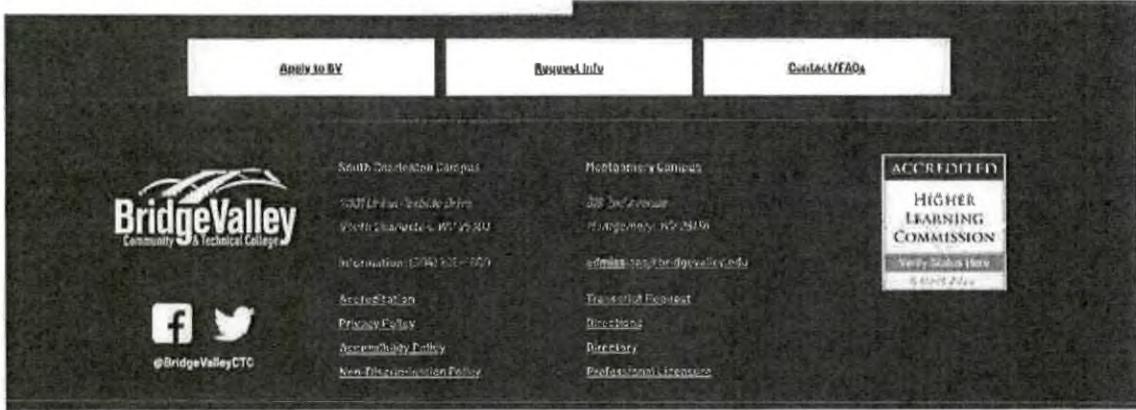
The school was the first option in Google, which made it easy to find.

Since I am not yet ready to apply, and am only interested in gathering more information as I shop around, I was pleased to see it was easy to find the "Request Info" option if you scroll down just a little, and it is next to the "Apply to BV" option.

I saw that my request was submitted, but I did not receive any sort of automatic reply to my email saying something like, "Thank you for submitting your request, an admissions specialist will get back to you shortly."



I like how the footer at the bottom of the website has clear, easy-to-find options to Apply, Request Info, and Contact/FAQs; however, again, the Request Info and Contact/FAQs take you to the exact same page.



I will say that my program of interest is Early Childhood Education. When I go to the Programs section, each program seems easy to find and is organized by general field. I do not see the cost for any of these programs.

03/09/2022

As of noon today, I have not received any response regarding my request for information. I am contacting them via the LiveChat option they have on their website. There are four options for departments you can LiveChat; 2 are offline, 2 are online. One of the ones that is online is Green Power Motor Information, and I have no idea what that is, so I am choosing Student Affairs:

Welcome to BridgeValley Online Support!

Fields marked with * are required

Your Name:

You must be 13 years old or older to use our chat line. Are you 13 or older? (Yes / No)

Please select the department you would like to reach: *

<input type="radio"/> Computer Support	<input type="radio"/> Offline Send a Message
<input type="radio"/> Student Success Center	<input type="radio"/> Offline Send a Message
<input checked="" type="radio"/> Student Affairs	<input type="radio"/> Online!
<input type="radio"/> Green Power Motor Information	<input type="radio"/> Online!

Your Question: *

Hello! I am interested in receiving information on your education programs, including cost and schedules. Would you be able to help me?

After about 2 minutes, I received the message, "There are no operators available at the moment." I "left a message" per their instructions:

Customer Support

Currently in room: Kate O'Brien

Kate O'Brien
Hello!

Kate O'Brien
Hello! I am interested in receiving information on your education programs, including cost and schedules. Would you be able to help me?

We're sorry Kate O'Brien! Your request has been directed to the Student Affairs Department. Please wait for our operator to answer your call.

There are no operators available at the moment. If you would like to leave a message, please type it in the input field below and click "Send" button.

Kate O'Brien
Hello! I am interested in receiving information on your education programs, including cost and schedules. Would you be able to help me?

They did not ask for my email or phone number, so I'm not sure how they are going to respond to my message, especially since I will not be leaving the LiveChat window open all day.

At this point in the process (I began yesterday, so it has only been a little over a day), I feel that the basic information about the programs and classes and financial aid options are all there on the website for people who like to find that information on their own and are willing to spend time poking around the website. However, in terms of having someone reach out and guide me through the process and be my point of contact to answer my questions, that hasn't happened:

no one has made contact with me. Depending on how motivated I am to go to this particular school, they may have lost me at this point, if another school has already reached out.

I know other colleges and universities have a "Request Info" option, and after a potential student fills that out, they are almost immediately contacted by a person in admissions or enrollment, so this may be an option BCT would like to consider.

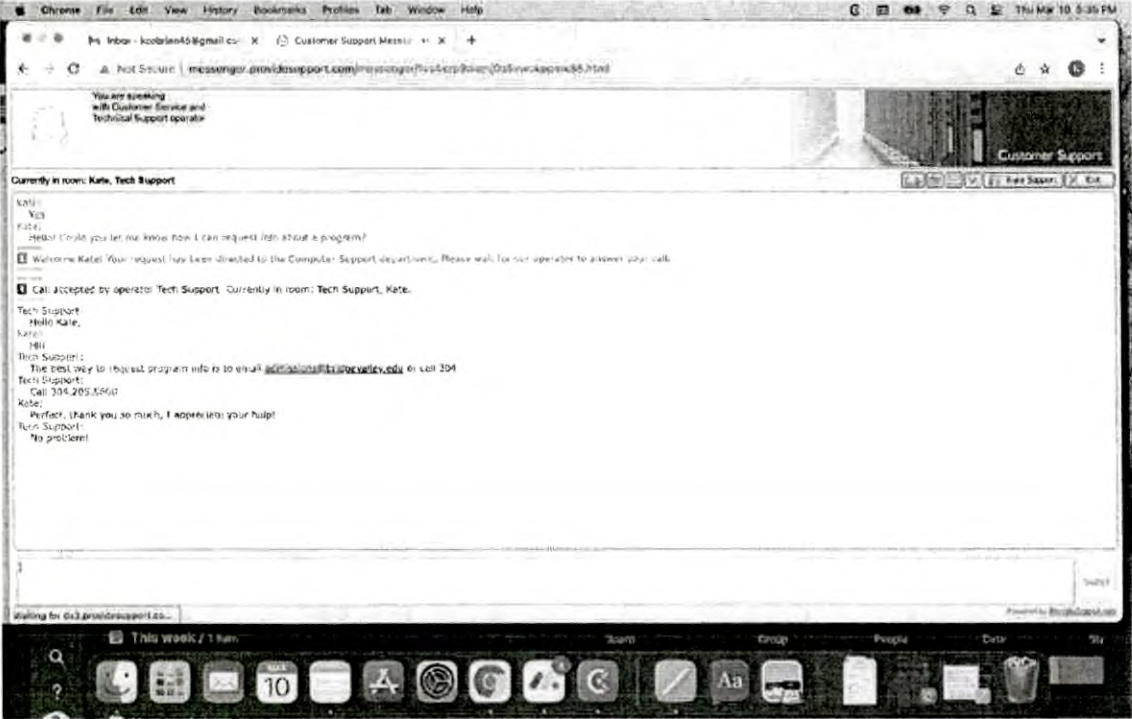
03/10/2022

I went to try the LiveChat feature again, and this time I tried at 5:30pm on Thursday, because many students probably work during the day, and after 5pm may be when they are trying to contact someone.

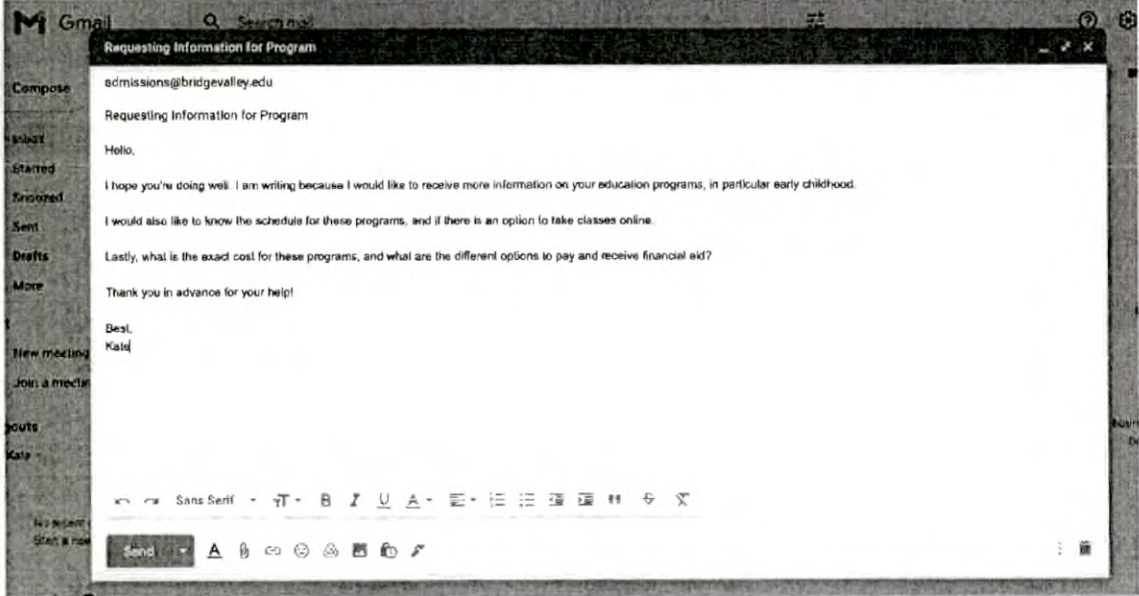
Two departments indicated they were online, Computer Support and Green Power Motor Information.



Since the options I wanted were offline, I decided to try Computer Support, and luckily someone was able to respond and help almost instantly. Please see text conversation here:



My next step is to contact the admissions email they directed me to, admissions@bridgevalley.edu, in order to request more information. Here is the email I sent:



03/15/2022

At 9:23am this morning, I finally received a response from the email I sent to admissions. To be perfectly honest, I'm surprised; it has been 5 days since I sent that email, and I wasn't expecting to hear back at all. Here is their response:

Requesting Information for Program Inbox x 📧 📧 📧

Kate O'Brien Mar 10, 2022, 5:44 PM (5 days ago) ☆

Hello, I hope you're doing well. I am writing because I would like to receive more information on your education programs, in particular early childhood. I wou

Admissions 9:23 AM (1 hour ago) ☆ ↩ ⋮

to Amanda, me ▾

Hi Kate,

Thank you for your email and interest in BridgeValley Community and Technical College. We are pleased that you have considered BridgeValley as an institution at which to continue your education. I have attached Amanda Martin, the program chair to this email so that she may be able to contact you.

From: Kate O'Brien <kcobrien45@gmail.com>
 Sent: Thursday, March 10, 2022 5:44 PM
 To: Admissions <admissions@bridgevalley.edu>
 Subject: Requesting Information for Program

[EXTERNAL EMAIL] Do not open links or attachments unless you recognize the sender and know the content is safe. Forward suspicious emails as an attachment to helpdesk@bridgevalley.edu

03/17/2022

I waited a little to see if Amanda Martin, the program chair they cc'ed on the email, would also reach out to me, but she did not, so I've just replied all the following message:

Kate O'Brien 10:17 AM (0 minutes ago) ☆ ↩ ⋮

to Admissions, Amanda ▾

Hello,

Thank you for your response. Would you be able to answer the questions I asked in my previous email?

Thank you for your help!

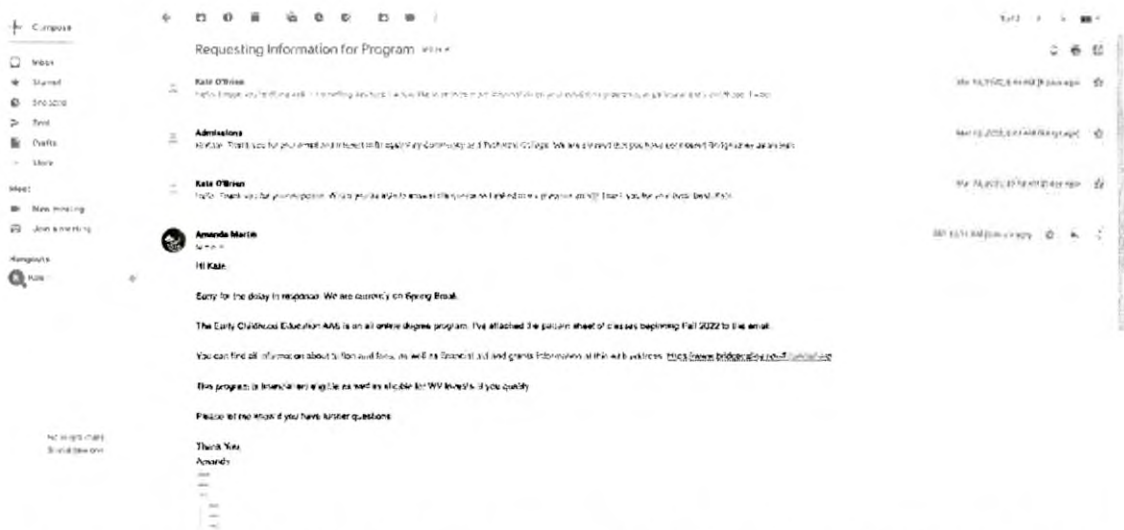
Best,
 Kate

↩ Reply ↩ Reply all ➡ Forward

03/18/2022

At 10:11am this morning, I received a response from Amanda, who told me they are currently on spring break, which makes sense now why it was harder to get in touch with people, but I think there should have been an OOO up, or admissions should have mentioned that to me, so that I knew to expect delays in response time.

Amanda's response is here:



She sent me an overview of the early childhood program and explained that it is fully online, and directed me to the website for tuition costs.

My two questions now, that I included in my response to her, are, Is the online program asynchronous?, and, Is there a total cost per semester for the early childhood program specifically?

Amanda and Admissions both responded to me in separate emails, and answer all my questions:

Admissions Team

2001 Union Carbide Dr.
South Charleston, WV 25303



Kate O'Brien
to Amanda

12:40 PM (8 minutes ago)

Thank you so much for your response! Since the program is all online, does that mean all classes are asynchronous, and I can complete them whenever I want?

Also, regarding cost, I am looking at the tuition fees here: <https://www.bridgevalley.edu/2021-2022-tuition-and-fees>, and I see the cost per credit, but then I see many other small fees listed under the credit costs. Is there an approximate total cost per semester for the Early Childhood program specifically?

Thank you for your help!

Best,
Kate



Amanda Martin
to Kate

Fri, Mar 12, 12:54 PM (5 days ago)

Hi Kate,

The courses are asynchronous, but there are specific due dates each week. For example, the classes I teach are fully open at the beginning of the semester but there are due dates each week on Sunday evenings for weekly assignments.

Unfortunately, I only handle academics; the cost of tuition is not in my knowledge base. Looking at the tuition and fee chart, if you are a WV resident taking all online courses, your tuition would be approximately \$2671.00- that includes full time tuition and web fees. There are two early childhood education course fees that are charged when you take those courses. One is \$40 for the background check and the other is \$25 for the certification exam. Those would be added. I'm not sure how they apply the parking fee to online students and all students pay the \$50 graduation fee during their last semester. So, I would guess it averages out to about \$2800 per semester for a full-time (12 plus credit hours) student, but that is a rough estimate.

Thanks,
Amanda

Admissions
to Kate

Mar 18, 2022, 2:30 PM (6 days ago)

Hello Kate,

We will try to answer your questions as best as possible!
It is our understanding that many (if not all) of the education classes can be taken fully online or in a remote format.

The approximate cost depends on how many credit hours you're taking.
If you're taking full time classes, your approximate cost is \$4,502 per year before books and fees. You can find our tuition and fees here: <https://www.bridgevalley.edu/2021-2022-tuition-and-fees>.

There are several options for paying for classes. The first is to fill out your FAFSA application at www.fafsa.gov for the 2022-2023 aid year (if you're attending in the fall). This will help our financial aid office determine what grants, scholarships, or loans you may be eligible for.
Additionally, we offer payment plans through our cashier's office if you don't want to utilize financial aid. These payments are made monthly.

Please let us know if you have additional questions!

I am happy that my questions were answered, though it took a while, and I am very surprised that a program chair is responding to me, as opposed to someone from admissions or advising.

03/28/2022

Today I completed the application. It was surprisingly easy and asks for very little information. Really, it just asks for my basic info, and then what program I am interested in, and if I attended other schools. Here are the screenshot from my application:

New/Future Students

Thanks for showing interest in BridgeValley Community and Technical College!

Apply now and get enrolled for classes. By starting the enrollment process now, you will have a smooth start to the new semester. Need help? Email or call, we are here to help you.

We look forward to having you as part of the BridgeValley community!

For more information email admissions@bridgevalley.edu or call 304-205-6700/304-205-6629

For more information about WV loans and attending college tuition fees click [HERE](#)

Please follow the below steps to enroll.

- Apply for admissions to BridgeValley
 - [Click here to apply online for the first time](#)
 - [Click here to finish a previous online application](#)
 - [Click here to download a printed application](#)
 - To apply for the programs listed below [click here](#)
 - Utility Line Service Program
 - Drive Program
 - Horizontal Driving Program
 - CDL Program



HELP EXIT

Admissions Login - New User

Please create a Login ID and PIN. Your Login ID can be up to nine alphanumeric characters. Your PIN must be six numbers. Enter your PIN again to verify it and then select Login. Your Login ID and PIN will be saved.

Your PIN can be up to 15 alphanumeric characters. Minimum 6 alphanumeric characters are required. Enter your PIN again to verify it and then select Login. Your Login ID and PIN will be saved.

Create a Login ID:

Create a PIN:

Verify PIN:

[Return to Homepage](#)

RELEASE: 8.7.2.10

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Your PIN can be up to 15 alphanumeric characters. **M** saved.

Create a Login ID:

Create a PIN:

Verify PIN:

Apply for Admissions

Select an Admission Term and enter your name.

* - indicates a required field.

Application Type: BridgeValley Admission App

Admission Term:*

First Name:*

Middle Name:

Last Name:*

[Return to Application Menu](#)

Application Checklist

Fill out the application. A checklist is provided to help you complete it. You can complete each section in any order you wish.

Select Application is Complete when you have completed the application. Select Finish Later if you would like to finish your application later.

- Name
 - Address and Phone
 - Personal Information
 - Planned Course of Study
 - Emergency Contact
 - High School
 - Previous College
 - Additional Information
-

WWW.BRIDGEVALLEY.EDU

Admissions Agreement

You must agree to the terms below, or you will be directed back to the Application Menu page and your application will not be submitted. If you have questions, contact information can be found in the HELP link above.

I understand that withholding information requested on this application, including attendance at any other institution, or giving false information may make me ineligible for admission to the university or subject to dismissal. I have read this application and certify that the statements I have made on this application are correct and complete, including a report of all college work attempted or completed.

By agreeing to the terms your application has been successfully submitted. Thank You for applying to BridgeValley CTC.

I agree to the terms.
 I do not agree.

RELEASE: 8.7.2.10

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Signature Page

Dear Kate ,

Thank you for applying to BridgeValley CTC. Your application is being processed and someone from our admission office will be contacting you.

kcoBrian4/1

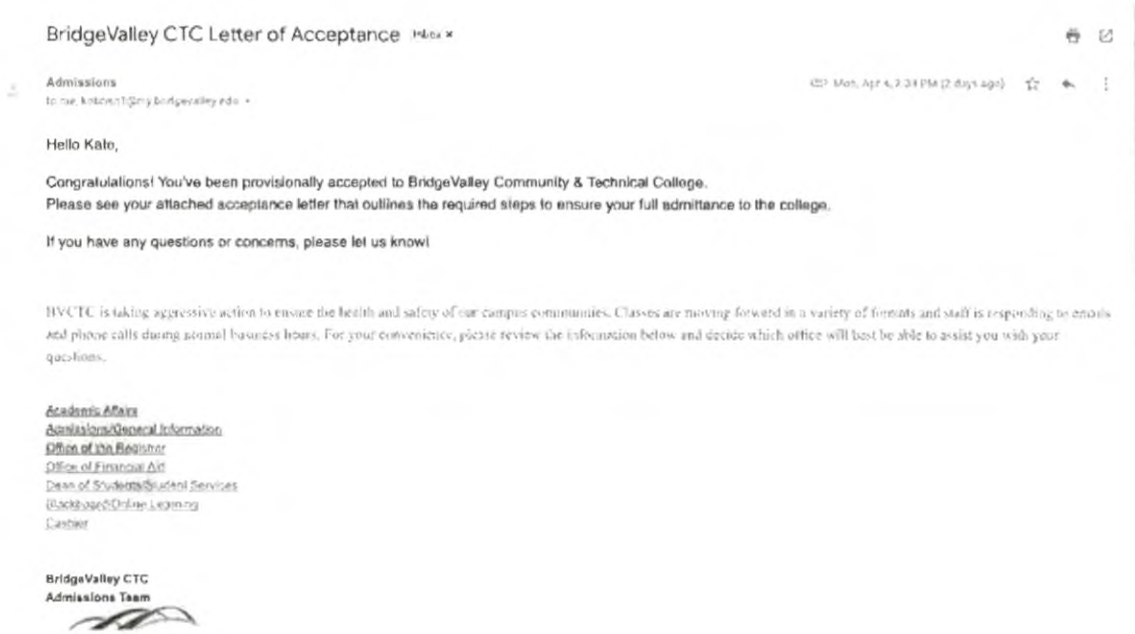
[Return to Application Menu](#)

RELEASE: 8.7.2.10

I did notice that I did not receive any sort of confirmation email that my application had been received, only the final screen; it would be nice to receive this confirmation via email.

04/04/2022

I finally received a response about my application today, that I have been provisionally accepted. (I think it's worth noting this is after giving the minimal amount of information, including a fake social security number.) Here is a screenshot of the acceptance email:



Summary:

I do not feel that it was at all easy to get in touch with someone from the college. The "Request Info" option definitely needs to be updated, and it should not be the same as the "Contact" page. It should be easy for a potential student to enter their name, email, and phone number, and then receive contact within 24 hours. There needs to be a clear, streamlined process where a student reaches out, in any way, and they are responded to within 24 hours. They should also be sent a link to apply within those 24 hours, in my opinion.

The LiveChat function also needs to be updated and checked to make sure it is working and that people are responding. There also needs to be a way to "leave a message" through the chat where someone can actually get back to you.

One of the biggest opportunities for improvement, in my opinion, is the flow of communication from when a student first requests information. The information request page should be different than the contact page, and someone from admissions/enrollment should respond to the student's request within 24 hours. The fact that a program chair is responding to someone who isn't even a student yet does not seem like it is a good use of their time, and would be better if such requests were handled by admissions, or perhaps advising.

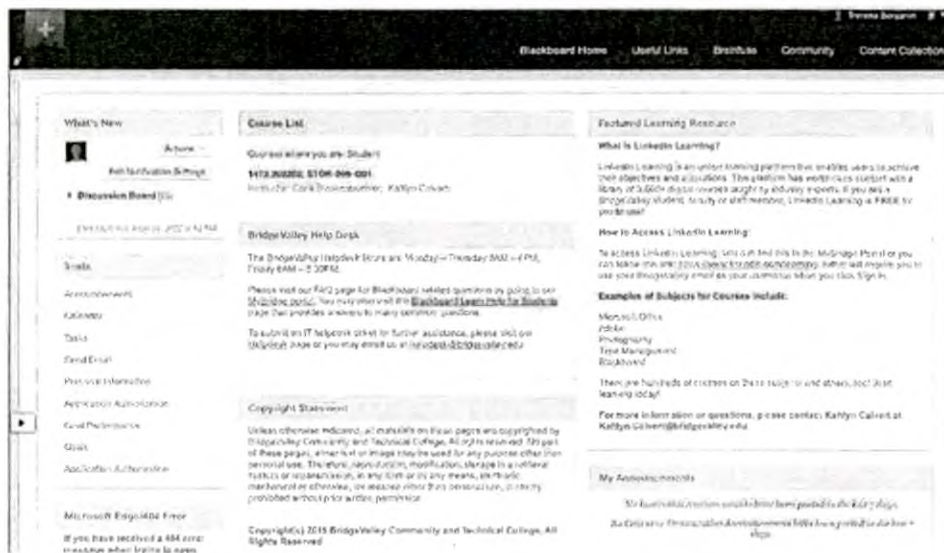
The second main opportunity for improvement that I have noticed is the need for follow-up after submitting an application. Once I submitted my application, I received no confirmation email, just the initial "Your Application Has

Been Submitted" on the web page where I submitted it. It would be reassuring to receive an email as well. Additionally, as of 6 days of submitting the application, I still have not heard anything from the college. The general difficulty in receiving communication and follow up from the college would make me very unlikely to attend the school.

Secret Student 2: Persona: Adult student taking online courses

Day 1 (April 25)

I started the online STOR orientation after my work shift (5:08 p.m.). I logged into the Blackboard portal and was immediately overwhelmed by the amount of information. I'm not familiar with Blackboard and was very confused about where to go to access the orientation.



After reading through all of the options, I realized that the orientation was listed under the courses and that there was a hyperlink to start the course. Initially, I assumed that courses were classes and didn't consider orientation a course since the semester hasn't started yet.

When I logged into the course, I read the opening letter. I was confused that the opening paragraph was about how this was replacing SOOL, because I wasn't familiar with that course and wasn't sure why I need to know that information. Overall, I thought the language was repetitive and seemed robotic. I was also confused because it's called "Student Orientation" but there were sentences that made it seem like this was only required for adult students taking online courses. While I am that student, it made me wonder if all students had to take this course. I also felt that the paragraph about the syllabus seemed a demeaning - "every college course in the country starts out with a class syllabus" and "the first thing you should do is READ the syllabus" made it seem like I didn't understand how college works and was assuming that I wouldn't follow the directions.



Start Here



Hello Pathfinders,

Welcome to BridgeValley Community and Technical College Student Orientation (STOR). This class replaces the previous Student Orientation to Online Learning (SOOL) course. The purpose of this class is to ensure students are prepared for life at BridgeValley. This class will address various services available for students via BridgeValley Student Services. In addition, the Office of Academic Affairs has provided help to prepare students for their academic journey by providing guidance for participation in online classes.

STOR is non-credit and has no fees, but is required for all BridgeValley Students. Upon completion of STOR, students will be awarded a Certificate of Completion (for successful students) and the achievement will be noted on the transcript with a Credit (CR) or No Credit (NC) designation. If you do not successfully complete this class, you will not be permitted to enroll in additional classes at BridgeValley. Students will need to re-enroll in the next semester STOR course and successfully complete the class.

My name is Kaitlyn Calvert, I am your instructor for this class.

This class was designed to give students the best opportunity to be a successful BridgeValley graduate. This course is credit/non-credit; therefore, it will not have an impact on your GPA, but failure to complete will influence your performance at BridgeValley. Lack of completion may prevent you from enrolling in specific courses and understanding services available to assist you as a BridgeValley Pathfinder.

Faculty and staff are available to assist with issues when they occur. As an adult student, it is your responsibility to seek out help when needed. Every college course in the country starts out with a class syllabus. The course syllabus is your contract with your instructor. Whether it is a traditional face-to-face class, 100% online or hybrid (traditional class with web components) the first thing you should do is **READ** the syllabus. The syllabus will introduce you to the subject matter, lay out the basic rules of conduct and provide a list of activities expected to be completed by all students. In addition, it will help you understand the class grading scale, due dates, and meeting dates and times.

To get started with STOR, you must read the syllabus and pass the syllabus quiz with at least 40 pts or 80% score. Additional Course Content will appear in the course after you have successfully completed the Syllabus Quiz.

To get started with the class, click on the Syllabus link on the course menu.

The first piece of the syllabus was the "Do's and Don'ts of the Video Classroom." Overall, I felt like I was being talked down to before I'd even started classes. I understand that many students may not have the "expected" classroom etiquette, but there were things like saying I may be required to present a photo ID before class starts or that I will be wasting everyone's time if I'm late made me nervous about starting classes. As a working student, I know that my children or work may be distracting or cause me to be a little late, and this list made me feel like I was already going to be in trouble with my teachers.


Do's and Don'ts of the Video Classroom

<p>Do's</p> <ul style="list-style-type: none"> Do check your computer and camera before class starts. Do be on time for class. Arriving late is disruptive to the class. Do mute your microphone when you are not speaking. Do use the chat box to ask questions or provide feedback. Do use the "raise hand" feature to indicate you want to speak. Do use the "poll" feature to participate in class polls. Do use the "breakout room" feature to participate in group work. Do use the "whiteboard" feature to take notes or draw diagrams. Do use the "screen share" feature to share your work. Do use the "video off" feature to turn off your video when you are not speaking. Do use the "mute all" feature to mute everyone in the class. Do use the "unmute self" feature to unmute yourself. Do use the "mute others" feature to mute other students. Do use the "mute video" feature to mute video for all students. Do use the "mute audio" feature to mute audio for all students. Do use the "mute video and audio" feature to mute video and audio for all students. Do use the "mute all and unmute self" feature to mute everyone and unmute yourself. Do use the "mute all and unmute others" feature to mute everyone and unmute other students. Do use the "mute all and unmute video" feature to mute everyone and unmute video for all students. Do use the "mute all and unmute audio" feature to mute everyone and unmute audio for all students. Do use the "mute all and unmute video and audio" feature to mute everyone and unmute video and audio for all students. 	<p>Don'ts</p> <ul style="list-style-type: none"> Don't use inappropriate language or behavior. Don't use profanity or offensive language. Don't use the chat box for off-topic conversations. Don't use the "raise hand" feature for non-urgent questions. Don't use the "breakout room" feature for non-urgent discussions. Don't use the "whiteboard" feature for non-urgent notes. Don't use the "screen share" feature for non-urgent work. Don't use the "video off" feature for non-urgent reasons. Don't use the "mute all" feature for non-urgent reasons. Don't use the "unmute self" feature for non-urgent reasons. Don't use the "mute others" feature for non-urgent reasons. Don't use the "mute video" feature for non-urgent reasons. Don't use the "mute audio" feature for non-urgent reasons. Don't use the "mute video and audio" feature for non-urgent reasons. Don't use the "mute all and unmute self" feature for non-urgent reasons. Don't use the "mute all and unmute others" feature for non-urgent reasons. Don't use the "mute all and unmute video" feature for non-urgent reasons. Don't use the "mute all and unmute audio" feature for non-urgent reasons. Don't use the "mute all and unmute video and audio" feature for non-urgent reasons.
---	---

The next section was on Netiquette. I opened the link and found what looks like a screenshot of a third-party website. The instructions didn't specify if I needed to review each of the links on that document, but I did just in case. The content of this document was strange, almost like I was reading an online book report. It also didn't seem to be specific to online education. I felt like most of the article was negatively geared towards assuming that I was going to be inappropriate or offensive during my online course. This was enforced when I got to rule 6 (out of 10), which started with "Finally, after all that negativity, some positive advice."

START NOW

1. Click "Start Now"
2. Add Data Shield for Chrome™

 **NETiquette™**

THE CORE RULES OF NETIQUETTE

The Core Rules of Netiquette are excerpted from the book *Netiquette* by Virginia Shea. Click on each rule for elaboration.


- [Introduction](#)
- [Rule 1: Remember the Human](#)
- [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)
- [Rule 3: Know where you are in cyberspace](#)
- [Rule 4: Respect other people's time and bandwidth](#)
- [Rule 5: Make yourself look good online](#)
- [Rule 6: Share expert knowledge](#)
- [Rule 7: Help keep flame wars under control](#)
- [Rule 8: Respect other people's privacy](#)
- [Rule 9: Don't abuse your power](#)
- [Rule 10: Be forgiving of other people's mistakes](#)

[Next page](#) ... [Previous page](#) ... [Core Rules](#) ... [Netiquette Contents](#)

Google

The next step was about the STOR Dropbox. Again, they mentioned the SOOL course, but I ignored that section because I assumed it didn't apply to me. This section seemed out of order because I hadn't completed STOR, but I was being given instructions on how to upload my certificate. I was even more confused when I read the last paragraph that said if I hadn't completed STOR/SOOL, I would need to enroll with Student Services, but I was actively in the course on Blackboard.

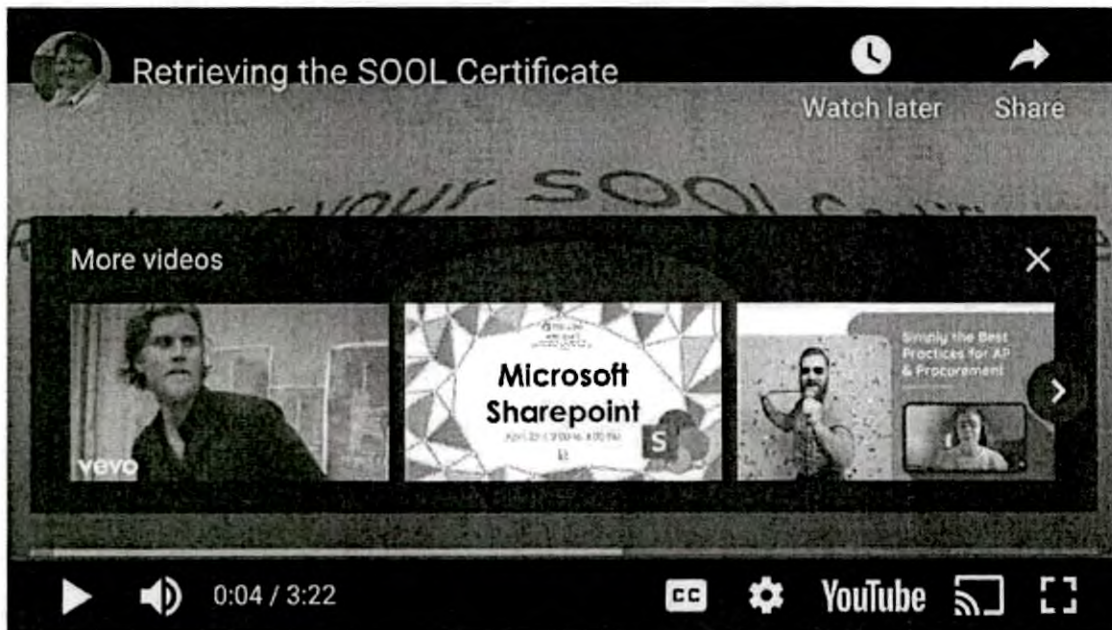
Downloading the STOR Certificate

1. To print the certificate, click on the Achievements button link on the course menu. 
2. When the Achievements page pops open, you will see a number of certificates.
 - i. If the certificates have a check mark in the upper left corner, you have earned the certificate or badge.
 - ii. If the item is light in appearance and has no check mark, you have NOT earned the certificate.


My Achievements

3. To download the certificate, click on the printer icon on the certificate link. 

At this point, I wasn't sure if I was in the correct orientation or not, but decided to continue through. The next section was a video labeled "Retrieving the SOOL Certificate." I skipped watching this video because the earlier sections said that SOOL didn't exist anymore.



My next section was Academic Honesty, which took me to another section of Blackboard. The first link sent me to a four page PDF, which I also decided to skip because I figured it would tell me not to cheat and I wanted to try to complete the entire orientation before my kids got home from school.



When academic dishonesty is suspected, the faculty member should discuss the matter with the student involved as soon as practical, but should assess a penalty only when the evidence justifies such action or when the student provides a written admission of guilt.

Possible penalties the faculty member may utilize range from

- failure on the item in question
- failure on the entire test or quiz
- dismissal from the course with a failing grade
 - In the event of dismissal from the course for reasons of academic dishonesty, a student may not withdraw to avoid a failing grade.

When a penalty is levied, the student may

- accept the penalty and sign a written admission of guilt,
- accept the penalty without admission of guilt, or

- within one week, appeal the faculty member's decision to the department/division chair of the department involved.

Additional penalties for academic dishonesty may include

- Suspension, or
- Permanent dismissal from the institution.

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a

The second link under Academic Honesty was the Operating Policy about Academic Integrity. This document seemed like an internal policy document, and while I know it's important to understand the rules, there was a lot of complex language that went over my head.

Effective Date	Subject	Number	Page
February 4, 2015	ACADEMIC INTEGRITY	D-OP-21-15	1 of 2
Supersedes/Supplements:	N/A		
Reference:			

POLICY STATEMENT

BridgeValley Community and Technical College (College) recognizes academic integrity as a fundamental principle of the College. The credibility of the College's academic programs and all institutional procedures rests on the foundation of honesty and integrity. The administration, faculty, and staff of the College are committed to maintaining the academic integrity of the institution.

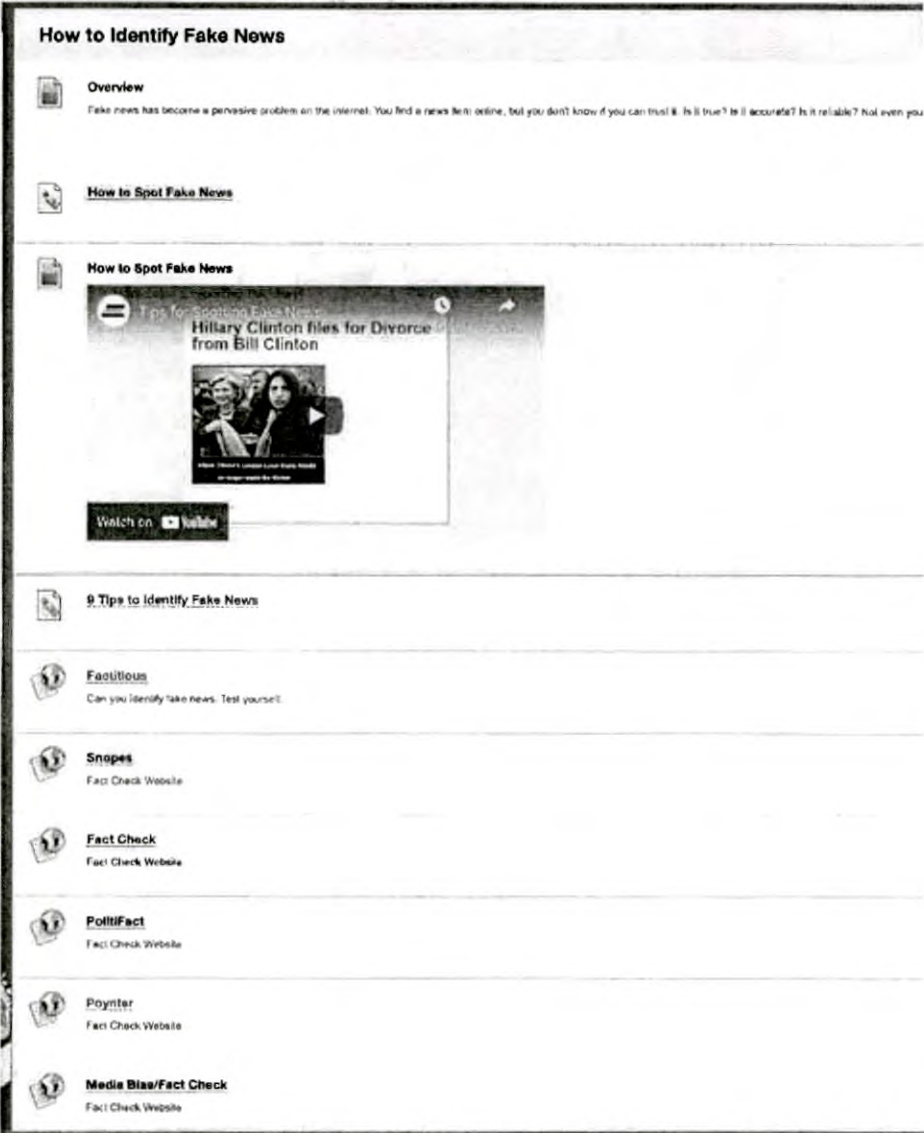
PROCEDURES

All forms of academic dishonesty are prohibited at the College. A student's submitted work, examinations, reports, and projects must be that of the student's own work. Academic Dishonesty includes, but is not limited to, plagiarism, fabrication, deception, cheating, bribery/paid services, sabotage, and impersonation/proxy.

If a faculty or staff member determines that a student has committed academic dishonesty, the faculty or staff member shall notify the student of the charge in writing via college assigned email. Once notified of the charge, the student shall not be allowed to withdraw from the course until a ruling has been made as to guilt or innocence. Institutional procedures are listed below. Programs may specify more stringent sanctions as noted in program policy manuals.

1. In the notification to the student, the faculty or staff member shall provide the student with an opportunity to respond to the charge within 10 calendar days of the notification. If the faculty or staff member determines that an act of academic dishonesty was not committed, a decision will immediately be rendered in favor of the student.
2. If the student does not respond within 10 calendar days or the faculty or staff member continues to believe that an act of academic dishonesty was committed, the faculty or staff member will confer with the Dean of Students (or designee) to determine whether

Once I reviewed those documents, I went back to the main screen with the back arrow. The next section was "How to Identify Fake News," which seemed very unusual for a College orientation. The sub page had a lot of different links, and I was dreading having to read through all of the PDFs.



I opened the first PDF to find tips on deciphering fake news. The next two links appeared to be another article and another YouTube video with the same information.



I wanted to make sure I was reading everything so I could pass the quiz, so I kept clicking on the links. The first one was for Factitious, which brought up an Error 404 page.

factiousagenstodie.com/2013/01/01/




After the 404, I decided to go back to the main page and try to finish this orientation. I opened the Syllabus (which I thought was what I had been reading this entire time because the first sentence was "Welcome to the syllabus for the STOR course") and reviewed the due dates and sections.

The syllabus covered a lot of videos and sections that I didn't see in my Blackboard portal. However, I decided to go forward with the quiz in hopes that I had enough common knowledge to pass.

Unit 1				
	<ul style="list-style-type: none"> Welcome from Associate VP James McDougle 	None	March 11, 2022	
Chapter 1	<ul style="list-style-type: none"> Admissions Video (3:31) Admissions Contact Admissions Web Link Financial Aid Video (5:10) Financial Aid Contact Financial Aid Web Link Admissions Web Link 	C1 Enrollment Quiz	March 11, 2022	5
Chapter 2	<ul style="list-style-type: none"> Student Services Video (9:38) Student Services Link Student Success Center Video (2:14) Student Success Center Link Student Life Orientation Video (15:21) Student Services Link Student Success Center Link 	Student Services Quiz	March 11, 2022	18
Chapter 3	<ul style="list-style-type: none"> Campus Police Video (1:46) Campus Police Link Emergency Alert System Assignment 	Emergency Alert System Quiz	March 11, 2022	2
Chapter 4	<ul style="list-style-type: none"> Title IX Video (1:40) Title IX Link 	Title IX Quiz	March 11, 2022	2
Chapter 5	<ul style="list-style-type: none"> Office of the Registrar Video (2:16) Registrar Link MyBridge (2:34) 	MyBridge Quiz Log Into your myBridge Account	March 11, 2022	2 0
Chapter 6	<ul style="list-style-type: none"> Library and Bookstore (Video 2:29) Library Link Bookstore Link Information Services (Video 1:22) Information Technology Link 	Additional Services Quiz	March 11, 2022	20

I started the quiz and saw that it had a limit of 1 hour. I was a little concerned that it would take the full hour and that seemed very overwhelming for an orientation. However, it only took me 10 minutes to complete the quiz and score 100%. Once I followed the next step to go to Course Content, I realized that the quiz was only to get me into the course, I hadn't actually completed the orientation.

Course Content

 **Welcome to BridgeValley Community & Technical College**

Welcome Pathfinders to BridgeValley Community and Technical College Student Orientation (STOR). The purpose of this class is to ensure students are prepared for life at BridgeValley.

This class consists of two basic units

- **Unit 1: Student Services** - This module covers the various services available from Student Services.
- **Unit 2: BridgeValley Online** - This unit helps students prepare for their academic journey. It provides guidance for participation in online classes.

Once you have complete the content in **Unit 1: Student Services** you will be tested for content knowledge. Once you score 80% or higher, **Unit 2: BridgeValley Online** will open. You must complete both units to successfully pass this class.

Unit 2 is about online learning. It offers tips on being an online learner as well as instructions for using our Learning Management System (LMS). Understanding that many students may already be familiar with Online learning, after an initial introduction students will have the opportunity to test out of the module. If you test out with a score of 80% or higher, you will receive your certificate. If you score less than 80% you will be required to complete the entire unit.

Unit 1: Student Services Learning Objectives

When I went to start the first module, I saw it was even more complex than the first section.

Table of Contents

Page 1 of 11

- Welcome to Student Services
- Introduction
- Chapter 1: Enrollment Services
 - Overview
 - Admissions Video
 - Admissions Contact
 - Admissions Web Link
 - Financial Aid Video
 - Financial Aid Contact
 - Financial Aid Web Link
 - C1 Enrollment Quiz

Welcome to Student Services

Page 1 of 11

The purpose of this units to ensure students are prepared for life at BridgeValley. This unit will address various services available for students via BridgeValley Student Services. We will be covering the following topics:

- Chapter 1: Enrollment Services
- Chapter 2: Student Services
- Chapter 3: Campus Police
- Chapter 4: Title IX
- Chapter 5: Office of the Registrar
- Chapter 6: Additional Services

Course Learning Objectives

After completing Unit 1: Student Orientation, students will be able to...

- U1.CO1 - Describe the admission process of BridgeValley CTC.
- U1.CO2 - Identify various resources available for students.
- U1.CO3 - Identify national policies of importance to students
- U1.CO4 - Sign up for emergency contact resources at BridgeValley CTC.
- U1.CO5 - Identify the appropriate college officials for inquires

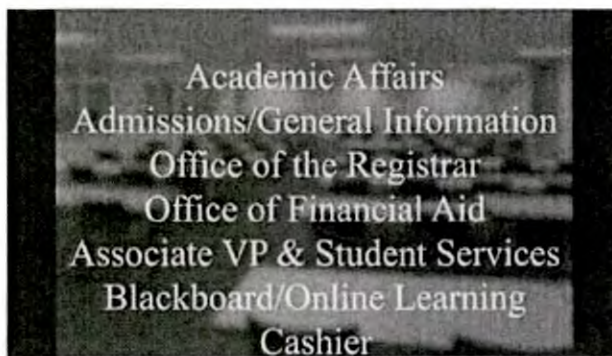
Reading and Videos

- Welcome from Associate VP James McDougle

This module should take approximately 30 minutes for test out or 5 hours to complete.

The Module 1 introduction video was nice, and was the first time that I felt welcomed during this Orientation process. While I liked the message of the video, it was hard to stay engaged when it was just a voiceover of text.

Introduction

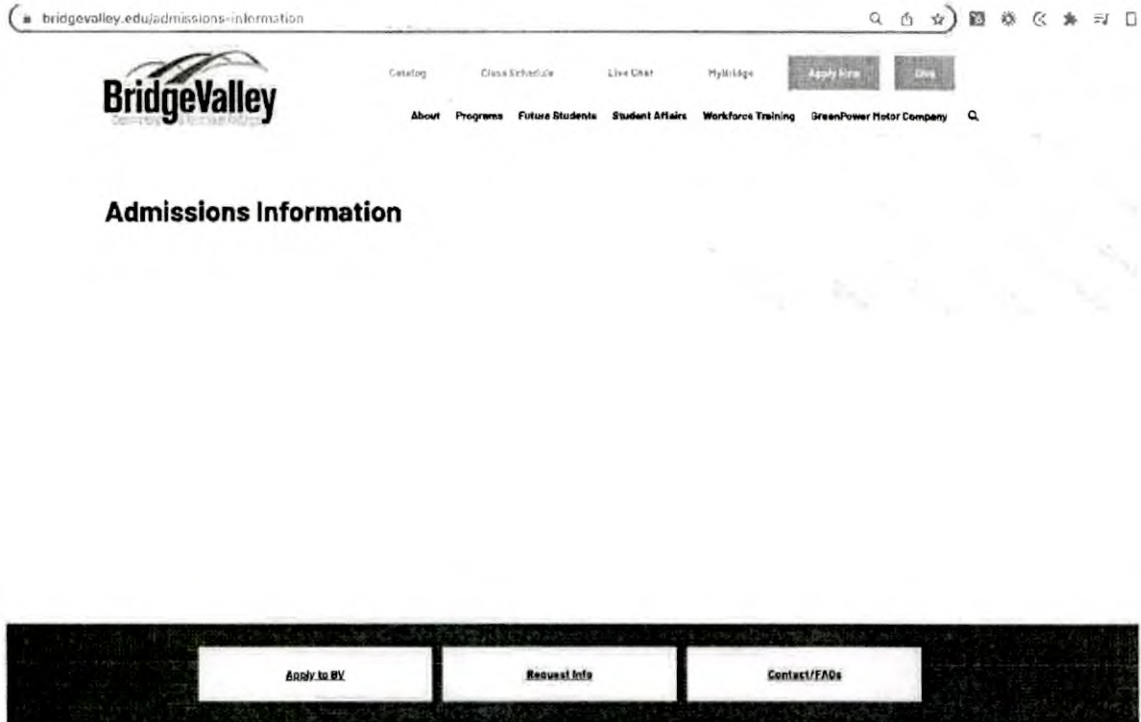


The next video was an Admission video. I decided that I could skip the Admission section because I was already accepted into the College, since I was in Orientation.

Admissions Video



I tried to click through to the Admission page, but it came up blank.



The next video was about Financial Aid. I knew that this video was important, but it was hard to stay interested because it was just a stagnant cartoon person talking in a monotone voice.

Financial Aid Video



I thought the Financial Aid web link would take me to the Financial Aid page, like it did for Admissions, but it only took me to the College's home page. I decided to start the quiz. I scored a 10/10 but it was easier to google the answers rather than spend the time watching the videos.

Status Completed
Attempt Score 10 out of 10 points
Time Elapsed 2 minutes
Instructions Using the available web links search for answers for the following questions.

I continued to Chapter 2, but saw it was the same long videos and links. I did want to note that the links within this chapter were working correctly. I decided to try my luck with the quiz again, only because I didn't have a spare 30 minutes to watch all of the videos in their entirety.

The quiz was very odd because it seemed to only cover Student Life and was heavily focused on making sure I understood the categories that each organization fell into. It also asked for the same clubs in multiple questions with changing answer designations.

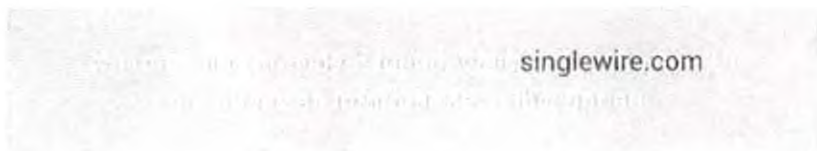
QUESTION 3

3 points Save

Match the student organization to the appropriate category.

- | | |
|--|---------------------------|
| <input type="checkbox"/> B. Destination Imagination, INC | A. Honor Societies |
| <input type="checkbox"/> B. The Veterans Club | B. General Interest Clubs |
| <input type="checkbox"/> C. Student Computer Club | C. Academic Clubs |
| <input type="checkbox"/> C. Student Government Association | |
| <input type="checkbox"/> C. Pathfinders for Reproductive Justice | |
| <input type="checkbox"/> C. LAPSWV | |
| <input type="checkbox"/> C. MLT RATS | |
| <input type="checkbox"/> C. Allied Health Club | |
| <input type="checkbox"/> A. National Society of Leadership and Success | |

I didn't score a 100% but had enough to pass the quiz, so I moved into the next section. The next section required me to add an emergency alert. I tried to enter my school email but got an error message. It said I needed to purchase a subscription, but the website for singlewire didn't have any pricing. I wasn't sure how to proceed so I decided to pause for the evening.



Overall, it took me an hour and a half to get through half of the orientation. There wasn't an indicator at the beginning of how long it would take, but I wish I'd known that up front so I could have decided to complete it when I had more time to really focus. But my first impression was that this wasn't what I expected from an orientation. My friends who had gone to other colleges said that orientation was fun and made them feel excited for the new school year - this orientation did not do that for me.

Secret Student 3: Persona: Working adult, first time in college

Day 1 - Student research

I committed to starting my college education in 2022, but I knew with my work schedule I would need to do it with an online program so that I could be flexible. I decided to start by Googling "online college in charleston, west virginia" so that I could have a college close to me in case I ever needed to go onto campus. Most of the results were paid ads and for online courses at West Virginia University.

Ad · <https://www.devry.edu/degree-programs> · (866) 605-2708

DeVry University Online - Classes Start Every 8 Weeks


Prepare For Your Future With A **Degree** From DeVry University. Apply **Online** Today.
Online Options · Military · Health Sciences · Business Degrees · Campus Locations


<https://www.wvstateu.edu> · academics · online-programs

Online Programs - West Virginia State University


At **West Virginia State University (WVSU)** we take our commitment to our students seriously and are offering more fully **online degrees** than ever before.

People also ask

Is virtual learning still an option in WV? 

Does West Virginia have a cyber school? 

Does West Virginia University have online classes? 

What is West Virginia Virtual School? 

Feedback

<https://www.connectionsacademy.com> · schools-near-me

West Virginia Online School Options - Connections Academy

Private homeschool is an outstanding option for **school in West Virginia**. Pearson **Online Academy** is an excellent **online private school** where students can learn ...

I didn't feel like I was ready to go to a university since it's been so long since I graduated high school, so I modified my search for community colleges. The first result was for West Virginia Junior College.

<https://www.wvjc.edu> :

WVJC | West Virginia Junior College | WVJC Online

We offer accelerated career training programs that include small classes, interactive labs, student support services, externships, and career services!

Nursing Program · Charleston Campus · Morgantown campus

<https://www.wvjc.edu/online-programs> :

Online Associate Degree Programs | WVJC Online

WVJC Online programs include nursing, medical assisting, ... **West Virginia Junior College** was established in **Charleston, West Virginia** in 1892.

<https://www.ucwv.edu> :

University of Charleston: Home

A private university offering a wide range of undergraduate and graduate level programs.

Located in **Charleston, West Virginia** with a location in Beckley, ...

Admissions · Academics · About UC · Alumni

I reviewed the programs at WVJC and it didn't look like they had any programs that would support my career goal to find a job as an elementary school teacher. I went back to the search results and found BridgeValley Community & Technical College as the next two-year result.

University of Charleston: Home

A private university offering a wide range of undergraduate and graduate level programs.

Located in Charleston, West Virginia with a location in Beckley, ...

[Admissions](#) · [Academics](#) · [About UC](#) · [Alumni](#)

People also ask

Is community college free in WV?



Is the University of Charleston the same as college of Charleston?



How long is the RN program at WVJC?



How long is the medical assistant program at WVJC?



[Feedback](#)

<https://www.bridgevalley.edu>

BridgeValley: Home

(South Charleston, WV) - BridgeValley Community and Technical College (BVCTC) will host a History Alive! performance, sponsored by the Equity and Inclusion ...

[About](#) · [Programs](#) · [Future Students](#) · [Student Affairs](#)

I visited the BVCTC home page, and while the imagery didn't really motivate me to look more, I continued to scroll the page and enjoyed seeing success stories of students who had similar life experiences as me. I found the Programs page in the main menu bar and was able to review all of the offerings. I saw that they offered several degrees in education, but wasn't able to tell if they were online programs or not from the main page.



Liberal Arts & Sciences

▶ **General Education AA**

▶ **Early Childhood Education AAS**

▶ **General Studies AS Business**

▶ **General Studies AA Elementary Education**

▶ **General Education AS**

Concentration

▶ **Board of Governors AAS**

I reviewed each of the program pages, which offered great information about how I could use each degree, but still didn't say if I would be able to be an online student within the program. I decided to take the next step and request more information so I could learn more before deciding to apply. I found the Request Info button at the bottom of the program page.

Fourth Semester



I was hoping to fill out an online form, but only saw options to call or email specific departments. I didn't know if Admissions was the correct option to contact with my questions, and couldn't call because I was researching while at work.

Contact

Contact

BridgeValley welcomes your questions and comments. To contact a specific faculty or staff member, please see our online directory. For a select list of offices, see below.

General Information

- South Charleston Campus: (304) 205-6600
- Montgomery Campus: (304) 734-6600

Admissions

- South Charleston Campus: (304) 205-6600 (Option 1)
- Montgomery Campus: (304) 734-6600 (Option 1)
- admissions@bridgevalley.edu

Financial Aid

- South Charleston Campus: (304) 205-6600 (Option 2)
- Montgomery Campus: (304) 734-6600 (Option 2)
- financial@bridgevalley.edu

Registrar

- South Charleston Campus: (304) 205-6600 (Option 3)
- Montgomery Campus: (304) 734-6600 (Option 3)
- registrar@bridgevalley.edu

I kept scrolling and saw a form for additional comments so I decided to try that so I could be directed to the right person to help me.

Additional Comments?

NAME

Desiree Williams

EMAIL

cutedes1991@gmail.com

COMMENTS

I'm looking for an online program in education. Who is the best person for me to ask questions about options?

SUBMIT

I received confirmation that it was received, but didn't have any indication of when I should expect a response.

New submission added to Contact.

[Back to form](#)

Day 5

I hadn't received any sort of communication from my form submission, so I decided to go back to the Education program page of the website to see if there was anyone else I could contact. I didn't see any way to contact the department from the program page, so I tried looking under the future students portion of the website. I found a section for new students to learn more.

— SCHEDULE A VISIT

New Students

Welcome new students! We are very pleased that you have chosen BridgeValley for your academic journey. Entrance student is important to us, and we strive to make you as comfortable throughout the enrollment process as possible. To learn more, please click the link below.

[LEARN MORE](#)


The first direction was to apply, but I still wasn't sure if BridgeValley would have the program I needed. I found an email for Hannah Watters so I decided to reach out to her to see if she could help answer my questions.

[Click Here to Apply Online Now!](#)

We understand college can be scary, especially for new students. We're here to help. At both BridgeValley campuses, you'll find helpful, friendly staff to provide guidance and advice as you choose classes and start down a new career path. We are here to help with the entire process and corresponding paperwork from applying, financial aid, and acceptance. Once you become a BridgeValley student, you won't become just another number. Our staff is here through the registration process and to lend assistance at any time to any student.

We offer an online New Student Orientation and require all new students seeking a degree or certificate from BridgeValley to complete the online orientation. The Online New Student Orientation is a convenient way for you to get all the information you need to start your education. You will learn about financial aid, student services, registration and much more. The online orientation is great for students just out of high school, adult students with some college credits, to someone just learning a new skill to advance their career.

If you have any questions or need anything please contact:

Hannah Watters

Admissions Counselor

808 2nd Avenue

Montgomery, WV 25130

Hannah.Watters@bridgevalley.edu

Phone - 304.734.6647

Fax: 304.734.6888

I emailed Hannah at 5:29 p.m. to see if they had an online education program.

Hannah.Watters@bridgevalley.edu

Questions about Education program

Hi Hannah,

I want to go back to school to become an elementary school teacher, but I need a program that's online. Does BridgeValley offer an online program for education?

Thanks!

Desiree

Day 17

I still hadn't received any communication from BVCTC, but I knew that the Fall semester would probably start filling up so I decided to start researching other local colleges. I looked into Southern WV Community and Technical College and found that they also had an Early Education program, so I sent in a request form to see if they would help me learn more about my options.

see the email, please check your spam folder.

Contact Information

Desiree

Williams

cutedes1991@gmail.com

3176957392

Allow text messages from Southern?

United States

Address Line 1

Address Line 2

City

WV Zip Code

Degree

Early Childhood Development

I'm not a robot



I didn't want to waste any more time so I decided to apply to BVCTC while I waited to hear back from Southern. I figured since the application is free, it wouldn't hurt to try to take that next step, although at this point, I wasn't feeling very enthusiastic about attending school there.

The first thing I saw when I selected the Apply Now button was information for continuing students, which was confusing. However, when I kept scrolling down the page, I saw the section for new students.

GreenPower Motor Company

Information for New and Continuing Students

Continuing Students

Continuing student registration for summer and fall 2022 semesters opens Tuesday, March 22nd (Veteran's and Accessibility Services Priority Registration is Monday, March 21st)

You can view the Summer and Fall 2022 class schedules beginning March 15th at <https://www.bridgevalley.edu/class-schedules>

Please contact your academic advisor to schedule an advising appointment and to obtain your alternate PIN for registration. For details on how to self-advise through your MyBridge and MyBVDegree Works, please visit [Student Resources | Bridge Valley](#).

Continuing Student Resource Page: <https://www.bridgevalley.edu/continuing-student-resources>

If you need assistance, please contact James McDougle, Associate VP of Student Engagement at jmcdougle@bridgevalley.edu. Check your MyBridge portal for information on financial aid requirements or contact 304-205-6700.

I selected the link to start a new online application and was taken to a page to create a log-in.

Admissions Login - New User

Please create a Login ID and PIN. Your Login ID can be up to nine alphanumeric characters. Your PIN must be six numbers. Enter your PIN again to verify it and then select Login. Your Login ID and PIN will be saved.

Your PIN can be up to 15 alphanumeric characters. Minimum 6 alphanumeric characters are required. Enter your PIN again to verify it and then select Login. Your Login ID and PIN will be saved.

Create a Login ID:

Create a PIN:

Verify PIN:

[Return to Homepage](#)

Then I had to select an application type, but there was only one option so that seemed like an unnecessary step.

Select an Application Type

To Apply for Admissions, first select the Application Type you want to complete.

Application Type BridgeValley Admission App

Continue

[Return to Homepage](#)

Once I entered that I was enrolling in Fall 22, there was a page with blue links. Overall the layout seemed unappealing and but I decided to start with the first link and see what happened. Most of the information was easy to enter, I skipped most of the pages that weren't required. The last page was slightly confusing. The first question asked if I was attending college for the first time, and I said yes. Then the other questions kept asking if I'd gone to college before. It seems really repetitive and I didn't understand some of the terms like "transient student" and "EDGE credits."

Additional Information (Checklist item 8 of 8)

Please enter your answers to the questions. Each answer can be up to 2000 characters in length.

When completing sections, selecting Checklist saves your changes and displays the Application Checklist. Continue moves to the next section. Finish Later saves your changes and displays the Application Menu. Use the Return to Checklist without saving changes link to navigate to different sections.

* - Indicates a required field.

- Are you attending college for the first time? (Does not include college classes taken while in High School)* Yes No
- Are you applying to be readmitted? (Were you previously enrolled at BridgeValley and have not attended one or more semesters)* Yes No
- Are you transferring to BridgeValley from another institution? Yes No
- Are you a Transient Student taking a course to transfer to your home institution? Yes No
- Are you a high school student applying to take college courses while still in high school? Yes No
- Are you wanting to take college courses, but are not seeking a degree? Yes No
- Do you have EDGE credits? Yes No
- If yes, do you give BridgeValley permission to request your EDGE transcripts from The West Virginia Tech Prep Consortium? Yes No
- Are you a Veteran? Yes No
- Are you receiving Veteran's Education Benefits? (Includes spouses and children) Yes No
- Are you a dependant of a Veteran? Yes No

[Checklist](#) [Continue](#) [Finish Later](#)

[Return to Checklist without saving changes](#)

REF: FACE-871

Once I finished that page, I was taken back to the checklist and selected that my application was complete. Overall, the application took me about 20 minutes to complete. Once I agreed to the terms, I got the confirmation page that stated someone would be contacting me. It didn't say when I would be receiving more information, and based on my prior experience, I assumed it would take a while.

Signature Page

Dear Desiree ,

Thank you for applying to BridgeValley CTC. Your application is being processed and someone from our admission office will be contacting you.

Des191/1

[Return to Application Menu](#)

Day 20

I checked my email before going to work for the day and had not received any follow-up information from BVCTC.

Day 27

I still haven't received any update from BVCTC on my application so I decided to call the Admissions office during my lunch break. I never received a response from Hannah in Admissions, so I decided to call the main Admission line. After about a minute, I was sent to voicemail and left a message asking someone to call me back so I could figure out my next steps.

A few hours later, I received an email from Admissions with the subject line "BridgeValley CTC Letter of Acceptance." In the email it said that I was provisionally accepted, but I didn't know if that meant I had to prove additional requirements like you do for a university. To be honest, it was a little underwhelming. I was excited to go to college, and this didn't feel like it was as exciting as it should have been. I opened the attached PDF hoping that it would be a little more fun, but it looked like a form letter on regular letterhead with weird font colors and highlighted sections.

The letter explained a little more about what I would need to do to be fully accepted, and I felt a little deflated because I had waited so long for any communications only to find out that I wasn't really accepted into college yet. One of the bullet points was also that I need to send in college transcripts, but I haven't been to college before so I was a little concerned that I wouldn't be able to meet that criteria.

The letter went on to talk about how to log into my email so I could schedule my advising appointment and about my computer requirements. At this point, I was very confused because I didn't know if that meant I could go ahead and schedule my advising appointment or if I needed to submit the additional requirements. There also weren't any instructions about how I was supposed to submit transcripts (which I don't know how to access) or my test scores (which I don't have because I didn't take the SAT or ACT in high school). While I was happy to have heard from BVCTC, I felt like I had more questions than answers.

The letter also had several additional pages, but I had no idea what I was supposed to do with those or if I needed to complete all of the steps.

Secret Student 4: Persona: Non-traditional adult student

Day 1

After a year of deliberating and hesitation, I have finally decided to pursue a degree in Business Administration. I still need to keep my job, so I feel that a local college would be the best fit for me. I visited the website for Bridge Valley Community & Technical College, which is about a 12 minute drive from my house, and clicked the "Programs" tab. Then I scrolled down to the Career Pathways section until I got to Professional and Business programs at the bottom of the page.

CAREER PATHWAYS

Use the filters on the left to narrow down the results. You can also use the search bar to find a specific program. Click on a program to view more details.



Applied Technology

- ▶ Welding AAS
- ▶ Diesel Technology AAS
- ▶ Mechatronics AAS
- ▶ Chemical Operations CAS
- ▶ Brewing Technology AAS
- ▶ Process Technology AAS
- ▶ Technical Studies AAS
- ▶ Instrumentation, Measurement & Control Technology AAS, Gas Measurement Concentration
- ▶ Technical Studies CAS



Computers & Information Technology

- ▶ Computer Science Technology AAS Software Developer
- ▶ Computer Science Technology AAS Web Design Concentration
- ▶ Cyber Security and Networking Technology AAS

The school offers an AA in management, and that seems to be the extent of their programs in regards to business. This is a little disappointing for me, as I do not really see the value in completing a program focused on management. For one, I am more interested in business analytics and marketing, and I also believe that no college course can prepare you to be a competent leader better than experience, professional development, and having a natural talent for leadership. The program does offer what seems to be introductory courses in areas such as database management, statistics, economics, accounting, but surprisingly not marketing. I will definitely need to ask some questions about how these credits could potentially transfer to a bachelor program.

First Semester		
BIOL 101	Principles of Biology	3
BIOL 102	Principles of Biology Lab	1
HUMN 101	Introduction to Humanities	3
MATH 130	College Algebra	3
ENGL 101	English Composition I	3
GNST 102	First Year Freshman	3
	Semester Total	16
Second Semester		
ACCT 215	Financial Accounting	3
CSCT 101	Introduction to Programming	3
CSCT 104	Technical Applications for Microsoft Office	3
ECON 201	Principles of Macroeconomics	3
ENGL 102	English Composition II	3
	Semester Total	15

Third Semester

BUSN 230	Business Comm. and Ethics	3
CSCT 244	Data Communication and Networking	3
CSCT 260	Visual Basic .NET I	3
CSCT 280	Database Management Systems	3
MGMT 202	Principles of Management	3
	Semester Total	15

Fourth Semester

BUSN 201	Business Law I	3
BUSN 296	Business Statistics	3
CSCT 210	Fundamentals of Operating Systems	3
CSCT 282	System Analysis & Design	3
INFT 290	Project Management	3
	Semester Total	15

Near the bottom of the page I found contact information for an individual named Taylor Alton, but a little further down there is contact information for a different individual, with text saying to contact this person for more information about the program. I was confused about which one of these people I should reach out to with my questions. I ultimately decided to contact Taylor first, and then I would send an email to Jeff Finch in a couple of days if I did not hear back from her.

East Haven High School
Business Administration Plan and Assessment Report

Contact

Taylor Alton, MBA
Instructor - Business Program Coordinator for Entrepreneurship Program
100 East Avenue
Hartford, CT 06105
talton@hcsd.org
860-734-2113

ASSOCIATE OF APPLIED SCIENCE
Business Administration

The Business Administration program is a two-year degree with the knowledge and skills needed to work in a variety of business environments and competitive global marketplace. The program prepares students



More About the Program

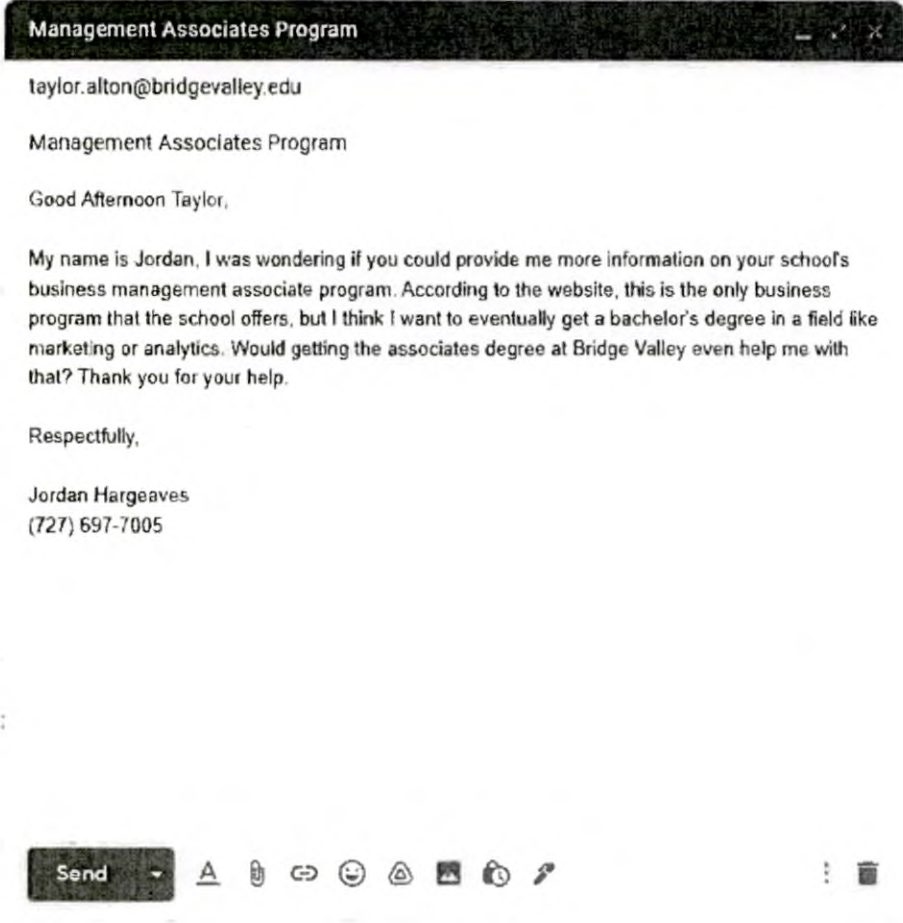
Supervisors and managers at all levels are in vital positions in all organizations—public, private, profit or not-for-profit. Management is the most fundamental function of business. Modern theory and successful management can address emerging issues in a global economy while dealing with global competition, ethical issues, and other business trends.



Contact

Jeff Finch, MBA
Program Coordinator
100 South College Drive
Zoph Chakraborty, WV2003
Jeffrey.Finch@hcsd.org
860-734-2514

The following is the content of the email I sent to Taylor:



I wanted to wait until getting a response from her to continue the process.

Day 2

I did not receive a response to my email to Taylor Alton a couple days ago. I had almost forgotten until I checked my list of things I needed to get done this week and realized that I still hadn't spoken to anyone from Bridge Valley. I decided to send the same email to Program Coordinator Jeff Finch. I was sent a message about five minutes later saying that the email had not been delivered, even though I copied and pasted it directly from the Bridge Valley website.

Delivery Status Notification (Failure) Inbox x

Mail Delivery Subsystem <mailer-daemon@googlemail.com>

to me ▾



Message not delivered

There was a problem delivering your message to **Jeffrey.finch@bridgevalley.edu**. Contact the remote server administrator for details.

The response was:

```
local-part of envelope RCPT address contains utf8 but remote server did not offer SMTPUTF8
```

Final-Recipient: utf8-addr, Jeffrey.finch@bridgevalley.edu

Action: failed

Status: 5.6.7

Remote-MTA: dns: barracudacloud.bridgevalley.edu. (40.70.87.241, the server for the domain bridgevalley.edu.)

Diagnostic-Code: smtp; local-part of envelope RCPT address contains utf8 but remote server did not offer SMTPUTF8

Last-Attempt-Date: Wed, 16 Mar 2022 08:16:16 -0700 (PDT)

This process was beginning to become a little frustrating, as I then called the phone number for both Jeff Finch and Taylor Alton and neither one was available. I left a voicemail for Jeff, so I am now waiting for him to give me a call back.

Day 3

I am beginning to feel very discouraged at this point, as I have heard nothing from either of the representatives I reached out to. I wish I had the option to look elsewhere, but right now Bridge Valley is the only school that is reasonable for me to attend with my job. I don't want to do a fully online program if I can avoid it, so I will continue to try to make this work. I found the number of admissions and pressed zero to speak to a representative. I was not able to get the name of the person I spoke to but after I briefly explained my concerns and the steps I'd already taken, she did transfer me to Stephanie Fizer - the Executive Secretary of some department I wasn't able to make out. Once again, no one answered. I left a voice message, but honestly I am not too optimistic about them getting back to me.

Day 4

I finally received a call back from Stephanie, but I was unavailable to take the call. By the time I was able to return it, it was about 6pm. She also left me the contact information for Jeff Finch, which I already had, but it was encouraging to at least know I was going in the right direction. So I decided to wake up first thing the next morning and call Jeff Finch to see if I could speak with him

Day 5

I called Jeff Finch several times at around 9AM. It may have been too early because the phone didn't even ring before the call failed. I then called Stephanie again just to see what would happen, and was greeted with a message saying that she wouldn't be at work for the next three days. Just my luck.

I received a call from Taylor Alton at around 2pm. She gave me a lot of very helpful information. She said that the business administration program is a hybrid program. I found it to be considerate that she emphasized that the program is no longer fully online so that I didn't have the wrong expectations, but I assured her that attending classes wouldn't be an issue for me. I then mentioned that I wanted to know if the credits from the program would transfer, specifically to a marketing or analytics program at a four year school. She asked me to name a university that I would like to attend, and I told her Marshall. She then said that she was pretty sure that the credits would transfer, but she would confirm that information with a supervisor and send me an email letting me know what she found out. She said that fall registration opened on the 21st, and it would be in my best interest to apply as soon as possible. I assured her that I would do so.

Day 6

I received confirmation from Taylor yesterday that the credits would in fact transfer from the Business Administration program to both the marketing and analytics programs at Marshall, and I was elated to receive this information. So I went back to the programs tab and clicked "Apply Now" under Business Administration. The first thing I saw on the next page was this message, which made me feel good about my chances to be accepted:

98 - 100% Acceptance Rate

Why Choose BridgeValley?

At BridgeValley, we have a high acceptance rate because we believe that every student has the potential to succeed. We have a variety of programs and courses to meet your needs. We are committed to providing you with the best possible experience. We are committed to providing you with the best possible experience.

APPLICATIONS



I clicked the "Applications" button, and on the next page located the different options for completing an application. I felt like this part of the page should have been highlighted more or something because it kind of blended in with the rest of the page, but I did eventually find the link to start the application.

New/Future Students

Thanks for showing interest in BridgeValley Community and Technical College!

Apply now and get enrolled for classes. By starting the enrollment process now, you will have a smooth start to the new semester. Need help? Email or call, we are here to help you.

We look forward to having you as part of the BridgeValley community!

For more information email admissions@bridgevalley.edu or call 804-205-6100/304-205-6626

For more information about WV invests and attending college tuition-free click HERE

Please follow the below steps to enroll:

- Apply for admission to BridgeValley
 - [Click here to apply online for the first time](#)
 - [Click here to finish a current online application](#)
 - [Click here to download a printable application](#)
 - To apply for the programs listed below click here
 - Utility Line Service Program
 - Drone Program
 - Horizontal Drilling Program
 - CEE Program
 - Heavy Equipment
 - Data & Fiber Optic

I was prompted on the next page to create a login and pin, which turned out to actually be more of a password than a pin number. I logged in and began to fill out the application, which was oddly the exact same format as the account creation and login screen. This isn't really an issue as the application seems to work fine, but maybe a better design would have made it more inviting.



HELP EXIT

Apply for Admissions

Select an Admission Term and enter your name.

* - Indicates a required field.

Application Type: BridgeValley Admission App

Admission Term: Select...

First Name:*

Middle Name:

Last Name:*

Fill Out Application

Return to Application Menu

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Day 7

I had some things come up and had to postpone the completion of my application, but was ready to get it done on Monday. Entering my information was easy enough. But I did find it pretty confusing, and then funny, when I was trying to select the country of my high school in order to find my high school code. This is what I saw:



HELP EXIT

High School Lookup Page

Select either the State, Province or Country where your high school is located. Then choose List Cities in Selected State, Province or Country and the Select High School City page will display. Choose the Return to High School page link if you decide not to select a high school code now, and the main High School page will display.

Select a State or Province: Select...

OR

Select a Country: Select...

List Cities in Selected State

- Florida
- Illinois
- Country
- Maryland
- New Jersey
- New York
- Pakistan
- Pennsylvania
- United States

Return to High School

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On the "Additional Information" page, I didn't really understand the definition of a transient student, but it sounded like it applied to me so I selected "yes". I hope that was correct. I also am not sure if I have EDGE credits or not, but I have no idea what it is so I'm assuming I don't. I felt that the next questions about EDGE transcripts should also be optional considering it doesn't apply to everyone, but I selected "no".



HELP EXIT

Additional Information (Checklist item 6 of 8)

¹² Please enter your answers to the questions. Each answer can be up to 2000 characters in length.

When completing sections, selecting Checklist saves your changes and displays the Application Checklist. Continue moved to the next section. Finish Later saves your changes and displays the Application Menu. Use the Return to Checklist without saving changes link to navigate to different sections.

* - indicates a required field.

Are you attending college for the first time?

(Does not include college classes taken while in High School)*

Yes No

Are you applying to be readmitted?

(Were you previously enrolled at BridgeValley and have not attended one or more semesters)*

Yes No

Are you transferring to BridgeValley from another institution?*

Yes No

Are you a Transient Student taking a course to transfer to your home institution?*

Yes No

Are you a high school student applying to take college courses while still in high school?*

Yes No

Are you wanting to take college courses, but are not seeking a degree?*

Yes No

Do you have EDGE credits?*

Yes No

If yes, do you give BridgeValley permission to request your EDGE transcripts from The West Virginia Tech Prep Consortium?*

Yes No

Are you a Veteran?*

Yes No

Are you receiving Veteran's Education Benefits? (Includes spouses and children)*

Yes No

Are you a dependent of a Veteran?*

Yes No

[Checklist](#) [Continue](#) [Finish Later](#)

At this point I was done with the application, and was redirected to a screen with the following message:



HELP EXIT

Signature Page

Dear Jordan ,

Thank you for applying to BridgeValley CTC. Your application is being processed and someone from our admission office will be contacting you.

graves2271

[Return to Application Menu](#)

RELEASE: 0.7.2.10

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All in all, applying was a quick and painless process. I am glad that I have finally completed it and I really feel like I have finally taken my first true step towards building the future I want. All I can do now is wait to be contacted by someone in admissions, although I wish they would have specified whether this would be by direct mail, email, or by phone. I guess I will find out soon.

Day 8

I realized I had somehow never even tried to figure out how much this would cost me, I guess I got so excited about the idea of finally going to school that it slipped my mind. I called Taylor Alton directly to ask her what the full cost of the program would be. She informed me that each year was split into two semesters, and that books and other

supplemental materials for class are not included in tuition. She also said that the full cost was dependent on a lot of factors and she did not feel comfortable telling me a number, which I understood. She drafted an email to financial aid, letting them know of my concerns and where I could be reached just in case they didn't answer the phone. She said she would CC me in the email but I never received anything. All things considered, Taylor was very helpful and I appreciate it.

Day 9

I received an email about registration being open for the Summer/Fall 2022 semester, with a bunch of things I am required to do in order to register. The email had a long list of things I needed to do including an assessment, submitting test scores, and setting up an appointment with an advisor. I did not have time for any of this at the moment, but this did remind me that I had still not spoken to anyone from financial aid.

I visited the financial aid page on the website in order to get the number to call. No one answered, but on the right side of the page there were some tabs that caught my eye. The 2021-20221. I clicked the "Cost of Attendance" tab on the right side of the screen. This page had the approximate cost of attending Bridge Valley as a West Virginia resident, broken down by expense. This was actually really helpful and encouraging because I realized some of the expenses were things I probably wouldn't need, or could have at a reduced cost, like living expenses and transportation. I went back and clicked the "Types of Aid" tab and saw several different types of Financial Aid in the following categories:

- Federal Aid
- Institutional Aid:
- West Virginia State Aid

The descriptions for the different options for grants and scholarships in each category were very thorough, almost too thorough. I will need to discuss it with someone to know what will be best for me and my goals.

Students interested in applying for aid must complete the Free Application for Federal Student Aid (FAFSA). The form can be submitted online at <https://studentaid.gov/apply-federal/afsa>. Bridge Valley Community and Technical College students will need to include the school code 040386. As application deadlines vary by program, students are encouraged to complete the FAFSA as soon as possible after October 1. Financial Aid is available to both full-time and part-time students.

Federal Aid

- Federal Pell Grant
- Federal Work-Study (FWS)
- Federal Direct Loans
 - Subsidized
 - Unsubsidized
 - Parent PLUS Loans

Institutional Aid

- Freshman Academic Scholarships
 - President's Level Scholarship
 - BOG Level Scholarship
 - West Virginia Resident First Generation Freshman Scholarship
- New Student Scholarships
 - College Transition Scholarship
 - High School/Carner & Technical Center Scholarship

Types Of Aid

Federal Work Study

Institutional Scholarships

Later in the day, I received my acceptance letter from Bridge Valley! I did not expect this to happen so fast; it is super exciting



April 4th, 2022

Jordan Hargreaves
1800 Roundhill Rd
Charleston, WV 25314

Dear Jordan,

Congratulations and welcome to BridgeValley Community and Technical College. We are pleased to inform you that you have been provisionally admitted for the Fall 2022 semester. Pursuing your education at BridgeValley Community and Technical College is an excellent decision; the staff and faculty at BridgeValley are committed to your academic success and we look forward to assisting you in your transition to our institution.

In order to finalize your acceptance, we may need some additional information. Please be aware that all applicable documents are **required** for full admission status and financial aid eligibility, including:

- Official, final high school transcript or GED/TASC scores
- Official transcripts from **all** colleges you have previously attended
- Test scores (ACT, SAT, COMPASS, Accuplacer)

Once you have been fully admitted for the Fall 2022 semester, you will receive an additional letter regarding new student registration and advising.

Below you will find your BridgeValley student identification (ID) number (B number) and BridgeValley e-mail address; be sure to retain this letter, as you will need your BridgeValley student ID number in corresponding with the college and for logging into your MyBridge student account. **You will need to set up your MyBridge Portal in order to schedule your advising appointment.** Instructions on how to log into your MyBridge account and email are enclosed.

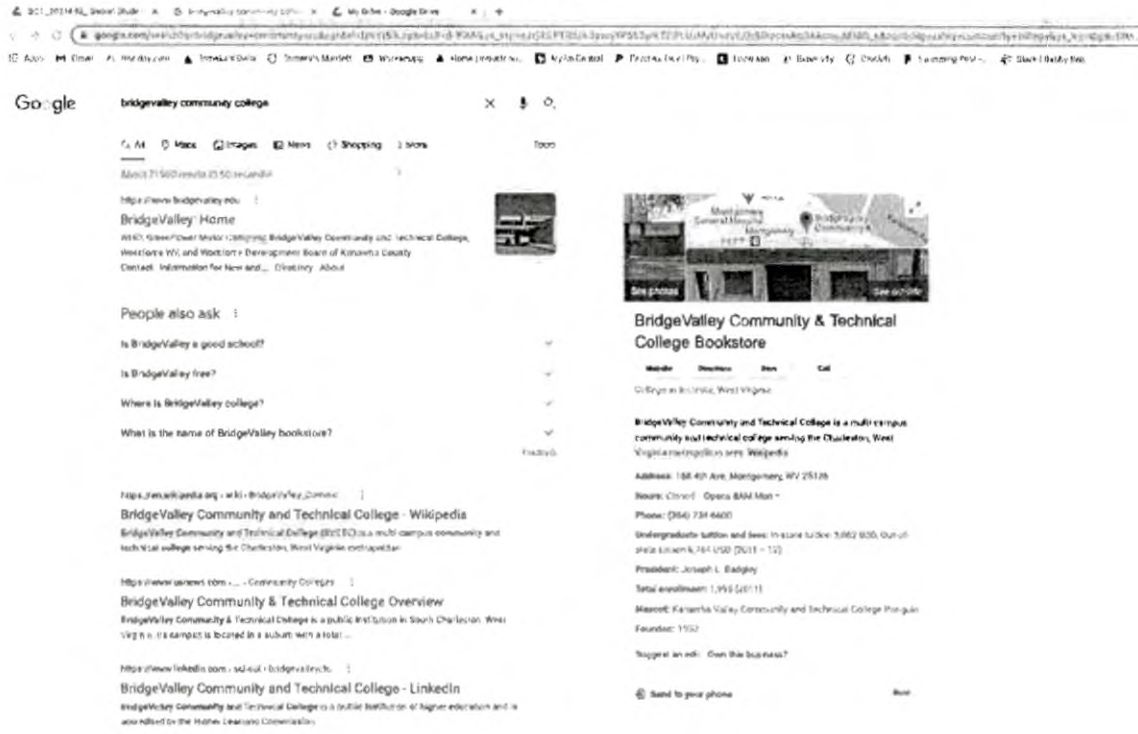
To be successful at BridgeValley all students are required to have a computer with minimum specifications. If you need to determine if your computer software is adequate, please visit the following link: <https://www.bridgevalley.edu/other-important-links>.

On behalf of the campus community, we are pleased you have chosen BridgeValley Community and Technical College, and we look forward to helping you achieve your academic goals. If you have any questions, please do not hesitate to contact us at (304)205-6600 (South Charleston) or (304)734-6600 (Montgomery).

Sincerely,

Secret Student 5: Persona: Adult student returning to school

To begin with, I Googled the college by name. Results Below:



I liked the fact that the first choice listed for the search is a link that I can click on to go right to the homepage of the college. There is also a tile on the right side of the page that has more information given. I particularly like that I can see what the address is, that I could get directions with one click, and that I can call with one click also if I so choose.

I clicked on the link for the home page, and when the homepage opened up, I was greeted with an immediate choice to either Apply or request information. See below:



I appreciate being able to either apply or request information, based on how much I know either about the college or the application process. I found it to be a very "in your face" approach. I did not expect that. However, because I am there to learn more (in this sense it is easy-peasy, I do not have to dig for it) - I will request more information because I do not know anything about the college or the application process, and want to know more.

I clicked on the Request Info. button and the page that opened did not take me to a questionnaire or form, as I expected. It took me to a "Contact" page instead.



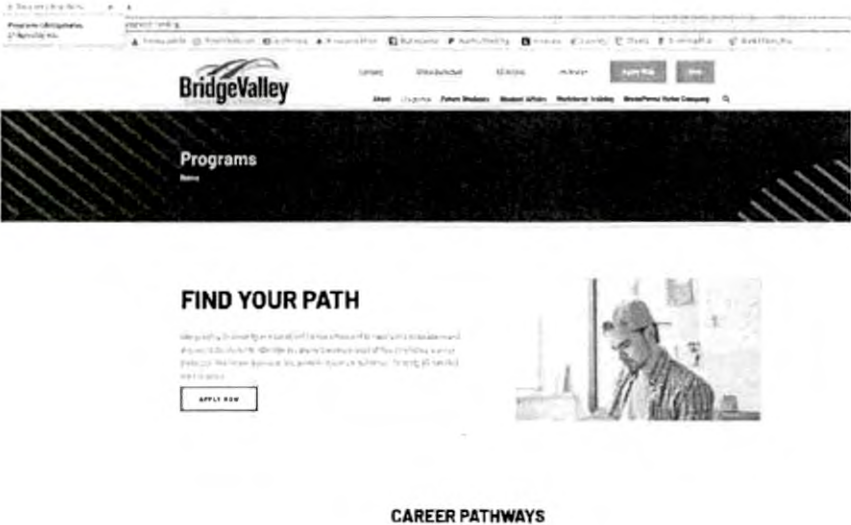
It took me to a page giving me information. However, the first sentence is very interesting, almost misleading. I honestly, genuinely do not know ANYTHING about this college. I cannot possibly comment on it as it welcomes me to do in the first sentence. Also, I do not know a specific faculty or staff member for me to go and check the online directory as I am being redirected to do in the second sentence. Which makes me wonder who this page and information is really geared to?

I do appreciate being given the information of the key offices that I may need to contact as a potential student seeking to know more about the application process though.

However, at this point I am debating whether I should call either the general information or the Admissions Department. If I call general information, will they reroute me to Admissions? If so, then why are they given as a choice for me to contact, I find that a bit confusing. I have been out of school for some time and do not know what is the right answer. I am also debating, not just which Department to call, but should I call at all or just fill out the information at the bottom of the page? Either choice will be time consuming. I would have preferred to have a questionnaire or form to fill out

and have my inquiry done with. I appreciate the choices, but this was supposed to be a quick action I wanted to take to get further information, but now I have to stop and think to see what I want to do, if anything at all.

So I looked around this contact page and noticed that there is a choice at the top which reads "programs". I know that sometimes when you put your computer cursor over a word on a webpage that more information opens up that you can choose from, without having to click on the actual initial word; but that did not happen. I have to actually click on the word. Ok, I will do that real quick. When I clicked on Programs, it obviously took me to a different page, which is not what I wanted to do just yet; have to navigate away from the contacts page, before requesting more information. See below:



So from this "Programs" page, I am not able to hit another button to go back to the "Contact" page; I need to hit the back button on my browser, which I did. I am back on the page, and now I have spent too much time in navigation instead of just filling out a form to request information. That is more straightforward, and preferable in my case. I opted, at this point to just fill out the information at the bottom, for someone to get back to me. However, I cannot even leave my phone number for someone to call me, it has to be my email? I find that to be very impersonal. I prefer to get all my questions answered at once, 15 minute phone call, rather than have to invest the time in reading an email or emails, and have to engage in a back and forth exchange. Please see below:



Once I hit submit, this is the screen I got:



It states: "New submission added to Contact." I do not know what that means?

Honestly, this page was not altogether straightforward. And I honestly do not appreciate having spent so much time on this page. It has information that may be useful to me once I know exactly what I want, but I am not there yet. I just wanted to be requested for my info for someone to get back to me and answer my initial questions. All this information also being offered is not necessary. I also do not want to be redirected to take any extra step at this point to get information. Lastly, to label the area where I am able to input my information "additional comments?" is also misleading. I am not here to make comments, but to seek information. I am ok with giving you my name, number, and leaving a brief blurb about what I am looking for, but I would want to be asked in a more specific and straightforward manner. A questionnaire or form, again for my taste, would have been better to encounter in this section, after having hit the "Request Info" button on the home page. (Submission of info: March 11 @ 3:30PM).

It has been a few weeks since I filled out the request form. I have not received an email response. I am now going back to the contact page to get the number for general information to find out more. If I would have received an email response, I would not have to take out time from my day to take this extra step to "reach out" again to the school.

Also, I am going to navigate again to the "Programs" page to see what information I could find there regarding my interest, which is Business Administration; pictured below:



FIND YOUR PATH

BridgeValley Community and Technical College offers a wide variety of certificate and degree programs to its students. We offer programs in a broad range of fields including, but not limited to, health care, business, law, general education, and more! To apply, please click the link below.

[APPLY NOW](#)



CAREER PATHWAYS

I had to scroll down to the end of the page to find the major listed. It is under Professional & Business.



It would have been nice to have a link at the top of that page that when I clicked on it it would have navigated me to the end of the page to this section: Instead of having to scroll all the way down, not knowing when I would come to the information I was looking for. However, I clicked on Business Administration and it took me to this is the next Page:



At the top of the page it says "Management", with two pictures, two short paragraphs underneath, and then a list of courses. Business Administration and Business Management are used interchangeably so that is not a big deal. However, what I am saying on this page is a little confusing. I see a listing of courses and I do not know what that means. Are these the courses that I HAVE to take? I will be working full time and have a family. I may not be able to take four courses per semester, but I do not see any other choices in that regard. That makes me nervous, does that mean that I cannot go to college after all?

Course ID	Course Name	Credits
101-101	Business Administration	3
101-102	Business Management	3
101-103	Business Administration	3
101-104	Business Management	3
101-105	Business Administration	3
101-106	Business Management	3
101-107	Business Administration	3
101-108	Business Management	3
101-109	Business Administration	3
101-110	Business Management	3

At the end of list of courses there are two links which one can click on. The first link is named the Curriculum Grid:

Major Grid

Name of Program: AAS in Management - General
 Total Number of Hours for Degree: 60

A) Professional Component

Course Title	Area of Study	Credits
MGMT 100	Introduction to Business	3
MGMT 101	Business Law	3
MGMT 102	Business Ethics	3
MGMT 103	Principles of Marketing	3
MGMT 104	Principles of Accounting	3
MGMT 105	Principles of Management	3
MGMT 106	Business Statistics	3
MGMT 107	Business Service Courses	3
MGMT 108	Personal Finance	3

B) General Education

Course Title	Required Courses	Credits/Hours
GEN 101	English Composition I	3
GEN 102	English Composition II	3
GEN 103	Humanities	3
GEN 104	Mathematics	3
GEN 105	Science	3
GEN 106	Social Sciences	3
GEN 107	Arts	3
GEN 108	Health	3
GEN 109	Physical Education	3
GEN 110	Global Studies	3
GEN 111	History	3
GEN 112	Government	3
GEN 113	Philosophy	3
GEN 114	Religion	3
GEN 115	Foreign Languages	3
GEN 116	Other	3

C) Business Major

Course Title	Credits/Hours	
MGMT 200	Business Administration	3
MGMT 201	Business Administration	3
MGMT 202	Business Administration	3
MGMT 203	Business Administration	3
MGMT 204	Business Administration	3
MGMT 205	Business Administration	3
MGMT 206	Business Administration	3
MGMT 207	Business Administration	3
MGMT 208	Business Administration	3
MGMT 209	Business Administration	3
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MGMT 293	Business Administration	3
MGMT 294	Business Administration	3
MGMT 295	Business Administration	3
MGMT 296	Business Administration	3
MGMT 297	Business Administration	3
MGMT 298	Business Administration	3
MGMT 299	Business Administration	3
MGMT 300	Business Administration	3

Total Major Hours: 60

I clicked on it and it opened up to a one page list of courses, by category, for the AAS in Management - General. Is that the degree that I would be getting if I applied to Business Administration? Or is that a different degree? - I honestly do not understand this document, and would have to ask about it when I speak with someone.

I clicked on the second link - Program Assessment Plan and Assessment Report and this is what opened up, a sixteen page document:

Program Assessment Plan and Assessment Report

Program: AAS in Management - General

Program Learning Objective	Program	Program of Studies	Program of Assessment
1. Demonstrate the ability to apply business concepts to a real-world situation.	MGMT 100	Business Administration	MGMT 100
2. Demonstrate the ability to analyze business data and make informed decisions.	MGMT 101	Business Administration	MGMT 101
3. Demonstrate the ability to communicate effectively in a business setting.	MGMT 102	Business Administration	MGMT 102
4. Demonstrate the ability to work effectively in a team.	MGMT 103	Business Administration	MGMT 103
5. Demonstrate the ability to solve business problems.	MGMT 104	Business Administration	MGMT 104
6. Demonstrate the ability to manage business resources.	MGMT 105	Business Administration	MGMT 105
7. Demonstrate the ability to lead a business team.	MGMT 106	Business Administration	MGMT 106
8. Demonstrate the ability to create a business plan.	MGMT 107	Business Administration	MGMT 107
9. Demonstrate the ability to evaluate business performance.	MGMT 108	Business Administration	MGMT 108
10. Demonstrate the ability to improve business processes.	MGMT 109	Business Administration	MGMT 109
11. Demonstrate the ability to manage business risk.	MGMT 110	Business Administration	MGMT 110
12. Demonstrate the ability to manage business change.	MGMT 111	Business Administration	MGMT 111
13. Demonstrate the ability to manage business innovation.	MGMT 112	Business Administration	MGMT 112
14. Demonstrate the ability to manage business sustainability.	MGMT 113	Business Administration	MGMT 113
15. Demonstrate the ability to manage business social responsibility.	MGMT 114	Business Administration	MGMT 114
16. Demonstrate the ability to manage business ethics.	MGMT 115	Business Administration	MGMT 115
17. Demonstrate the ability to manage business diversity.	MGMT 116	Business Administration	MGMT 116
18. Demonstrate the ability to manage business global operations.	MGMT 117	Business Administration	MGMT 117
19. Demonstrate the ability to manage business information systems.	MGMT 118	Business Administration	MGMT 118
20. Demonstrate the ability to manage business legal and regulatory compliance.	MGMT 119	Business Administration	MGMT 119
21. Demonstrate the ability to manage business human resources.	MGMT 120	Business Administration	MGMT 120
22. Demonstrate the ability to manage business financial management.	MGMT 121	Business Administration	MGMT 121
23. Demonstrate the ability to manage business operations management.	MGMT 122	Business Administration	MGMT 122
24. Demonstrate the ability to manage business quality management.	MGMT 123	Business Administration	MGMT 123
25. Demonstrate the ability to manage business project management.	MGMT 124	Business Administration	MGMT 124
26. Demonstrate the ability to manage business supply chain management.	MGMT 125	Business Administration	MGMT 125
27. Demonstrate the ability to manage business strategic management.	MGMT 126	Business Administration	MGMT 126
28. Demonstrate the ability to manage business technology management.	MGMT 127	Business Administration	MGMT 127
29. Demonstrate the ability to manage business risk management.	MGMT 128	Business Administration	MGMT 128
30. Demonstrate the ability to manage business change management.	MGMT 129	Business Administration	MGMT 129
31. Demonstrate the ability to manage business innovation management.	MGMT 130	Business Administration	MGMT 130
32. Demonstrate the ability to manage business sustainability management.	MGMT 131	Business Administration	MGMT 131
33. Demonstrate the ability to manage business social responsibility management.	MGMT 132	Business Administration	MGMT 132
34. Demonstrate the ability to manage business ethics management.	MGMT 133	Business Administration	MGMT 133
35. Demonstrate the ability to manage business diversity management.	MGMT 134	Business Administration	MGMT 134
36. Demonstrate the ability to manage business global operations management.	MGMT 135	Business Administration	MGMT 135
37. Demonstrate the ability to manage business information systems management.	MGMT 136	Business Administration	MGMT 136
38. Demonstrate the ability to manage business legal and regulatory compliance management.	MGMT 137	Business Administration	MGMT 137
39. Demonstrate the ability to manage business human resources management.	MGMT 138	Business Administration	MGMT 138
40. Demonstrate the ability to manage business financial management management.	MGMT 139	Business Administration	MGMT 139
41. Demonstrate the ability to manage business operations management management.	MGMT 140	Business Administration	MGMT 140
42. Demonstrate the ability to manage business quality management management.	MGMT 141	Business Administration	MGMT 141
43. Demonstrate the ability to manage business project management management.	MGMT 142	Business Administration	MGMT 142
44. Demonstrate the ability to manage business supply chain management management.	MGMT 143	Business Administration	MGMT 143
45. Demonstrate the ability to manage business strategic management management.	MGMT 144	Business Administration	MGMT 144
46. Demonstrate the ability to manage business technology management management.	MGMT 145	Business Administration	MGMT 145
47. Demonstrate the ability to manage business risk management management.	MGMT 146	Business Administration	MGMT 146
48. Demonstrate the ability to manage business change management management.	MGMT 147	Business Administration	MGMT 147
49. Demonstrate the ability to manage business innovation management management.	MGMT 148	Business Administration	MGMT 148
50. Demonstrate the ability to manage business sustainability management management.	MGMT 149	Business Administration	MGMT 149
51. Demonstrate the ability to manage business social responsibility management management.	MGMT 150	Business Administration	MGMT 150
52. Demonstrate the ability to manage business ethics management management.	MGMT 151	Business Administration	MGMT 151
53. Demonstrate the ability to manage business diversity management management.	MGMT 152	Business Administration	MGMT 152
54. Demonstrate the ability to manage business global operations management management.	MGMT 153	Business Administration	MGMT 153
55. Demonstrate the ability to manage business information systems management management.	MGMT 154	Business Administration	MGMT 154
56. Demonstrate the ability to manage business legal and regulatory compliance management management.	MGMT 155	Business Administration	MGMT 155
57. Demonstrate the ability to manage business human resources management management.	MGMT 156	Business Administration	MGMT 156
58. Demonstrate the ability to manage business financial management management.	MGMT 157	Business Administration	MGMT 157
59. Demonstrate the ability to manage business operations management management.	MGMT 158	Business Administration	MGMT 158
60. Demonstrate the ability to manage business quality management management.	MGMT 159	Business Administration	MGMT 159
61. Demonstrate the ability to manage business project management management.	MGMT 160	Business Administration	MGMT 160
62. Demonstrate the ability to manage business supply chain management management.	MGMT 161	Business Administration	MGMT 161
63. Demonstrate the ability to manage business strategic management management.	MGMT 162	Business Administration	MGMT 162
64. Demonstrate the ability to manage business technology management management.	MGMT 163	Business Administration	MGMT 163
65. Demonstrate the ability to manage business risk management management.	MGMT 164	Business Administration	MGMT 164
66. Demonstrate the ability to manage business change management management.	MGMT 165	Business Administration	MGMT 165
67. Demonstrate the ability to manage business innovation management management.	MGMT 166	Business Administration	MGMT 166
68. Demonstrate the ability to manage business sustainability management management.	MGMT 167	Business Administration	MGMT 167
69. Demonstrate the ability to manage business social responsibility management management.	MGMT 168	Business Administration	MGMT 168
70. Demonstrate the ability to manage business ethics management management.	MGMT 169	Business Administration	MGMT 169
71. Demonstrate the ability to manage business diversity management management.	MGMT 170	Business Administration	MGMT 170
72. Demonstrate the ability to manage business global operations management management.	MGMT 171	Business Administration	MGMT 171
73. Demonstrate the ability to manage business information systems management management.	MGMT 172	Business Administration	MGMT 172
74. Demonstrate the ability to manage business legal and regulatory compliance management management.	MGMT 173	Business Administration	MGMT 173
75. Demonstrate the ability to manage business human resources management management.	MGMT 174	Business Administration	MGMT 174
76. Demonstrate the ability to manage business financial management management.	MGMT 175	Business Administration	MGMT 175
77. Demonstrate the ability to manage business operations management management.	MGMT 176	Business Administration	MGMT 176
78. Demonstrate the ability to manage business quality management management.	MGMT 177	Business Administration	MGMT 177
79. Demonstrate the ability to manage business project management management.	MGMT 178	Business Administration	MGMT 178
80. Demonstrate the ability to manage business supply chain management management.	MGMT 179	Business Administration	MGMT 179
81. Demonstrate the ability to manage business strategic management management.	MGMT 180	Business Administration	MGMT 180
82. Demonstrate the ability to manage business technology management management.	MGMT 181	Business Administration	MGMT 181
83. Demonstrate the ability to manage business risk management management.	MGMT 182	Business Administration	MGMT 182
84. Demonstrate the ability to manage business change management management.	MGMT 183	Business Administration	MGMT 183
85. Demonstrate the ability to manage business innovation management management.	MGMT 184	Business Administration	MGMT 184
86. Demonstrate the ability to manage business sustainability management management.	MGMT 185	Business Administration	MGMT 185
87. Demonstrate the ability to manage business social responsibility management management.	MGMT 186	Business Administration	MGMT 186
88. Demonstrate the ability to manage business ethics management management.	MGMT 187	Business Administration	MGMT 187
89. Demonstrate the ability to manage business diversity management management.	MGMT 188	Business Administration	MGMT 188
90. Demonstrate the ability to manage business global operations management management.	MGMT 189	Business Administration	MGMT 189
91. Demonstrate the ability to manage business information systems management management.	MGMT 190	Business Administration	MGMT 190
92. Demonstrate the ability to manage business legal and regulatory compliance management management.	MGMT 191	Business Administration	MGMT 191
93. Demonstrate the ability to manage business human resources management management.	MGMT 192	Business Administration	MGMT 192
94. Demonstrate the ability to manage business financial management management.	MGMT 193	Business Administration	MGMT 193
95. Demonstrate the ability to manage business operations management management.	MGMT 194	Business Administration	MGMT 194
96. Demonstrate the ability to manage business quality management management.	MGMT 195	Business Administration	MGMT 195
97. Demonstrate the ability to manage business project management management.	MGMT 196	Business Administration	MGMT 196
98. Demonstrate the ability to manage business supply chain management management.	MGMT 197	Business Administration	MGMT 197
99. Demonstrate the ability to manage business strategic management management.	MGMT 198	Business Administration	MGMT 198
100. Demonstrate the ability to manage business technology management management.	MGMT 199	Business Administration	MGMT 199
101. Demonstrate the ability to manage business risk management management.	MGMT 200	Business Administration	MGMT 200

I appreciate the data, but why is this document on this page for me to click on if I do not know much about college and courses. I want a positive outcome when I study in this school, if I end up attending here, but is that information that I should be looking at right from this page? I will intuitively click on this link to find out more information, although the more that I want to find out right now is not necessarily the effectiveness of the classes, though that IS important. What I want to know is how do I get started, and also, if you are listing the courses offered under this major, what do these courses entail? A link to the course descriptions would have been much more helpful to me so that I could get an

idea of what the courses are all about instead of how effective they are. No offense, I did not come on this page to read up on data. Tell me more about the courses themselves, not about statistics and assessments. I honestly do not need to know that at this point in time.

The next thing I see on the page is Contact information for someone named Taylor Alton, but also a heading titled "Business Administration". Was not the previous information about "Business Administration?" Now I am really confused. There is also an apply now button, but I do not know yet if I want to apply to this college.



As I keep scrolling down the page I notice a second contact listed, Jeff Finch. He is listed as the program coordinator. As I keep going down the page I see a link for accreditation information, more about the program, and more courses listed. Just out of curiosity, I checked to see what the difference between this list of courses and the previous list of courses is, and found that they are one in the same. But why are the courses listed twice?

Also, the main picture on the top of the page is also included in this section, is there a reason why that picture is included twice? I understand it being in either of the sections, but why in both? And speaking of duplicates, the "More About the Program" section is the same information as the second paragraph under the picture on the top. Why is this information given twice? It really seems that rather than informing me on the program the information on the page is just there to take up the space. I went on this page to see what I could find out on my own about the program before I called anyone, however, what I was met with was an overload of information that does not really answer my questions.

There is an "Apply Now" Button on the page, but I do not know if I am ready to make that commitment yet because I do not really know anything about the college or the program. However, in an attempt to learn more I decided to call one of the people listed as a Program Coordinator to get more information, Jeff Finch. I figured, since I am already here, let me start with specific information on the program, instead of general information on the college. Mr. Finch did not pick up the phone, and so I left a message with my name and number, expressing my interest in the program.



Is there a Department number that I could call also? If so, why is that number not listed here? Even though I would not have liked to make yet another attempt at reaching out to the school for information, it would have been nice to have the option to call the Department and get to speak to someone. Even if it was the secretary of the Department, even if he/she did not have information he/she could have given me assurance that someone would call me back. Again, there is information on this page, but nothing that could help me.

I called on a Friday afternoon, and it is Wednesday afternoon of the following week, and I have not heard back from Mr. Finch. I have again navigated to the contacts page to see if I could get someone on the phone. I am really interested in learning more about this school and program, but do not want the time that I have already invested to go to waste. I will place a call to the General number to see what information they could give me.

I called the number under General Information, South Charleston Campus: (304) 205-6600 and I pressed "0" to speak to a college representative. I got a very nice lady on the phone, who knew exactly who to transfer me to when I said that I was interested in Business Administration. She also knew exactly what was going on with the people who would have been able to help, but were not available to do so. That was VERY impressive; that she knew exactly who was available, and who wasn't and why. As it turns out Mr. Finch was out sick this whole time. I was transferred to Lisa Moye, Director of the Paralegal Department.

Ms. Moye was very pleasant, knowledgeable, and professional in her demeanor as we spoke over the phone. She treated me with kindness and exercised patience in dealing with all my questions. She did not once try to rush me off the phone. I have experienced that in the past, but she did not do that, she took her time to give me the answers I needed. She informed me about Business Administration; the length of time it would take to complete the program, what my choices are regarding attending full time versus part time and even what some of my choices are regarding

applying for financial aid. She also told me that I will most likely have to take the "Accuplacer" test to see where I would be placed for my first English and Math courses.

I asked her when classes start, and she told me the information for both the summer and the fall. And encouraged me to apply as soon as possible so that I can finish all the processes that I would need to go through well in time for me to get admitted, registered, apply and receive my financial aid package, and buy my books, all before classes start. She also informed me of the possibility of my making an appointment to go and see a representative from any of the offices that I would need help from or have questions for; mainly, Admissions and Financial aid. She let me know that I could fill out the application whenever I felt comfortable to apply though, she was not pushing me to do it. She even said that for my convenience I could either fill out the application online or go in to do a paper application; that I had the choice to do that. As I previously stated, she was very helpful.

She also let me know that I would not need to send in any proof of HS graduation yet, that the Admissions Office would ask for the transcripts directly from my HS. I thought that was very convenient, but I expected for the burden of proof to be on me, the potential student, to show proof of what is being stated in the application. I did not expect for the college to go fish, sort of speak, regarding proof of my graduation status from HS. I will confirm once I start filling out the admissions application, I guess. She also stated that there is NO application fee, which made me very glad because I have heard that those could be very expensive.

Towards the end of our conversation I asked her about descriptions for the courses offered, and she directed me to navigate to the Catalog and look through it for that information. I did just that, the main page for the catalog is below:



Once I scrolled down the page I saw that there are so many choices from which to choose for information, but since I was already speaking to Lisa about Admissions, and saw that it was the third button from the top, I will click on that and see what information I could get from there. Maybe I will not have to call in to get information regarding the transcripts, because I was very curious about that fact. This is what the page looks like:

The screenshot shows the Bridge Valley Academic Catalog website. The header includes the Bridge Valley logo and navigation links: Home, Programs, Apply, Student Affairs, Workforce Training, and Community Education. Below the header is a large banner for the "Academic Catalog". The main content area is titled "Admissions" and features a sidebar on the left with navigation options: Home, Programs, Apply, Student Affairs, Workforce Training, and Community Education. The "Admissions" section includes a list of links such as "General Admissions Information", "Transfer Admissions", "International Admissions", "Admissions Information", "Admission Requirements", "Admission Deadlines", "Admission Process", "Admission Checklist", "Admission Interview", "Admission Test Scores", "Admission Test Scores", "Admission Test Scores", and "Admission Test Scores".

I clicked on "General Admissions Information", which I have been wanting to learn more about also:

The screenshot shows the Bridge Valley General Admissions Information page. The page title is "General Admissions Information". The content includes a section titled "Placement Guidelines" with a table of requirements for English courses. The table lists various placement exams and their corresponding scores for different English courses.

Course	Class or ACCUPLACER (prior to SP 2016)	Next Gen ACCUPLACER (starting SP 2016)	ACT	GIS SAT (prior to Mar. 2016)	New SAT (starting Mar. 2016)	Course Prerequisite
ENGL 101 English Composition I with Fundamentals	Reading Composite ≥ 50 or Writing Composite ≥ 45 or SP20161111	Reading 0-276 or Writing 0-276 or Next Gen 15 with minimum of 14	Reading ≥ 18 or English ≥ 17 or English ≥ 18	English ≥ 15 (with min 14) or Writing ≥ 15-17 or Writing ≥ 15-17	Evidence Based Reading and Writing ≥ 20-20 or Writing ≥ 20-20	Students who did not successfully complete ENGL 095 should check in the course

However, this section did not give me the information that I needed, wanted, or even expected to get. I found myself scrolling down the page to see if the information I was expecting to get would be given to me further down, though

none of the information that followed right after was relevant to getting more information regarding the admissions process or the criteria on how to get into the college. It became about 'Placement Guidelines', but I just want to know about Admissions right now:

Placement Guidelines

Placement Guidelines for English Courses

Course	English 101/102/103	English 104/105	English 106/107	English 108/109	English 110/111	English 112/113
English 101	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 102	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 103	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 104	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 105	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 106	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 107	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 108	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 109	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 110	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 111	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 112	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50
English 113	Score 20-25	Score 26-30	Score 31-35	Score 36-40	Score 41-45	Score 46-50

After scrolling down a little further past all the guidelines, I finally get to the section with the information relevant to me:

Degree-Seeking Admissions Requirements

Full-time degree-seeking students must meet the following requirements for admission to the University of North Carolina at Charlotte:

1. Submit an application for admission to the University of North Carolina at Charlotte.
2. Submit a completed and signed application form to the Office of Admissions.
3. Submit a completed and signed financial aid application form to the Office of Financial Aid.
4. Submit a completed and signed scholarship application form to the Office of Scholarships.
5. Submit a completed and signed international student application form to the Office of International Student Services.
6. Submit a completed and signed non-degree seeking application form to the Office of Non-Degree Seeking Admissions.
7. Submit a completed and signed transfer student application form to the Office of Transfer Student Services.
8. Submit a completed and signed graduate student application form to the Office of Graduate Admissions.
9. Submit a completed and signed postdoctoral fellow application form to the Office of Postdoctoral Fellowships.
10. Submit a completed and signed visiting scholar application form to the Office of Visiting Scholars.

Non-Degree Seeking Admission Requirements

Non-degree seeking students must meet the following requirements for admission to the University of North Carolina at Charlotte:

1. Submit an application for admission to the University of North Carolina at Charlotte.
2. Submit a completed and signed application form to the Office of Admissions.
3. Submit a completed and signed financial aid application form to the Office of Financial Aid.
4. Submit a completed and signed scholarship application form to the Office of Scholarships.
5. Submit a completed and signed international student application form to the Office of International Student Services.
6. Submit a completed and signed non-degree seeking application form to the Office of Non-Degree Seeking Admissions.
7. Submit a completed and signed transfer student application form to the Office of Transfer Student Services.
8. Submit a completed and signed graduate student application form to the Office of Graduate Admissions.
9. Submit a completed and signed postdoctoral fellow application form to the Office of Postdoctoral Fellowships.
10. Submit a completed and signed visiting scholar application form to the Office of Visiting Scholars.

I read all the information and may have found a discrepancy. The previous section stated that: "Scores from standardized tests such as the American College Test (ACT), Scholastic Aptitude Test (SAT), ACCUPLACER or COMPASS are not required for admission." But in this last section it states that these things are required for admissions. Not only that, but the 2nd item listed is asking for my official high school transcript. Ms. Moye stated that I did not need to provide that and that the college would take care of getting the transcript from my HS. That is confusing and conflicting information. Furthermore, the section states that "(NOTE: Financial aid will not be processed until all records are received.)", which means that I do not just need the application, but also my official HS transcript, and SAT score or ACCUPLACER results.

That is a lot more responsibility on me, and a lot more that I should expect to provide, than what Ms. Moyer said, which was just filling out the application only. She did say that Admissions would contact me if they needed anything further from me, but she did not stress the fact that I need to take further steps to begin with, along with filling out the application. However, this section does stress that fact. It is fine that I need to do that, I sort of expected to have to prove that I am a HS graduate, but that is not what I was told by the school representative that I spoke to, and that misinformation could mean the difference between my applying to this school or not.

APPENDIX B

Student Focus Groups

Project Overview

Swim Digital Group (Swim) completed four student focus groups at BridgeValley Community and Technical College (BridgeValley or BVCTC) on February 15 and 16, 2022. The goals of these focus groups were to learn more about the student experience from those living it, to gather feedback on pain points and areas for improvement, and to discover what the students valued most about belonging to BridgeValley.

Swim takes a unique approach to hosting focus groups. Our goal is to create a safe space in which participants can speak and be heard, and we work to develop a rapport and gain the trust of participants to earn candid and earnest insight. The facilitators host the group in a conversational manner, which sets the stage for response collection that looks very different from a typical classroom setting. In our experience, these focus groups are not the appropriate time to educate students on processes or explain why an experience is happening because we are trying to hear how they perceived the experience and felt about various events and interactions.

Participants

When soliciting students to participate, we looked for a wide range of student types to ensure that we received diverse feedback.

Across all of the focus groups, we spoke with a total of 19 students, with a mix of both traditional age and adult-learner students who were enrolled in a variety of programs.

Findings Overview

Below is a synopsis of the most common responses provided to us by the participants.

Selecting BridgeValley

Students reported coming to BridgeValley for a variety of reasons, but the most common reason for students to select the institution was because students sought a career and “not just a job.” The time to completion was also cited as a reason to select BridgeValley. This accelerated timeline gets the students working faster than other institutions. Being able to enter the workforce in a career-role seemed to be important to the students because they keenly feel the weight of not being a burden to their family. Another reason students selected BridgeValley is because of its affordability, specifically as it compares to ITT Tech and Marshall.

In general, the students reported that BridgeValley was recommended to them by their guidance counselors in both high school and middle school, by their friends and family, and by coaches of the sports teams.

Access to Bridge Valley

Across the focus groups, students reported issues with both the intranet and internet when on campus. MyBridge was named as a concern while on-campus, impeding the progress of student work when attempting to be connected on campus. This issue was not mentioned as an issue while off-campus, though. The campus wifi is reportedly consistently slow and causes challenges for students attempting to do work on campus.

In the transition to online courses, students reported multiple technology issues. Courses had broken links that impeded their progress through the curriculum. Presentations were not readily available within course shells. Finally, adult students shared that utilizing Blackboard is a challenge for students who are returning to school after a break and are not coming into college steeped in technology. The switch back to in-person courses was felt not to have been well-communicated to the students.

Students reported that courses are not offered on both campuses, going as far as to say that the South Charleston campus seems to be the preferred campus. This lack of course offering leads to long and arduous commutes that affect their ability to work and to participate in campus activities. The area's public transportation reportedly does not have the stops near the school that it claims, and students shared the need for a shuttle from BridgeValley to the transit stops. One student shared that they are spending an unsustainable \$100 or more per week in Ubers to get back and forth to the institution.

Nursing

The general feedback from nursing students was that the program felt designed to weed them out in the first year. In deeply emotional conversations, our team heard from students who felt that they were unable to miss class for the birth of their child or the death of a parent because they would be unable to successfully graduate if they were absent. Students who needed to miss class were encouraged to drop out of the program. Students who received a grade of a "C" on a quiz were encouraged to drop out.

This perception, that the program was supposed to break students down and have them leave nursing, was shared across all nursing students, even to the point of students believing that these attitudes were designed to prepare them for "getting yelled at by a doctor" in a hospital.

Staff

Students, overall, feel that most faculty and staff are truly invested in their learning and support, in contrast to their perception that at other schools, staff and faculty are paid just to sit in the room with students. Specifically, the following faculty and staff were named by participants as making a difference in the lives of these students:

- Professor Andy (Electrical Engineering),
- Professor Katy (Nursing),
- Professor Inga (Phlebotomy),
- Ms. Jean (Phlebotomy),
- Elizabeth Jarrett, and
- Caitlin (Library).
- The program director for Phlebotomy was also named as being "very helpful" but was not named.

The participating students felt, for the most part, that the faculty saw themselves in the students and were willing to work with them to ensure student success. However, students also shared a general feeling that some faculty talent is not evenly distributed between campuses.

One student spoke very openly about the fact that there is a lot of support for folks in recovery, sharing that it "helps beat the stigma."

Support Structures

New Student Orientation

The combination of NSO and STOR was problematic for students. They felt that the content for being online-ready was long, tiresome, and did not excite them for their time at BridgeValley. The traditional-age students shared that the Blackboard orientation was less useful for them because they had used learning management systems in high school.

Students reported that they felt that they needed more integration into and onto campus. They stated that "getting acclimated with others is essential" and that they did not get that from an orientation experience.

In-Class Experiences

Students seem to truly appreciate small class sizes, especially those students who had experienced other institutions. They felt that the instruction time was more valuable with less students to compete for attention and also expressed the value in the hands-on work that they are able to accomplish. While they said that the equipment wasn't the most up-to-date, they felt it was high quality and provided truly invaluable experiences and training.

Student Engagement

Students reported that they felt there were not very many opportunities for students to network and socialize with each other, specifically outside of their program. They expressed a desire for more cross-program activities and events. Sitting in the Commons was cited as a good place to meet students from other academic disciplines and to bond with those students.

Because many of the students work, it is difficult to get involved on campus, even when they would like to participate in activities and groups.

Next Steps

This focus group report has clearly identified gaps in the new student orientation process, the culture and support provided in the nursing program, and also where the students are most satisfied. We will provide recommendations to restructure the new student orientation process that will help to alleviate these issues.

A culture change is needed in the nursing program to prevent students from stopping out over a missed class or a poor grade on a quiz.

APPENDIX C

Student Survey Results

APPENDIX C: STUDENT SURVEY RESULTS

Questions and Answer Options	Responses	Percentage of Total Respondents	Notes
1. What is your age?			
I am between 18-24	58	40.56%	
I am between 24-32	37	25.87%	
I am over the age of 32	47	32.87%	
Total	142		
2. Please tell us how you arrived at BVCTC			
I am a BVCTC student that entered BVCTC right after high school	32	22.38%	
I am a BVCTC student that entered BVCTC after attending another college (Transfer)	33	23.08%	
I am a BVCTC student that attended college after working for a while	53	37.06%	
Other	25	17.48%	
Total	143		
2a. What college did you transfer from?			
Marshall University	6	18.18%	
Full Sail University	1	3.03%	
University of Charleston	1	3.03%	
WVU Tech	4	12.12%	
Metropolitan Community College	2	6.06%	
West Virginia University	10	30.30%	
West Virginia State University	1	3.03%	
Pierpont Community Technical College	1	3.03%	
Valley College	1	3.03%	
New River	3	9.09%	
Collins Career Center	1	3.03%	
Blue Ridge CTC	1	3.03%	
Lord Fairfax Community College	1	3.03%	
Total	33		
3. Please select what applies to you.			
I do not work while attending college	39	27.27%	
I work part time	56	39.16%	

I work full time	48	33.57%	
Total	143		
4. Please select what applies to you			
I am a full time student	115	80.42%	
I am a part time student	28	19.58%	
Total	143		
5. Please share the campuses that you have attended during your time at BVCTC:			
Montgomery Campus	27	18.88%	
South Charleston Campus	79	55.24%	
South Charleston Campus, Toyota Hall/Advanced Technology Center	10	6.99%	
Indicated multiple campuses	27	18.88%	
Total	143		
6. Please share why you chose to attend BridgeValley?			
Close to home	47	32.87%	
Affordable	26	18.18%	
Specific program	55	38.46%	The specific programs mentioned were Nursing, Sonography, Electrical Engineering, Brewing, Vet Tech, and Dental Hygiene
Personal attention from faculty/staff & Flexible options	14	9.79%	
WV Invests	4	2.80%	
Word of mouth recommendation	22	15.38%	
Selected multiple reasons	60	41.96%	
7. When thinking about making the decision to attend BVCTC, who was most influential in helping you decide:			
Parents	39	27.27%	
School Guidance Counselors	11	7.69%	
Member of BVCTC	22	15.38%	
Other	71	49.65%	
7a. If you selected "Other," who was the most influential?			
Myself	35	49.30%	
Other family (i.e. spouse, child or sibling)	12	16.90%	

Colleague or employer	7	9.86%	
Friends	11	15.49%	
WV DoH	2	2.82%	
Specific BVCTC employee	3	4.23%	Respondents specified Elizabeth Jarrett, Michael Baker, and Jennier Weise
No one	1	1.41%	
Total	71		
8. During your application process, did you speak with an advisor or a member of the recruiting team?			
Yes	102	71.33%	Link to charts and analysis
No	41	28.67%	
8a. If you answered "Yes," do you remember who you spoke with?			
Jeanne Smith	2	1.96%	Student Services Specialist-Student Programs
Dann Simmons	10	9.80%	Student Success Center Specialist
Kent Wilson	2	1.96%	Professor / Dean of Allied Health and Nurse Administrator
Kevin Eberberg	6	5.88%	Student Services Specialist - TANF
Brandon Walker	1	0.98%	Assistant Professor/ Program Coordinator- Computer Science Technology & Computer Management Information Systems
Erika Beezel	10	9.80%	Retention Specialist/Advisor
Alicia Trimble	1	0.98%	Admissions Counselor
Hannah Walters	4	3.92%	Admissions Technology Specialist
Ashley Lewis	3	2.94%	Department Chair - Human Services and Rehabilitation Studies
Tina Spaulding	1	0.98%	Director of Student Success Center
Jessica Cox	1	0.98%	Professional Advisor
No	36	35.29%	
Judith Whipskey	2	1.96%	Professor/ Department Chair
Tom Conner	3	2.94%	Director of Admissions
Connie Keefe	5	4.90%	Coordinator of Retention/Advisor
Andy Ferrell	2	1.96%	Assistant Professor / Department Chair - Engineering Technology / Program Coordinator - Electrical Engineering Technology
Kristi Effenberg	2	1.96%	Dean, General Education, Liberal Arts, & Sciences
Krista Wiseman	2	1.96%	Chair of Health Sciences / Medical Assisting
Betty Craze	1	0.98%	Assistant Professor

Deborah McDaniel	1	0.98%	Program Coordinator Criminal Justice
Amanda Jones	1	0.98%	Associate Professor / Department Chair Dental Hygiene
Renee Lester	2	1.96%	Director of Career Services & Freshman Advising
Kelly Endicott	1	0.98%	Retired
Summer Johnson	1	0.98%	Academic Associate for Dental Hygiene
Kim Stamblin	1	0.98%	Assistant Professor/Dept Chair Sonography
Bridget	1	0.98%	
Total	102		
9. On a scale of 1-5 (1 being no understanding), how would you rate your understanding of next steps as you went through the application process.			
1 (No understanding of what I needed to do next)	1	0.70%	Link to charts and analysis
2	10	6.99%	
3	29	20.28%	
4	31	21.66%	
5 (Very clear on what I needed to do next)	72	50.35%	
Total	143		
9a. If you selected 1 - 3, please share what impacted your understanding of next steps.			
Couldn't find information on website	4	10.00%	
Lack of email communications	1	2.50%	
Wrong class schedule	3	7.50%	
Staff was unhelpful	1	2.50%	
Resubmitting multiple information	1	2.50%	
Couldn't reach college staff	2	5.00%	
No response	23	70.00%	
Total	40		
10. On a scale of 1-5 (5 being very challenging), how would you rate the process from starting your application to your first day of classes?			
1 (Very Easy)	54	37.76%	Link to charts and analysis
2	32	22.38%	
3	38	26.57%	
4	11	7.69%	
5 (Very Challenging)	8	5.59%	

10a. If you selected 3 - 6, please share what made the process challenging			
Lack of staff communications	10	17.54%	Problem seemed especially prevalent in Financial Aid
Website/Technology is difficult to manage	3	5.26%	
Anxiety	2	3.51%	
Lack of Transportation	1	1.75%	
Paperwork	1	1.75%	
No Response	40	70.18%	
Total	57		
11. During your time of applying, did anyone at BVCTC speak to you about ways to pay for college?			
Yes	82	57.34%	Link to charts and analysis
No	60	41.96%	
Total	142		
12. Have you heard of any of the following programs (check all that apply) :			
WV Higher Education Grant	106	74.13%	
Higher Education Adult Part-Time Student Grant	22	15.38%	
WV Invest Grant	114	79.72%	
PROMISE Scholarship	87	60.84%	
WV Engineering, Science and Technology Scholarship	11	7.59%	
Multiple Responses	109	76.22%	
13. Did you complete the Online New Student Orientation and/or Orientation to Online Learning (known as STOR)?			
Yes	125	87.41%	Link to charts and analysis
No	18	12.59%	
Total	143		
13a. If you completed STOR, please share what was you recall was covered in that training.			
Technology/Online classroom	71	56.80%	
Don't remember/Wasn't helpful	19	15.20%	
Resources at BVCTC	31	24.80%	
How to be a successful student	10	8.00%	
13b. How well do you feel the Online New Student Orientation/Orientation to Online Learning (known as STOR) helped you prepare for your first day of classes?			
1 (It didn't help at all)	20	13.99%	Link to charts and analysis

2	11	7.69%	
3	39	27.27%	
4	20	13.95%	
5 (it was very helpful)	35	24.48%	
13c. If you selected 1 - 3, please share what you feel would have been more helpful in preparing you for your first day?			
More in-depth about Blackboard	7	10.00%	
Relevant information	10	14.29%	
Timing before class starts	3	4.29%	
Make it optional	5	7.14%	
More engaging content/in-person	4	5.71%	
No response	41	58.57%	
Total	70		
14. Did you meet with a Professional or Academic Advisor in person or online prior to registering for classes?			
Yes	116	82.62%	Link to charts and analysis
No	25	17.48%	
Total	143		
14a. Please rate how helpful this meeting was for you to know what classes you needed to complete for your program of study.			
1 (not helpful)	4	2.80%	
2	2	1.40%	
3	23	16.08%	
4	27	18.88%	
5 (very helpful)	62	43.36%	
14b. If you selected 1 - 3, please share what would have made this meeting more meaningful.			
Advisors have more knowledge about programs	6	20.69%	
No response	23	79.31%	
Total	29		
14c. If you did not meet with a Professional or Academic Advisor, were you aware that the resource is available to you?			
Yes	7	4.90%	
No	18	12.59%	
Total	25		

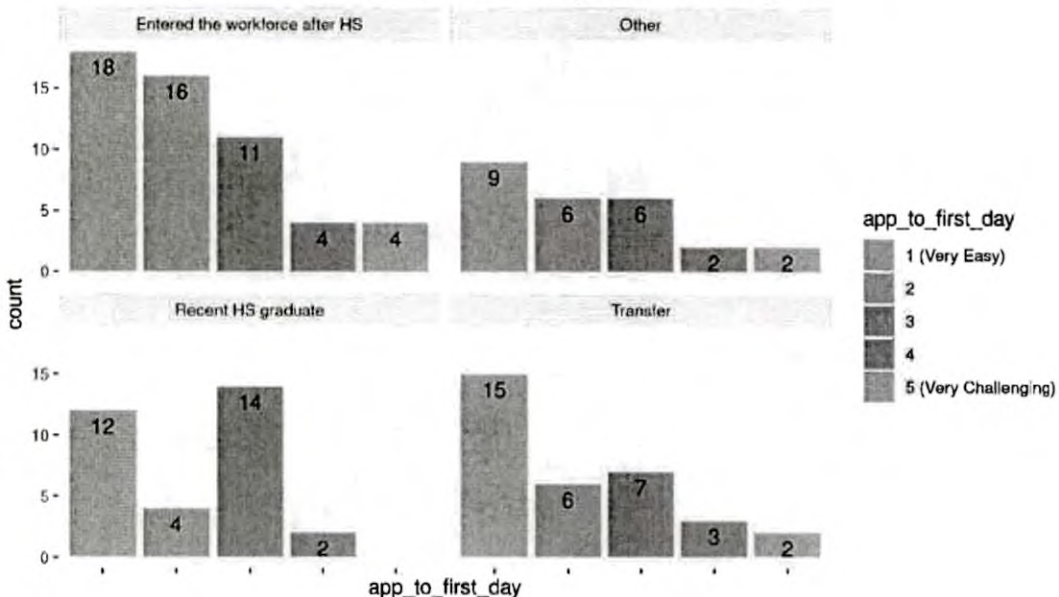
14d. If you were aware this was available, please share what prevented you from taking advantage of advising.			
Didn't think it was helpful/was needed	4	57.14%	
Location/traveling concerns	4	57.14%	
Lack of responsiveness for scheduling	1	14.29%	
Total	9		
15. Prior to your first day of classes, how many communications from the college did you receive on a weekly basis?			
1-2 per week	78	54.55%	
3-4 per week	46	32.17%	
5-6 per week	10	6.99%	
7+ per week	9	6.29%	
Total	143		
16. Please select all the departments that you recall receiving communications from, from when you started the application process, through your first day of class.			
Financial Aid	113	79.02%	
Admissions	111	77.62%	
Placement Testing	30	20.98%	
Advisors	101	70.63%	
STOR (orientation communication)	47	32.87%	
Other	9	6.29%	
Multiple departments	120	83.92%	
16a. If you selected "Other," please share who you received communications from.			
No one	1	11.11%	
Student Services (Disability Services, Registrar)	2	22.22%	
Don't remember	1	11.11%	
Campus Activities	1	11.11%	
SOOL	1	11.11%	
District 3 Proctor	1	11.11%	
Faculty	2	22.22%	
Total	9		
17. How often has your advisor or career planning met with you, now that you are a student at BVCTC?			
Sometimes	61	42.66%	Link to charts and analysis

Rarely	48	33.57%	
Never	34	23.78%	
Total	143		
18. In your opinion, please share what BVCTC is doing well to prepare you for work and encouraging you to continue towards your goals			
Nothing	14	9.79%	
Career placement and preparation to be a good employee	34	23.78%	
Resourceful/Personal growth	6	3.50%	
Scholarships/Ways to Pay	6	4.20%	
Staff/Faculty support	33	23.08%	
Campus involvement/clubs	8	5.59%	
Strong Academics/Course Flexibility	32	22.38%	
Resources to help them be successful (ie. tutoring)	12	8.39%	
Communications	11	7.69%	Most of these responses were specific to communications students receive throughout the semester
19. In your opinion, what feedback/advice would you share that BVCTC could do better in supporting our students			
Communication (Proactive)	14	9.79%	Many of these responses specifically mentioned proactive communications related to registration and enrollment, and Financial Aid
Communication (Responsiveness)	10	6.99%	Responses indicated a lack of responsiveness from Advising, Financial Aid and faculty
Student events	6	4.20%	Responses were focused on offering more clubs and evening events
Student support resources	15	10.49%	Respondents wanted more one-on-one career services and more tutoring options
Technology	3	2.10%	
Financial Aid/Ways to Pay	8	5.59%	These responses included availability of funding options and staffing in Financial Aid
Course availability	4	2.80%	Respondents mentioned a need for more evening and weekend classes
Advising	21	14.69%	Many of the responses related to Advising was about communication and assistance with correctly picking out classes
More hands-on experience	3	2.10%	
Program expectations	8	5.59%	
Nothing	39	27.27%	
Quality of Instruction	13	9.09%	
Quality of Orientation programming	2	1.40%	

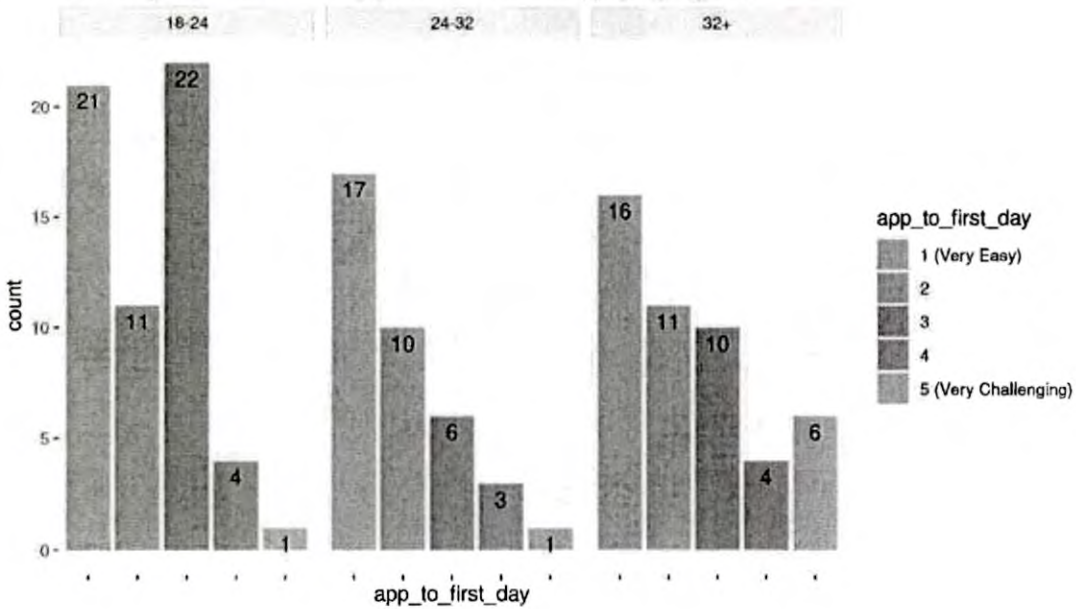
APPLICATION TO FIRST DAY ANALYSIS

On a scale of 1-5 (5 being very challenging), how would you rate the process from starting your application to your first day of classes?

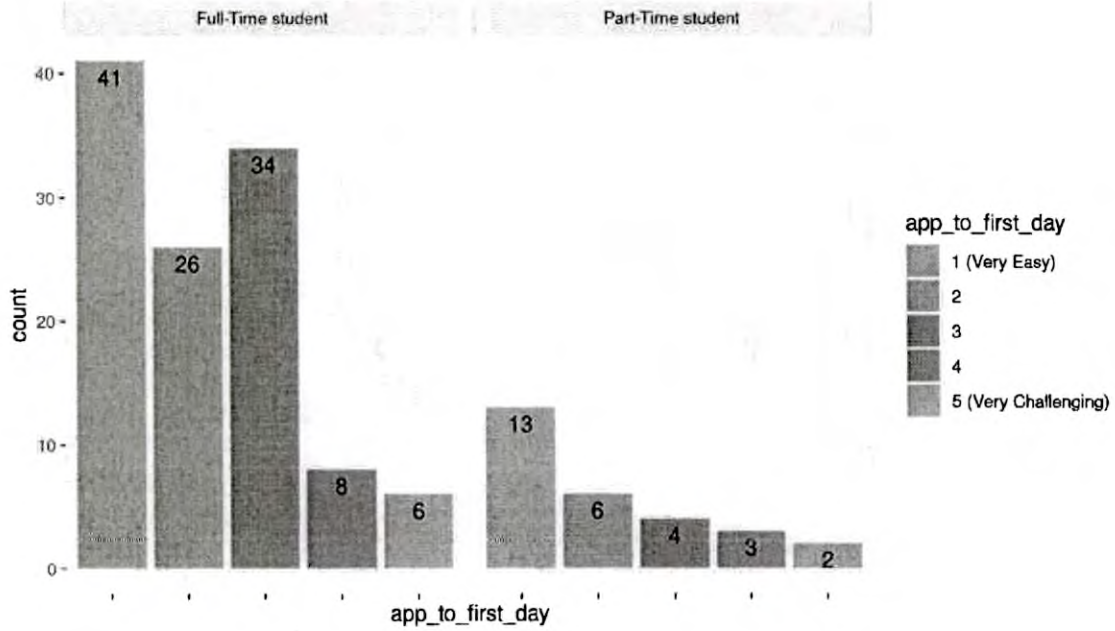
Difficulty of process from application to first day, by arrival at BVCTC



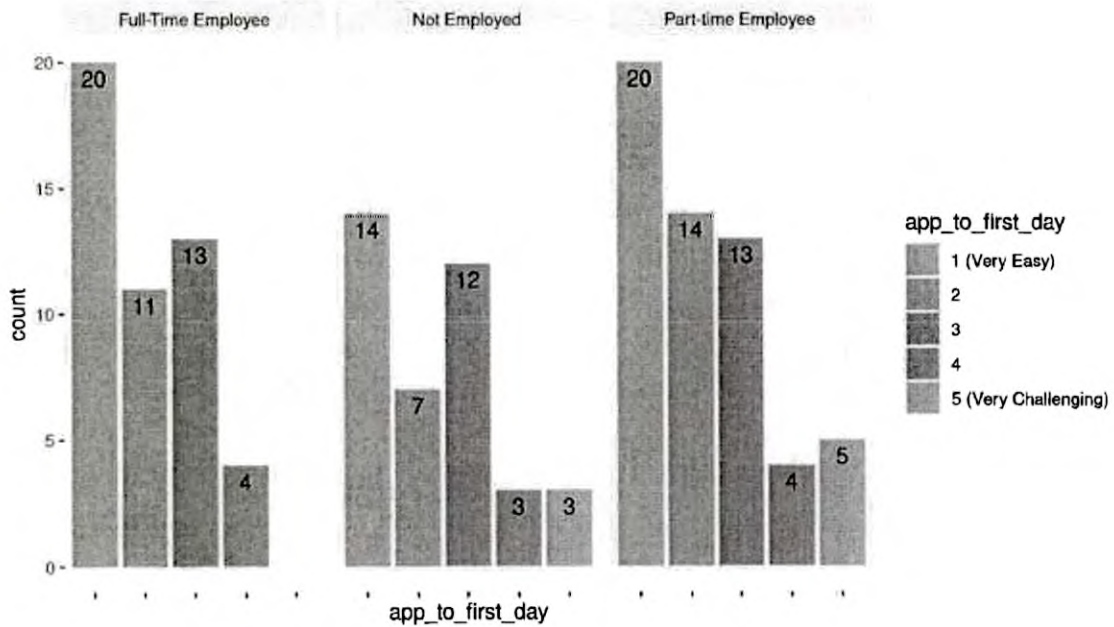
Difficulty of process from application to first day, by age group



Difficulty of process from application to first day, by student status



Difficulty of process from application to first day, by employee status



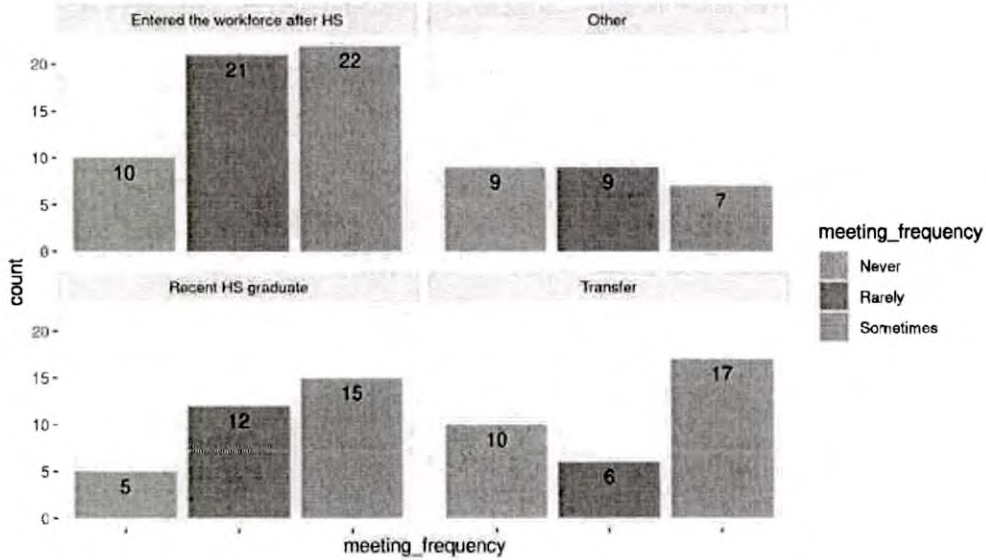
Takeaways

- Only 8 students said that completing the enrollment process was very challenging (5.5%). 19 gave an answer above 3, or moderately challenging (13.9%)
- Younger students that recently left high school were noticeably more likely to say that their experience with the enrollment process was moderately challenging as compared with other populations (44% of recent HS graduates and 37% of students age 18-24)
- About 13% of the 32+ age group said that the process was very challenging, no other group had more than one participant say this.

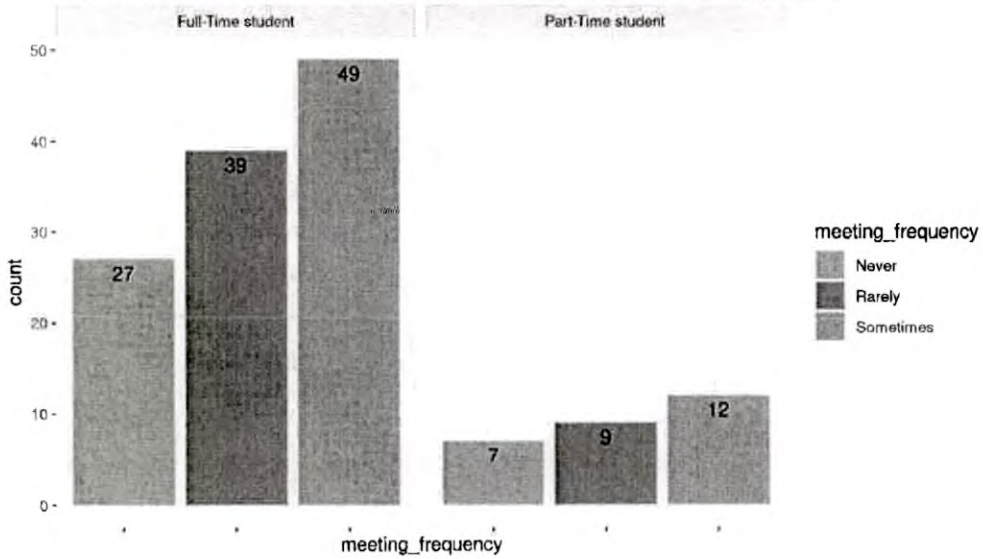
MEETING FREQUENCY ANALYSIS

How often has your advisor or career planning met with you, now that you are a student at BVCTC?

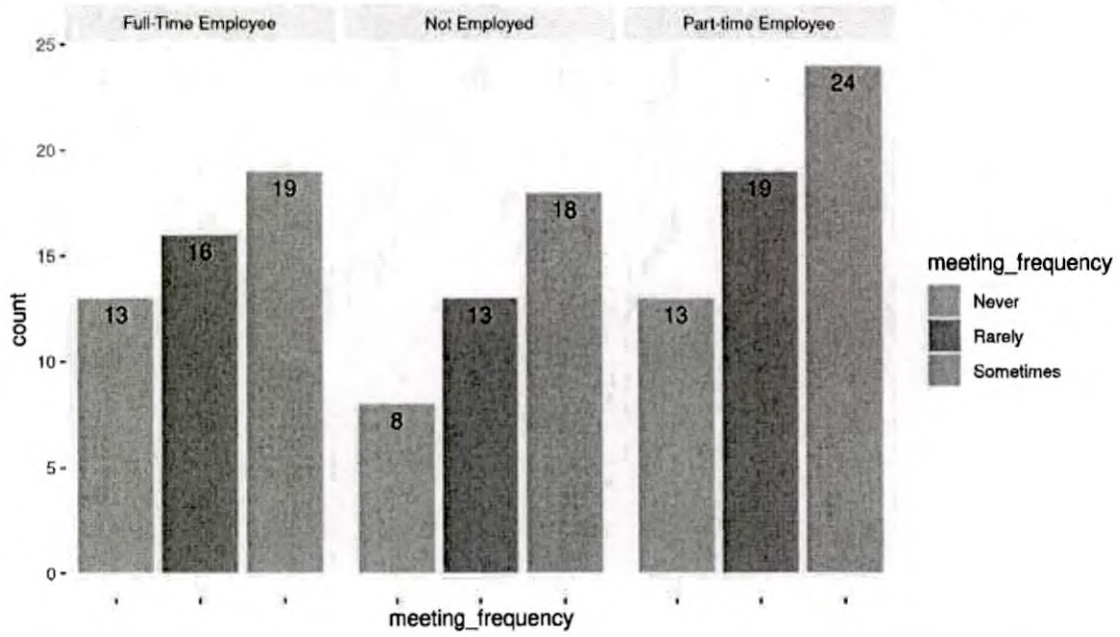
How often did advisor or career planner meet with student, by arrival at BVCTC



How often did advisor or career planner meet with student, by student status

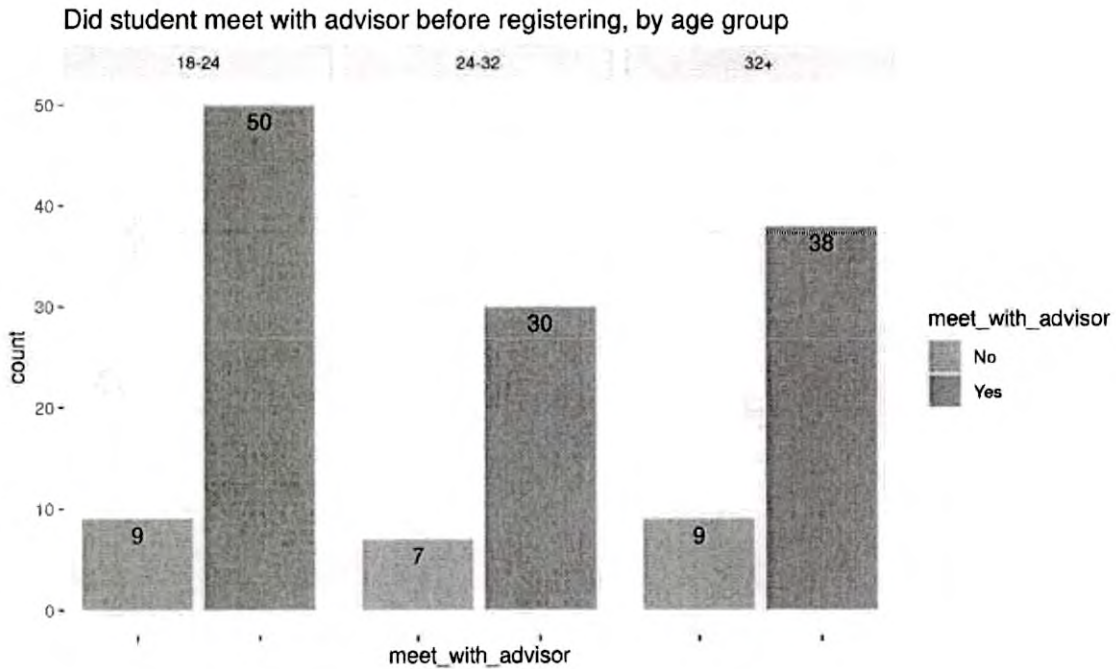
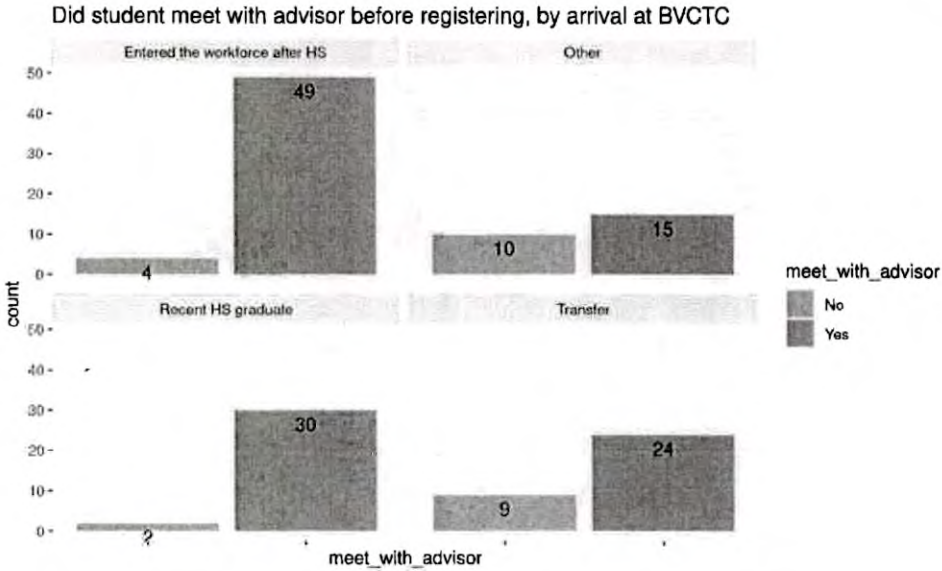


How often did advisor or career planner meet with student, by employee status

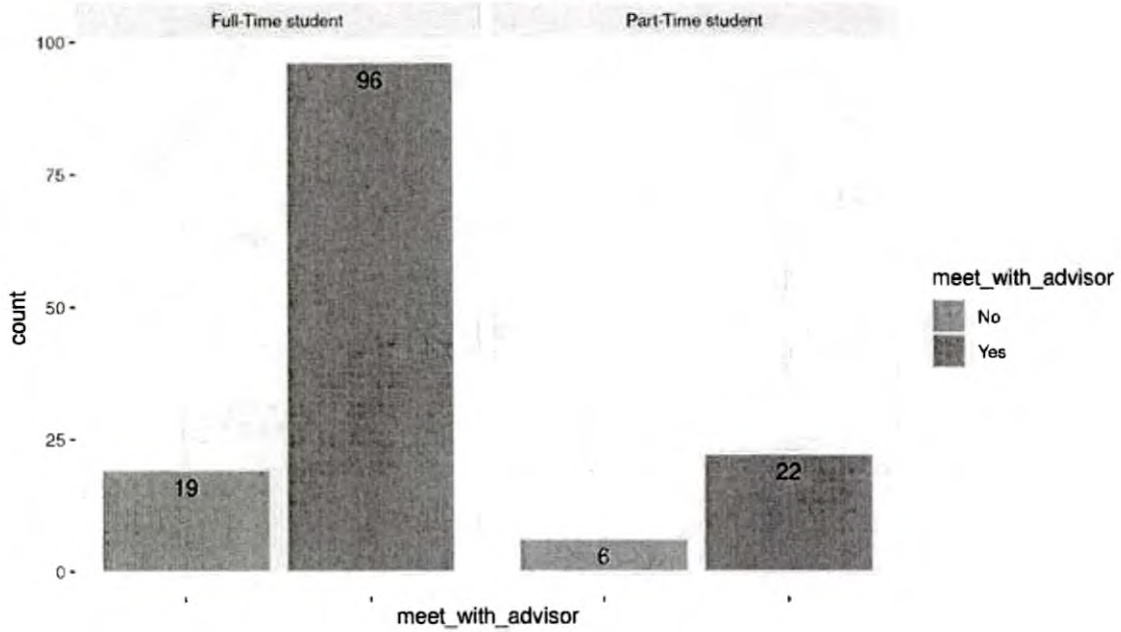


MET WITH ADVISOR ANALYSIS

Did you meet with a Professional or Academic Advisor in person or online prior to registering for classes?



Did student meet with advisor before registering, by student status

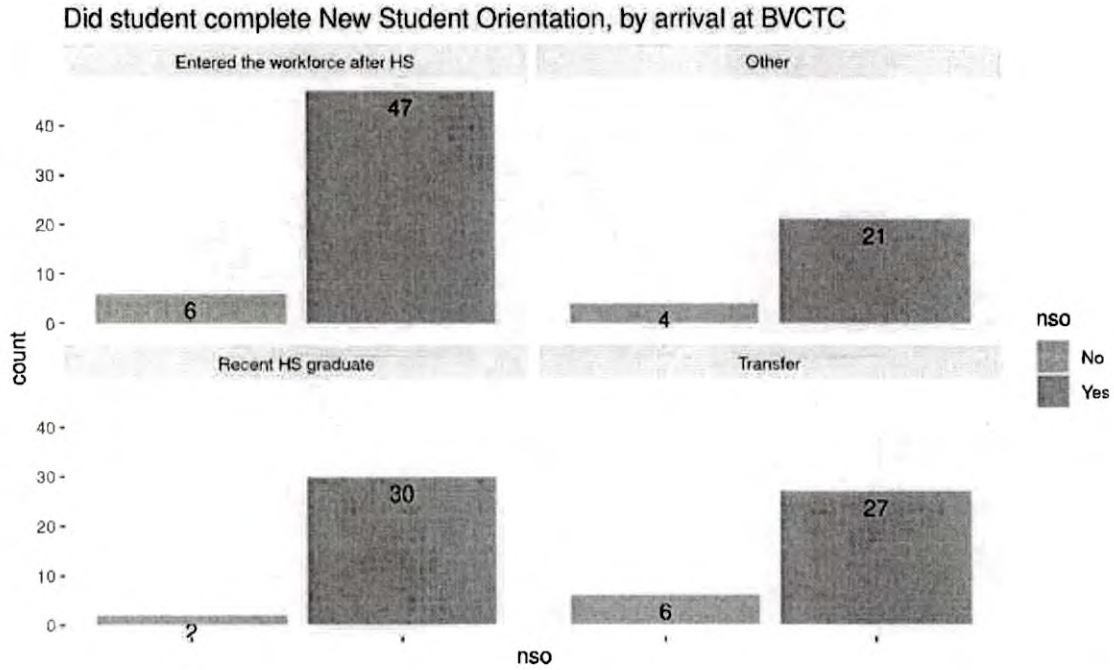


Did student meet with advisor before registering, by employee status

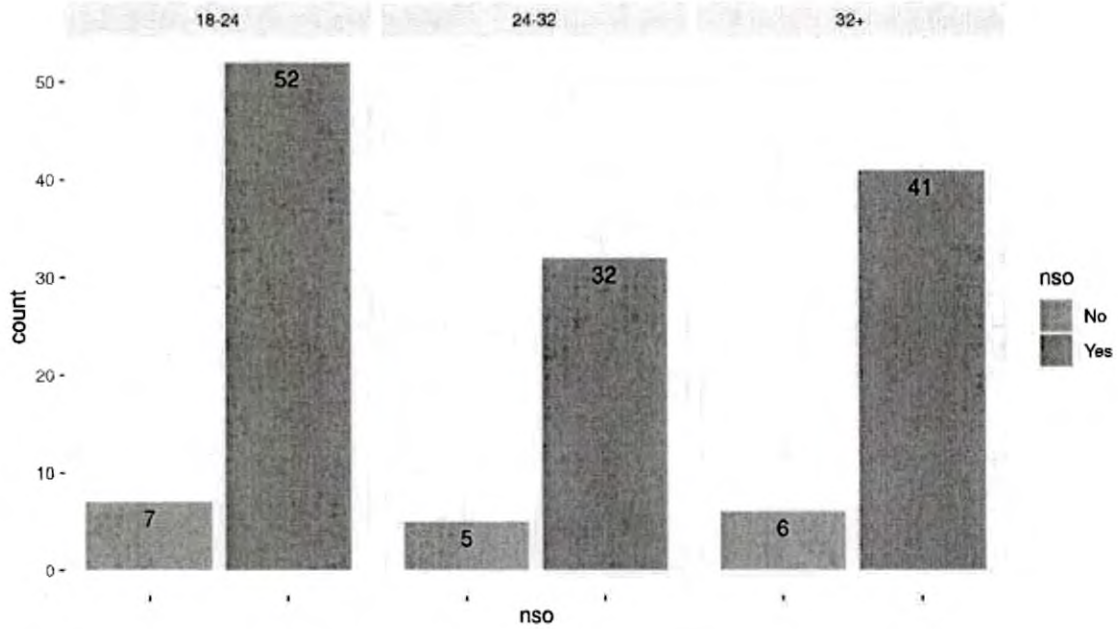


NSO ANALYSIS

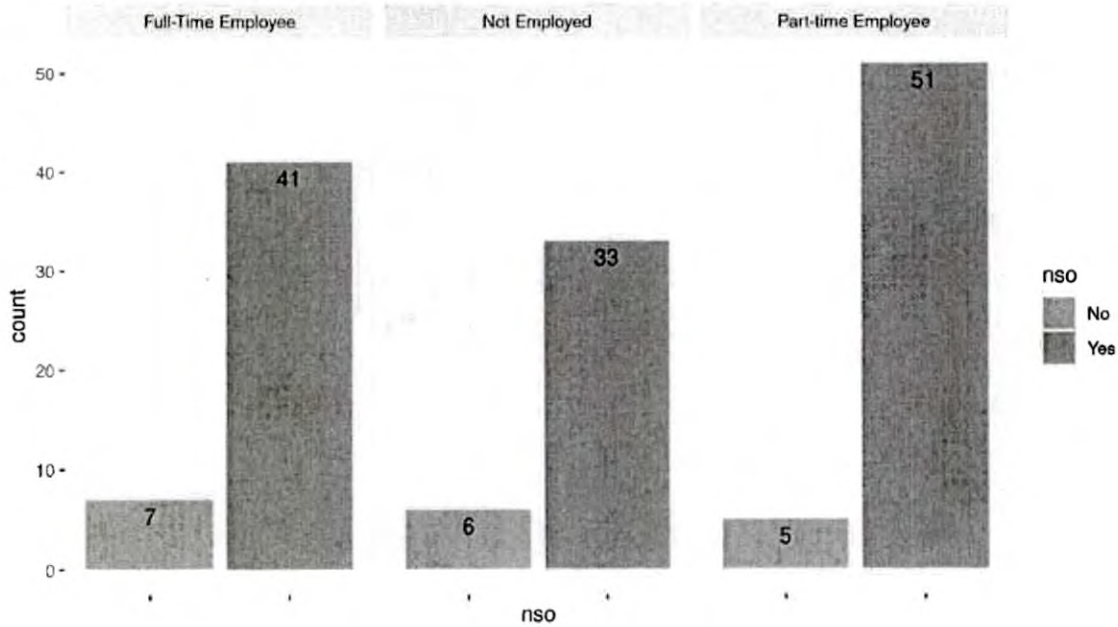
Did you complete the Online New Student Orientation and/or Orientation to Online Learning (known as STOR)?



Did student complete New Student Orientation, by age group



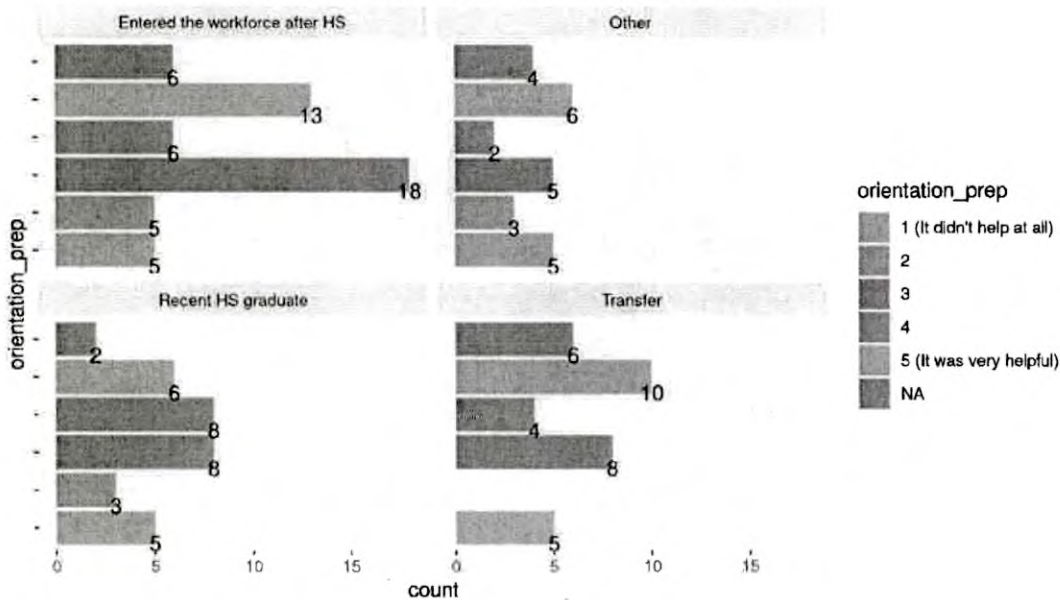
Did student complete New Student Orientation, by employee status



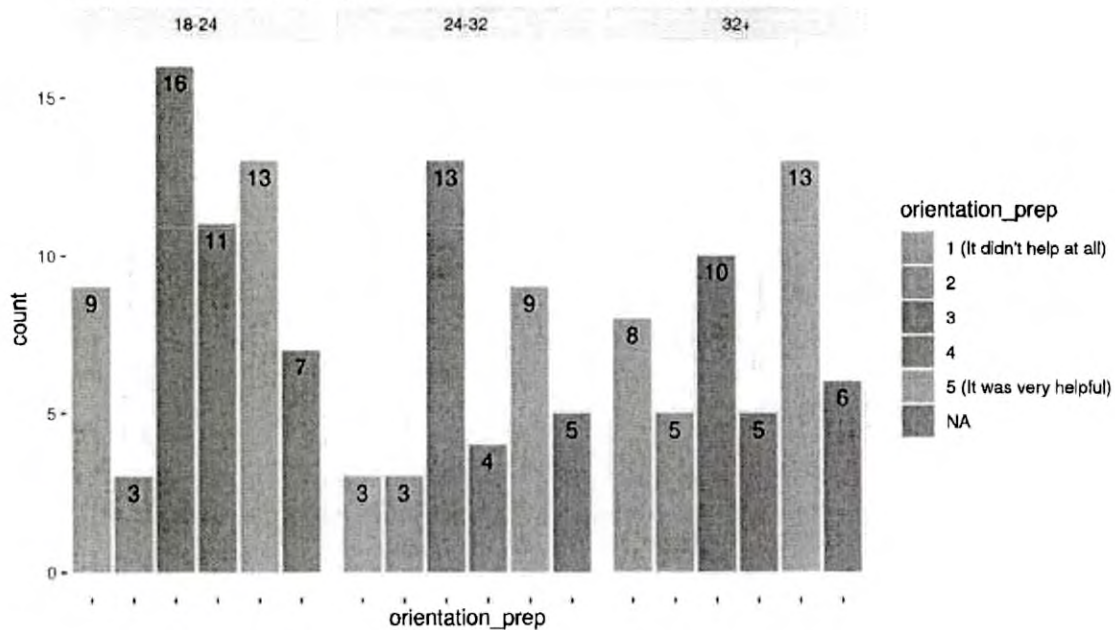
ORIENTATION PREP ANALYSIS

How well do you feel the Online New Student Orientation/Orientation to Online Learning (known as STOR) helped you prepare for your first day of classes?

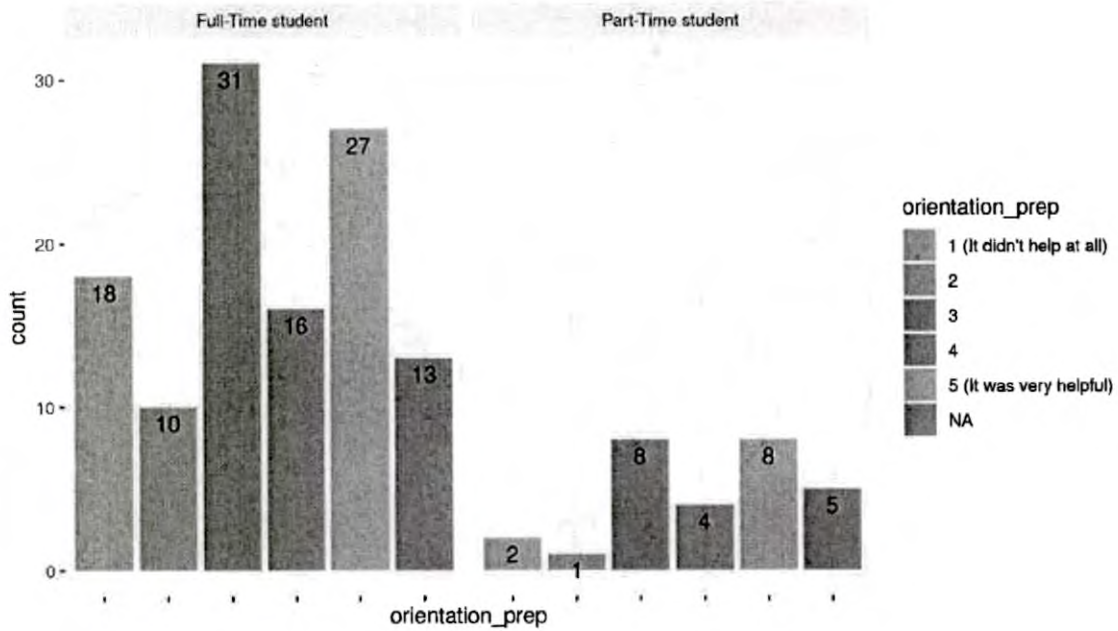
How well orientation prepared student for first day, by arrival at BVCTC



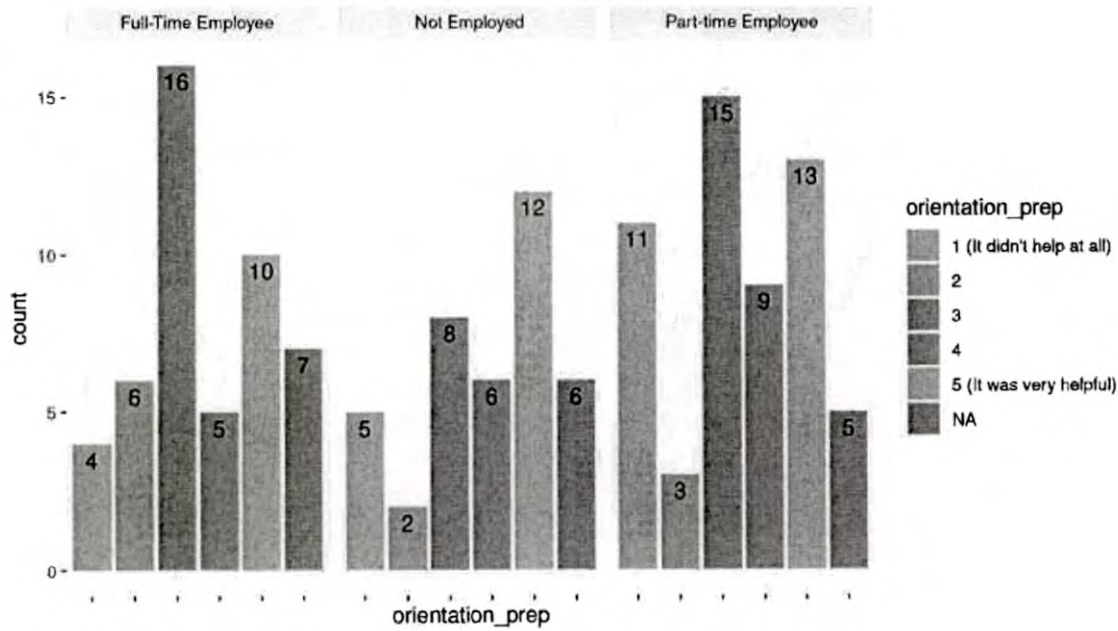
How well orientation prepared student for first day, by age group



How well orientation prepared student for first day, by student status



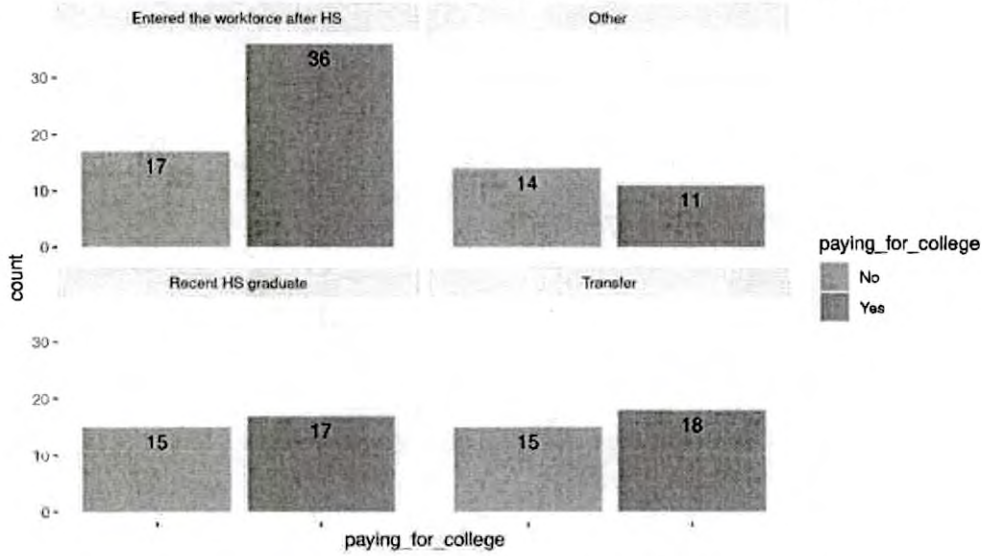
How well orientation prepared student for first day, by employee status



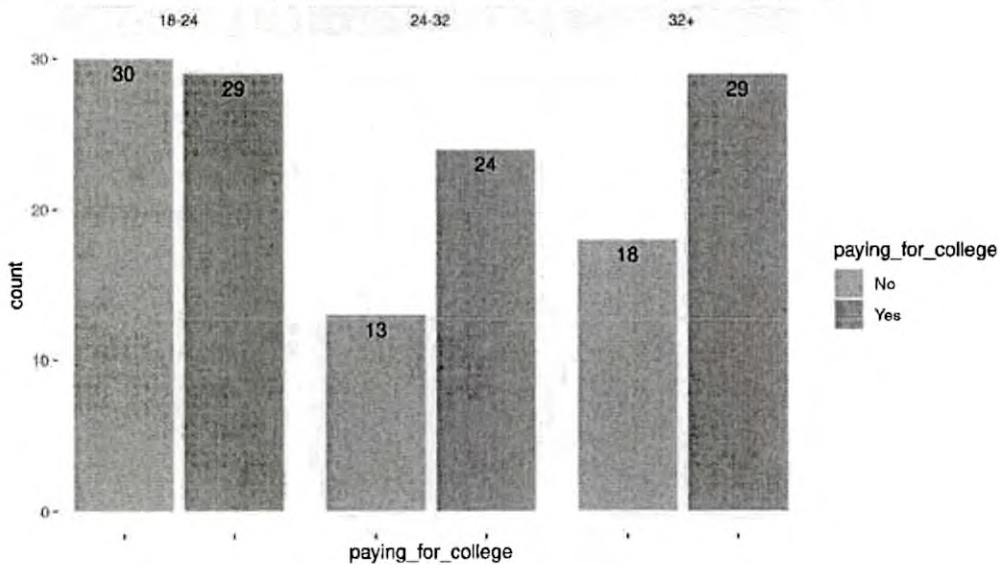
PAYING FOR COLLEGE ANALYSIS

During your time of applying, did anyone at BVCTC speak to you about ways to pay for college?

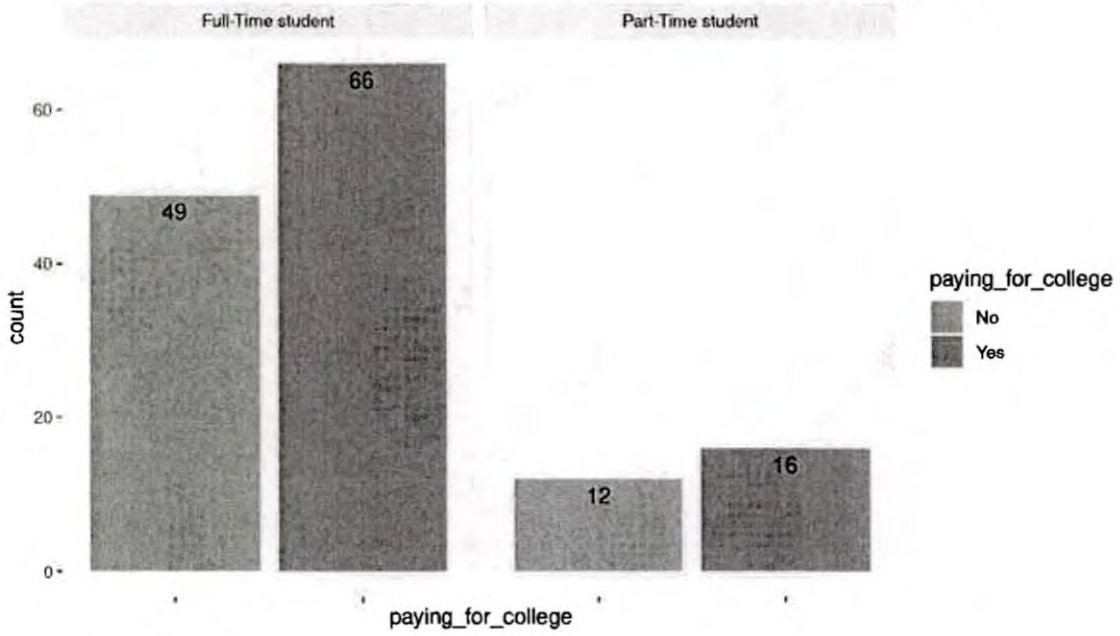
Whether someone spoke to student about paying for college, by arrival at BVCTC



Whether someone spoke to student about paying for college, by age group

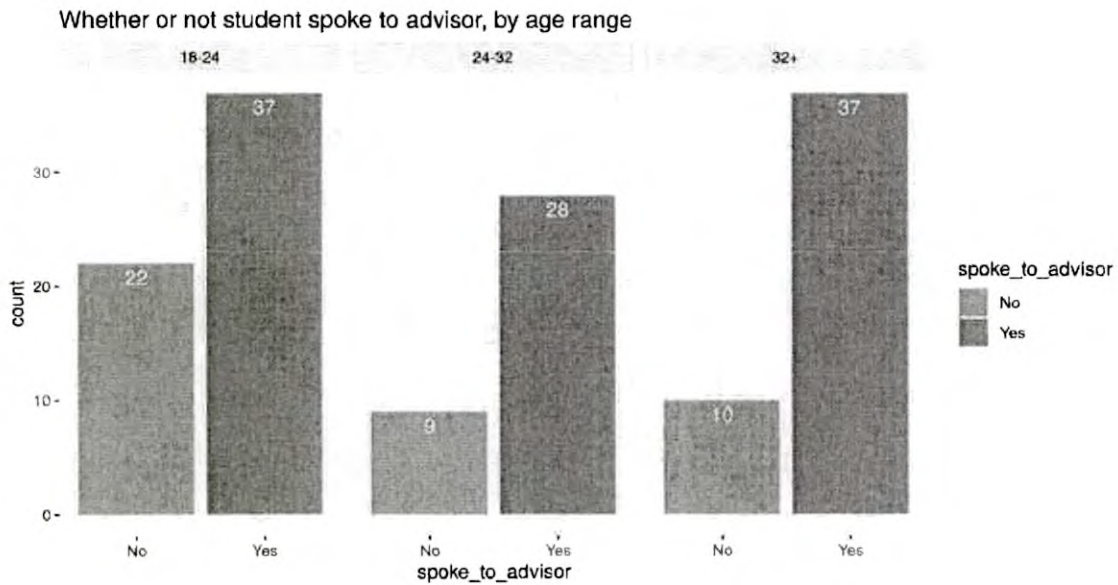
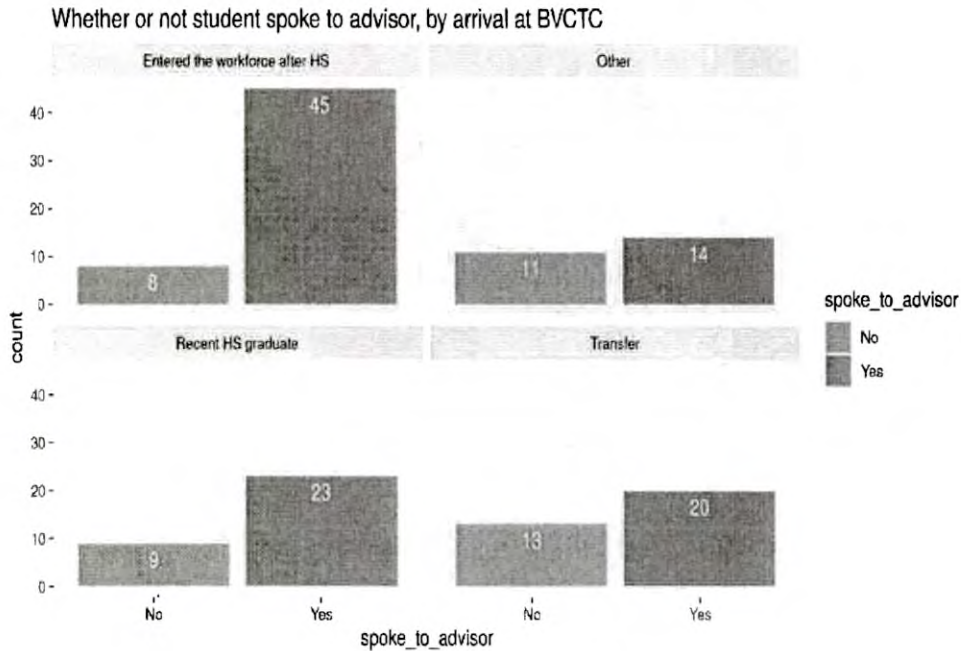


Whether someone spoke to student about paying for college, by student status

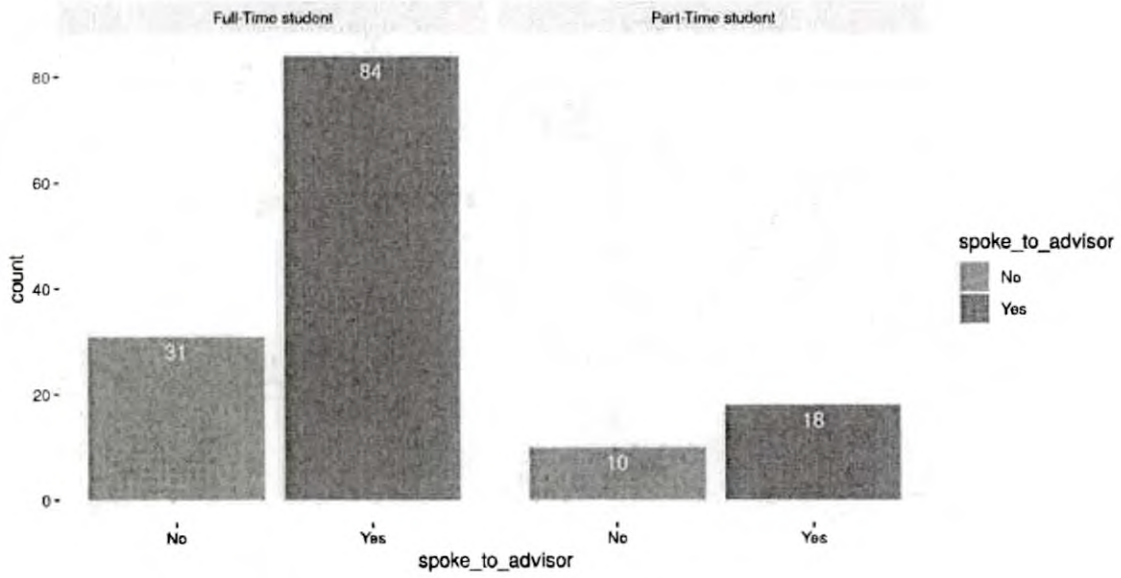


SPOKE TO ADVISORY ANALYSIS

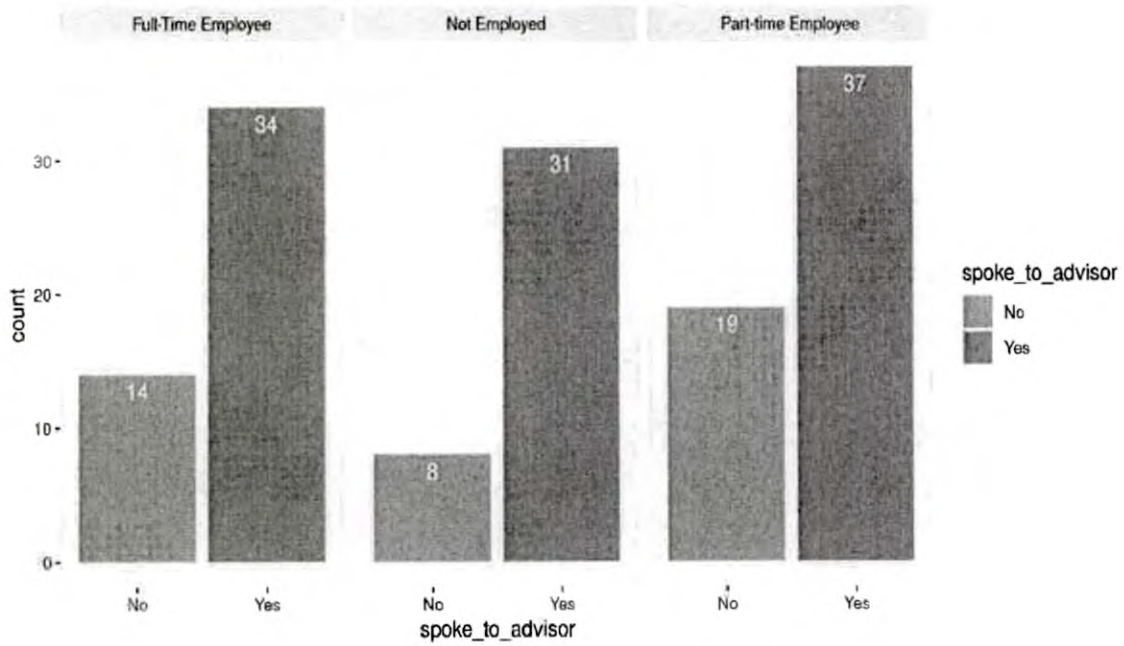
During your application process, did you speak with an advisor or a member of the recruiting team?



Whether or not student spoke to advisor, by student status



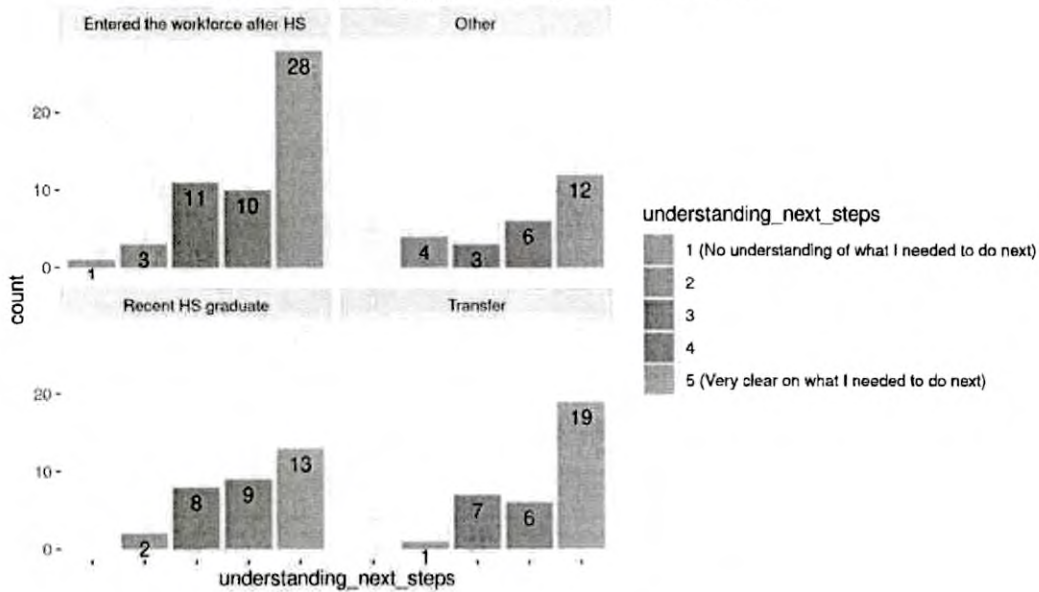
Whether or not student spoke to advisor, by employee status



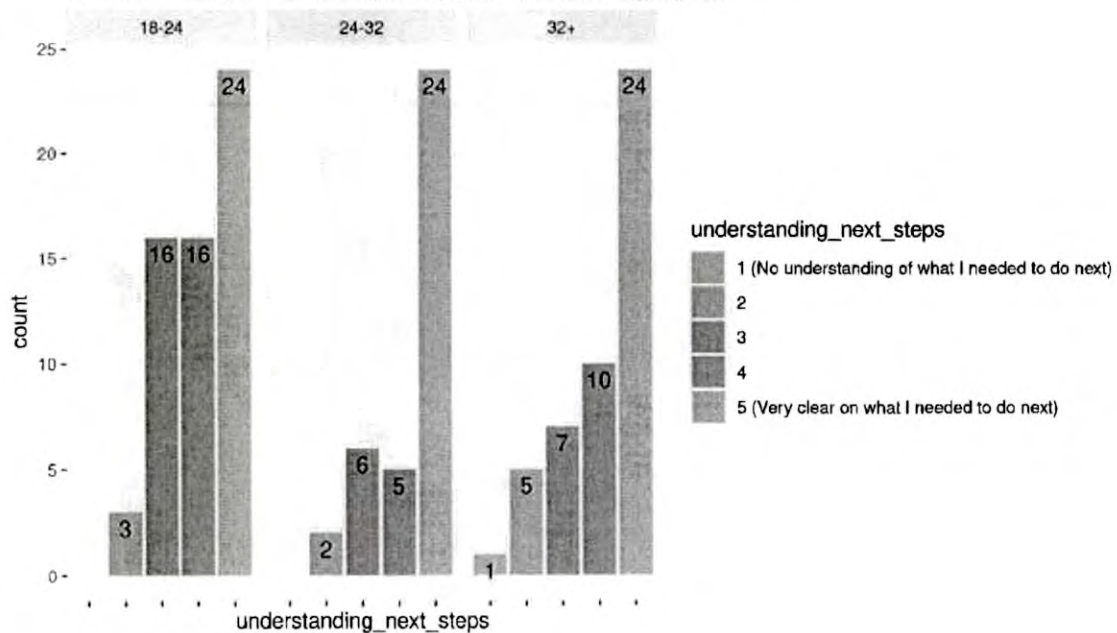
UNDERSTANDING NEXT STEPS ANALYSIS

On a scale of 1-5 (1 being no understanding), how would you rate your understanding of next steps as you went through the application process.

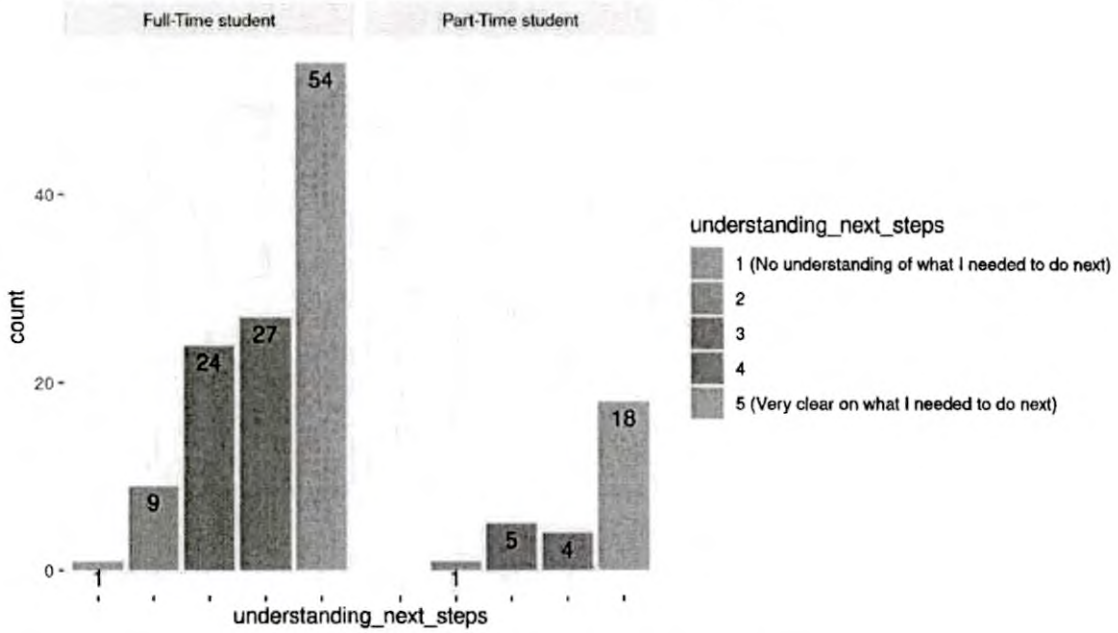
Understanding of next steps in app process, by arrival at BVCTC



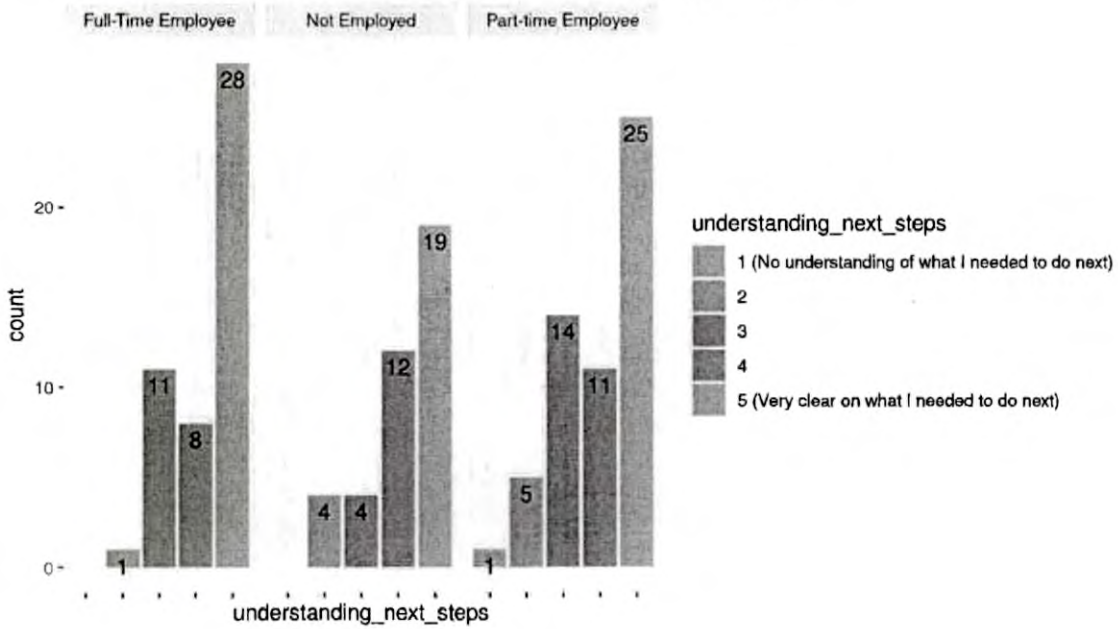
Understanding of next steps in app process, by age group



Understanding of next steps in app process, by student status



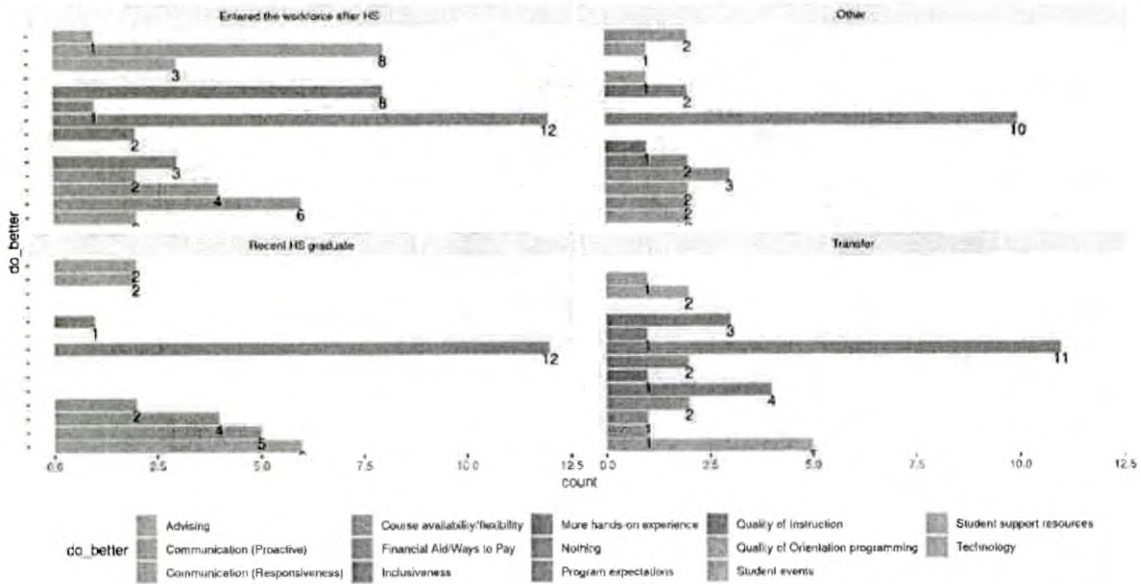
Understanding of next steps in app process, by employee status



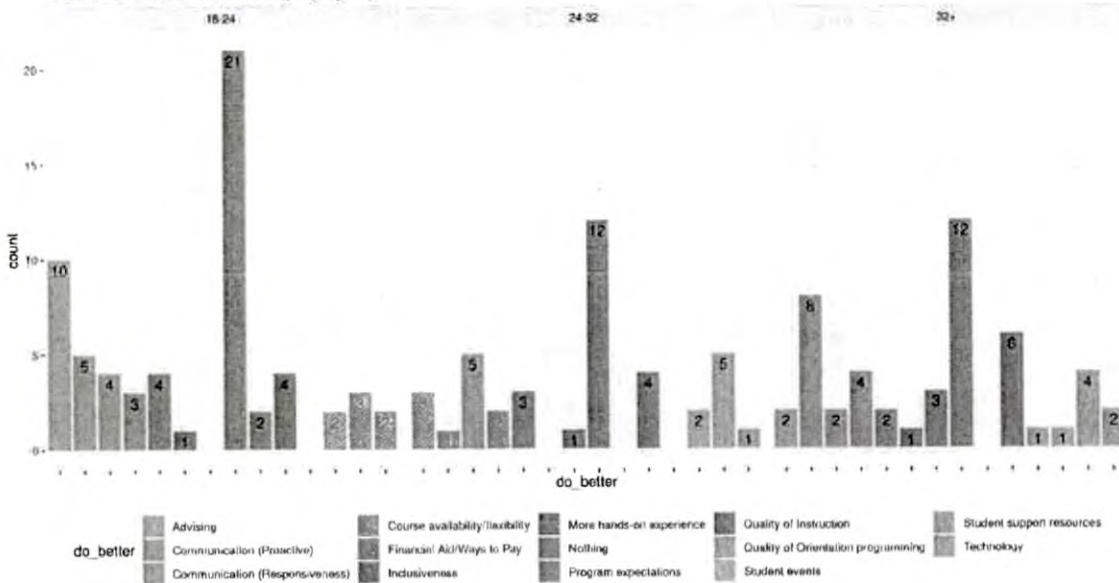
WHAT BVCTC CAN DO BETTER ANALYSIS

In your opinion, what feedback/advice would you share that BVCTC could do better in supporting our students?

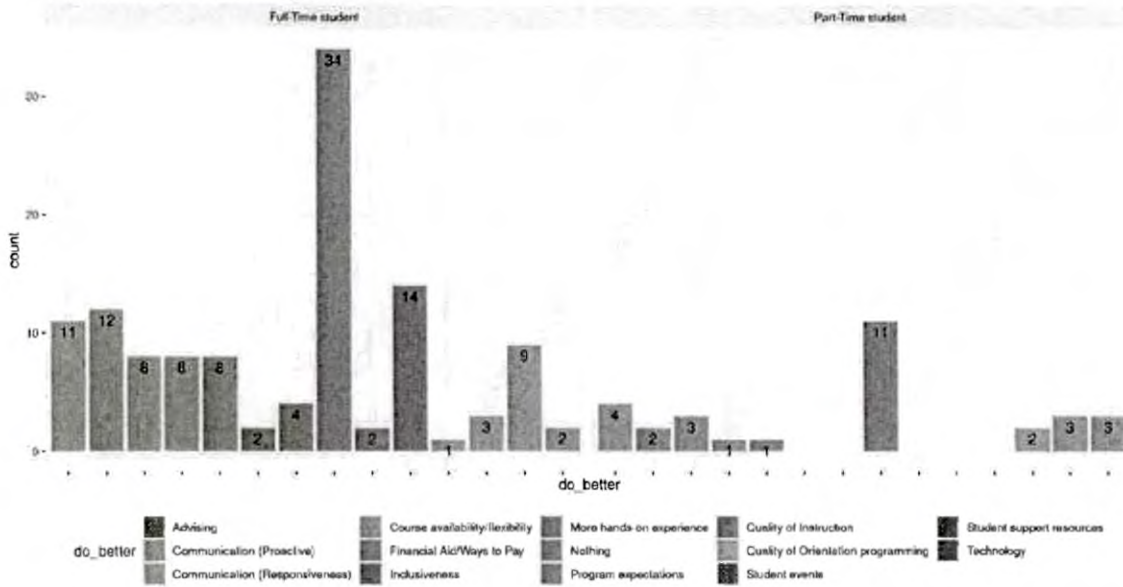
What BVCTC could do better, by arrival at BVCTC



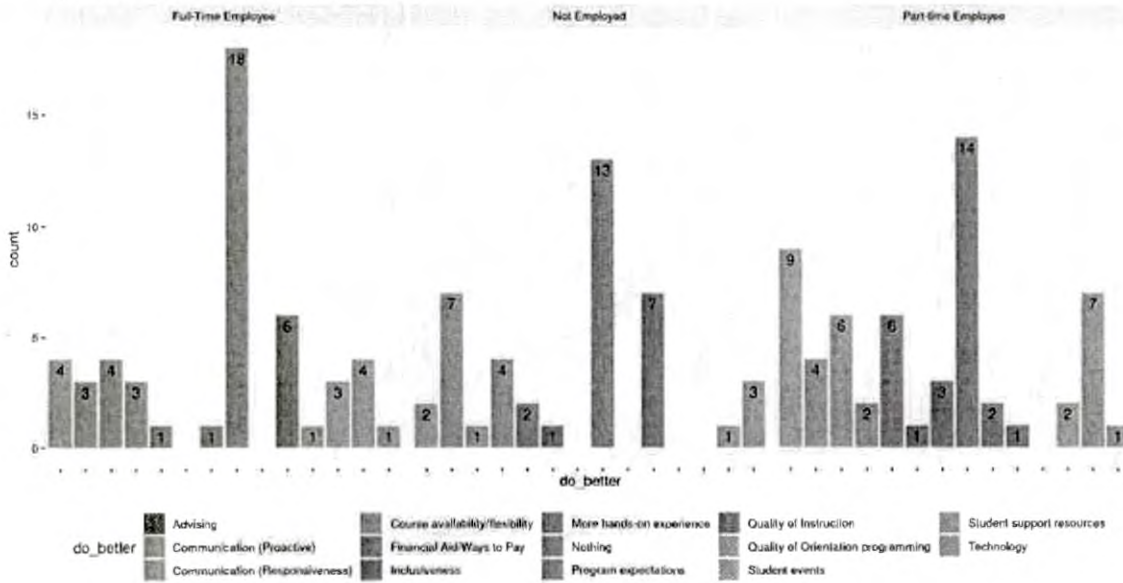
What BVCTC could do better, by age group



What BVCTC could do better, by student status



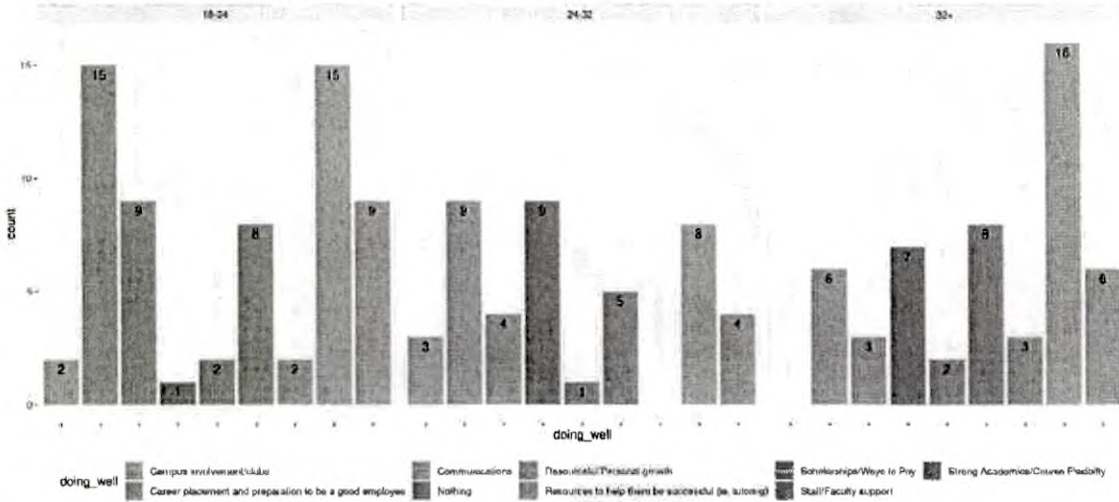
What BVCTC could do better, by employee status



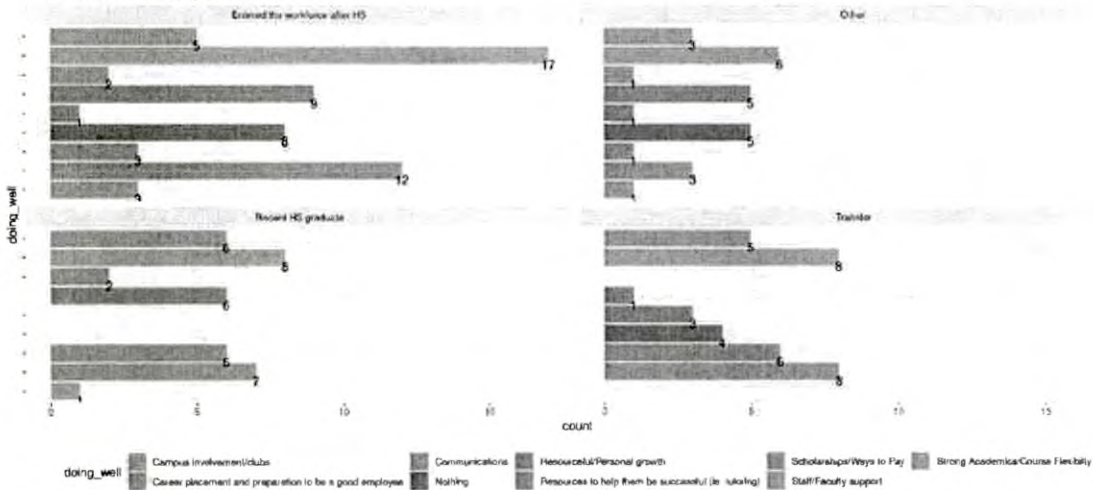
WHAT BVCTC DOES WELL ANALYSIS

In your opinion, please share what BVCTC is doing well to prepare you for work and encouraging you to continue towards your goals

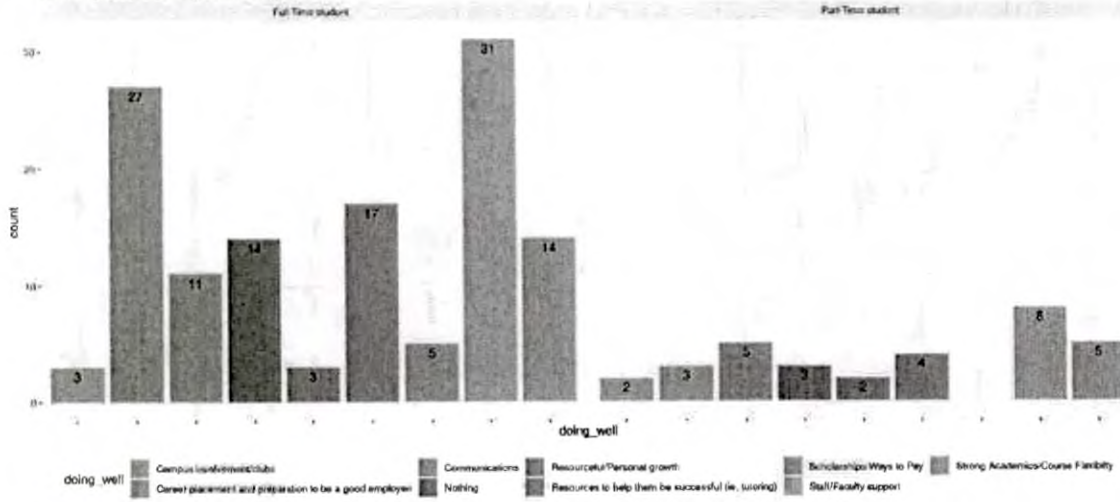
What BVCTC does well, by age group



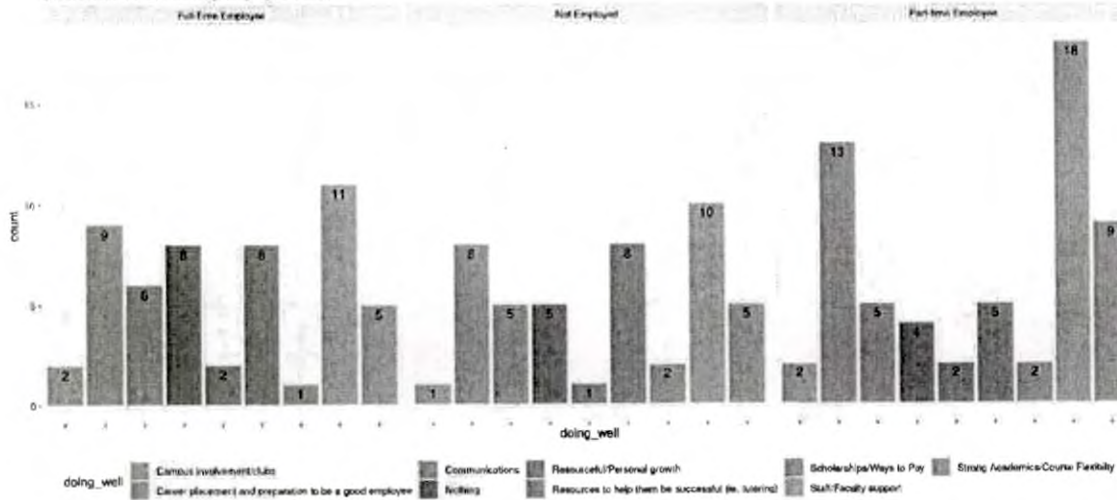
What BVCTC does well, by arrival at BVCTC



What BVCTC does well, by student status



What BVCTC does well, by employee status



APPENDIX D

COMMUNICATION AND MARKETING AUDIT

Summary of Findings

Swim executed a marketing assets review of all of Bridge Valley Community and Technical College's traditional, public relations, and digital marketing efforts to identify best practices and opportunities for improvement. This included the Bridge Valley enrollment campaigns, recruitment collateral, student communications, campus branding, website and other digital assets, internal communications, and community outreach.

This review and audit revealed the following themes:

- Emails are too dense, presenting too much information
 - Communications should be more concise, or separated into multiple emails
- Hotlinks should be created in communications, rather than including the entire URL; this would present a cleaner, shorter, and easier to digest email
- Formatting across assets should be revised to increase clarity and readability
 - Branding should be consistent and intentional across communications and marketing collateral
- Content across assets should be revised to increase clarity and readability

Specific examples of these themes are presented below.

Review of Folders *Admissions and Advising*

In the audit of the materials from Admissions and Advising, I found that some of the materials were consistent with brand, tone, and language, but others were not. Consistency in terms of branding, etc. needs to be looked at so that when students receive an email from BVCTC, they know it's from BVCTC just by glancing at it.

Individual Document Feedback

Adjustment to Award

- Should have a very clear subject line indicating what the email is about
- Very wordy
- I think it would be great to have a link to a video or a Loom showing the financial aid steps, if possible.

BV Admissions Postcard

- I would say "Start at Bridge Valley"
- Format looks good, attention-grabbing

Communication Plans

- Spring plan looks much clearer and more detailed, with information about who is supposed to do what, than the fall plan
- Could perhaps have some sort of flow chart that can be recycled each term

Continued Probation Email

- Direct and to-the-point
- I am a little confused on what it means to be on financial aid probation if the student is still receiving funds, but perhaps the student would already have an understanding of how this works

Exit Withdraw

- Who is receiving this email? Is it only students who are not enrolled at least half-time, or is it going to all students? If it is going to all students, would it make more sense to only go to students who are affected by this?

- How is the student able to edit/complete the form in the body of the email?
- Instead of having the whole link, is it possible to just hyperlink words or phrases? These links take up a lot of space and look messy.

FA Awarded Letter

- I think the first paragraph needs to be much more prominent/highlighted/in a different color, because to me that seems the most important
- After the first paragraph, I would maybe add a sentence that says something like, "Please review all information below carefully to ensure you receive your financial aid correctly."
- Should the second maybe be "Instructions for Viewing and Accepting Your Financial Aid Offer"?
- The first section makes sense with bullet points, but maybe the second two sections should be numbered, since they are steps that go in order?
- Great that the deadline is easily visible in red and underlined.

Fall 2020 Provisional Acceptance Letter

- This looks good; I would suggest having the photos/screenshots and disclosure form as attachments (if they aren't already).

Fall 2021 Fully Admitted

- The main email looks good; I would suggest having a separate email with the instructions on how to register for classes, and have a sentence in this email saying to look for that email.
- Same as previous, these images/screenshots should be attachments, if they aren't already.

Fall 2021 Weekly Video

- I'm not sure what this is or who this is for

Federal Work Study Interest

- I think this email is fine, but I would maybe bullet point the requirements for everything that needs to be submitted to apply

Former Student Letter

- My only suggestion is to clarify/emphasize that if they were already a student (is there a timeframe, if they were out for more than 1 year?), they still need to apply again as though they are a new student [if this is in fact the case]

Next Steps

- Everything looks good, easy-to-read layout and design. I would just have a specific link to register for orientation, not a generic one to the website, because where do they register there?

Online Accuplacer

- Only suggestion is that audience is clarified--if this is to the student directly, use "you" throughout; if it is an internal communication, use "the student" throughout

Spring 2022 Fully Admitted

- Same feedback as for Fal 2021 doc
- Is there a way to link directly to the exact page where they can make an appointment with an advisor, so they don't have to click through so many steps?

Spring 2022 Provisional Acceptance Letter

- Is there a way to let the individual student know exactly which components they are missing?
- If a student is provisionally accepted, can they still register? (Because the registration instructions are in here). Could there be a separate email for registration?

Suspension Email

- The email seems clear, though I would add what exactly the student has done to trigger the suspension: could it state which class and the grade they received that caused this, or whatever the case may be?

- Are students also required to meet with their advisor to complete the Appeal form?

Tracking Letter

- I think the first paragraph could be cut down; I would remove all of this: "...of faculty, staff, students, and alumni. BridgeValley admissions staff members are working hard to make your admission process and registration for courses as seamless as possible."
- Is there also an email address where they can submit these items, or does it have to be by mail?

Unmet Financial Aid

- The instructions seem clear
- I would bold or highlight the sentence that says the student is missing additional documents to make it very clear that they need to submit this

Welcome Day

- Looks great, has all info necessary and easy to read

Advising Folder

Advisee Packet Spring 2022

- Checklist looks good, should be proofread
- I recommend having a cover page with a table of contents, perhaps calling it a Welcome Packet for New Students
- Contents of packet are great

Applied Not Enrolled

- Proofread for errors
- Steps are clear

Caseload Email

- If this email is coming directly from the advisor, should the advisor introduce him/herself, or has this been done in a separate email?

Email to Notify Students

- Clear and concise

New Student

- Steps are clear

Professional Advising

- Looks fine for internal communication

Question	Adjustment to Award		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	No		Should have a very clear subject line indicating what the email is about. It's not clear if this is goes to all students or only those who received financial aid
2. Does this piece have a clear call-to-action?	Yes	4	I think it would be great to have a link to a video or a Loom showing the financial aid steps, if possible.
3. Is it easy to execute on the call to action?	Yes	3	It seems there are many steps
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	4	Assuming they have received FA
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	3	
7. Does the collateral clearly communicate a unique selling proposition?	No		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	3	Again, if they have received FA
9. Does the creative capture the audience's attention?	No		Very wordy
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	4	

Question	BV Admissions Postcard		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	4	I would say "Start at Bridge Valley"
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	Format looks good, attention-grabbing
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	Yes	4	I don't know that it can be considered "unique"
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	



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Question	Continued Probation Email		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	Direct and to-the-point
3. Is it easy to execute on the call to action?	Yes	4	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	NA		No branding
6. Is the audience able to easily understand the content?	No		I am a little confused on what it means to be on financial aid probation if the student is still receiving funds, but perhaps the student would already have an understanding of how this works.
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes		It motivates them to get off probation so that they can continue receiving FA
9. Does the creative capture the audience's attention?	No		
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Exit Withdraw		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	No		Who is receiving this email? Is it only students who are not enrolled at least half-time, or is it going to all students? If it is going to all students, would it make more sense to only go to students who are affected by this?
2. Does this piece have a clear call-to-action?	Yes	3	How is the student able to edit/complete the form in the body of the email?
3. Is it easy to execute on the call to action?	No		
4. Once the audience executes the call-to-action, do they get the desired outcome?	Unknown		
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	No		Instead of having the whole link, is it possible to just hyperlink words or phrases? These links take up a lot of space and look messy.
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	NA		
9. Does the creative capture the audience's attention?	No		
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	



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Question	FA Awarded Letter		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	2	I think the first paragraph needs to be much more prominent/highlighted/in a different color, because to me that seems the most important
3. Is it easy to execute on the call to action?	Yes	2	Seems a bit confusing with many steps
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	NA		
	No		After the first paragraph, I would maybe add a sentence that says something like, "Please review all information below carefully to ensure you receive your financial aid correctly." Should the second maybe be "Instructions for Viewing and Accepting Your Financial Aid Offer"? The first section makes sense with bullet points, but maybe the second two sections should be numbered, since they are steps that go in order? Great that the deadline is easily visible in red and underlined.
6. Is the audience able to easily understand the content?	NA		
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	Assuming they have received FA, yes
8. Does this communication motivate a student to attend or continue attending BVCTC?	No		
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?			

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Question	Fall 2020/Spring 2021 Provisional Acceptance Letters		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	4	They are all in the attachment
3. Is it easy to execute on the call to action?	Yes	5	Is there a way to let the individual student know exactly which components they are missing?
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	If a student is provisionally accepted, can they still register? (Because the registration instructions are in here). Could there be a separate email for registration?
5. Do the materials match current branding?	Yes	5	These look good; I would suggest having the photos/screenshots and disclosure form as attachments (if they aren't already).
6. Is the audience able to easily understand the content?	Yes	4	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	



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Question	Fall/Spring 2021 Fully Admitted		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	3	The main email looks good; I would suggest having a separate email with the instructions on how to register for classes, and have a sentence in this email saying to look for that email.
3. Is it easy to execute on the call to action?	Yes	3	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	4	Is there a way to link directly to the exact page where they can make an appointment with an advisor, so they don't have to click through so many steps?
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	4	Images/screenshots should be attachments, if they aren't already.
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Fall 2021 Weekly Video		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	No		I'm not sure what this is or who this is for
2. Does this piece have a clear call-to-action?	No		
3. Is it easy to execute on the call to action?	NA		
4. Once the audience executes the call-to-action, do they get the desired outcome?	NA		
5. Do the materials match current branding?	NA		
6. Is the audience able to easily understand the content?	NA		
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	NA		
9. Does the creative capture the audience's attention?	NA		
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	NA		



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Question	Federal Work Study Interest		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call to action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	4	I think this email is fine, but I would maybe bullet point the requirements for everything that needs to be submitted to apply
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Former Student Letter		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	4	How long does a student need to have been out before they have to reapply?
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call to action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
	Yes	4	My only suggestion is to clarify/emphasize that if they were already a student (is there a timeframe, if they were out for more than 1 year?), they still need to apply again as though they are a new student (if this is in fact the case)
6. Is the audience able to easily understand the content?	NA		
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	
8. Does this communication motivate a student to attend or continue attending BVCTC?	No		
9. Does the creative capture the audience's attention?	Yes	4	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?			



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Question	Next Steps		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	2	I would just have a specific, direct link to register for orientation, not a generic one to the website, because where do they register once on the website?
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	Everything looks good, easy-to-read layout and design.
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Online Accuplacer		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	No		Only suggestion is that audience is clarified--if this is to the student directly, use "you" throughout; if it is an internal communication, use "the student" throughout (currently there is a mixture)
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	6	
9. Does the creative capture the audience's attention?	Yes	3	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	



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Question	Suspension Email		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	4	The email seems clear, though I would add what exactly the student has done to trigger the suspension, could it state which class and the grade they received that caused this, or whatever the case may be?
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	Assuming the form is attached or linked
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	If their appeal is approved
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	4	Are students also required to meet with their advisor to complete the Appeal form? If so, should this be mentioned here, and if not, should this step be added?
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	NA		No, being on Suspension would not be motivating
9. Does the creative capture the audience's attention?	Yes	4	Should have a clear and attention-grabbing Subject Line
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Tracking Letter		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	2	Is there a way to make sure this email only goes to students who are missing one or more of these documents? I think it would be create a lot of questions for a student if they already submitted everything, but now receive this email, and they would probably contact the school to say they already submitted everything and they don't know why they are receiving this email. To avoid that, I would suggest segmenting who receives this, if possible.
2. Does this piece have a clear call to action?	Yes	3	Call to action could be bolded or highlighted in some way in the first paragraph
3. Is it easy to execute on the call to action?	Yes	3	Is there also an email address where they can submit these items, or does it have to be by mail?
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		Formatting and font are different
6. Is the audience able to easily understand the content?	Yes	3	I think the first paragraph could be cut down: I would remove all of this: "...of faculty, staff, students, and alumni. BridgeValley admissions staff members are working hard to make your admission process and registration for courses as seamless as possible."
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	3	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	2	

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Question	Unmet Financial Aid		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?			
2. Does this piece have a clear call-to-action?			The instructions seem clear
3. Is it easy to execute on the call to action?			I would bold or highlight the sentence that says the student is missing additional documents to make it very clear that they need to submit this
4. Once the audience executes the call-to-action, do they get the desired outcome?			
5. Do the materials match current branding?			
6. Is the audience able to easily understand the content?			
7. Does the collateral clearly communicate a unique selling proposition?			
8. Does this communication motivate a student to attend or continue attending BVCTC?			
9. Does the creative capture the audience's attention?			
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?			

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Question	Welcome Day		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	Looks great, has all info necessary and easy to read
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	



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Question	Advisee Packet Spring 2022		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	4	I recommend having a cover page with a table of contents, perhaps calling it a Welcome Packet for New Students
4. Once the audience executes the call to action, do they get the desired outcome?	Yes	5	Contents of packet are great
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	3	Checklist looks good. needs to be proofread
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Applied Not Enrolled		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	3	The main call-to-action, "enroll for spring," could be bolded or highlighted in some way in the first sentence.
3. Is it easy to execute on the call to action?	Yes	5	Steps are clear
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	4	Needs to be proofread for errors
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	2	Important points could be more clearly highlighted
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	No		



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Question	Caseload Email		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	4	I think the main call-to-action could be bolded/highlighted in some way
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	4	If this email is coming directly from the advisor, should the advisor introduce themselves?, or has this been done in a separate email?
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	2	it's very wordy and doesn't have key points bolded/highlighted
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	No		

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Question	<Deliverable Name>		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	Clear and concise
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	4	Needs to be proofread
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	3	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	No		

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Question	New Student		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	Steps are clear
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Professional Advising		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	NA		Looks fine for internal communication
2. Does this piece have a clear call-to-action?	NA		
3. Is it easy to execute on the call to action?	NA		
4. Once the audience executes the call-to-action, do they get the desired outcome?	NA		
5. Do the materials match current branding?	NA		
6. Is the audience able to easily understand the content?	NA		
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	NA		
9. Does the creative capture the audience's attention?	NA		
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	NA		

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Question	Admissions Application		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	Very clear
2. Does this piece have a clear call to action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	4	It doesn't say exactly what to do with the application or where to send it
4. Once the audience executes the call to action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	Page 2 could have all font set to be the same size
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Early Enrollment Flyer Fall & Spring		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call to action?	No		More information than "enroll today" with a link on how to do so
3. Is it easy to execute on the call to action?	Yes	3	It seems the call to action is contact the person listed for more info, as opposed to actually enrolling
4. Once the audience executes the call to action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	BVSS Who What Where		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	No		I'm not sure if this is for staff or students
2. Does this piece have a clear call-to-action?	No		No, it seems more informational
3. Is it easy to execute on the call to action?	NA		
4. Once the audience executes the call-to-action, do they get the desired outcome?	NA		
5. Do the materials match current branding?	Yes	6	
6. Is the audience able to easily understand the content?	Yes	3	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	NA		
9. Does the creative capture the audience's attention?	No		It's very wordy, perhaps it could be organized differently, if for students
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Current Program List		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	No		Good overview of programs, but nothing about how to apply or enroll
3. Is it easy to execute on the call to action?	NA		
4. Once the audience executes the call-to-action, do they get the desired outcome?	NA		
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	3	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	Financial Aid To Do List		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	No		
6. Is the audience able to easily understand the content?	Yes	4	Needs to be proofread, and I would say "Financial Aid Terms"
7. Does the collateral clearly communicate a unique selling proposition?	NA		
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	No		It is plain and wordy
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	No		It does not have formatting similar to other documents

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Question	Open House		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	Very easy to read and clear action to execute
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	
6. Is the audience able to easily understand the content?	Yes	5	
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

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Question	WV Invests		
	Yes or No	If yes, ranked on a scale of 1-5	Additional Notes
1. Is it evident who the target audience is for this piece?	Yes	5	
2. Does this piece have a clear call-to-action?	Yes	5	
3. Is it easy to execute on the call to action?	Yes	5	
4. Once the audience executes the call-to-action, do they get the desired outcome?	Yes	5	
5. Do the materials match current branding?	Yes	5	It looks great
6. Is the audience able to easily understand the content?	Yes	5	Very clear
7. Does the collateral clearly communicate a unique selling proposition?	Yes	5	
8. Does this communication motivate a student to attend or continue attending BVCTC?	Yes	5	
9. Does the creative capture the audience's attention?	Yes	5	
10. Does the messaging on marketing collateral match other marketing platforms (i.e. landing pages or websites)?	Yes	5	

APPENDIX E

RECOMMENDED REQUEST FOR INFORMATION FORM



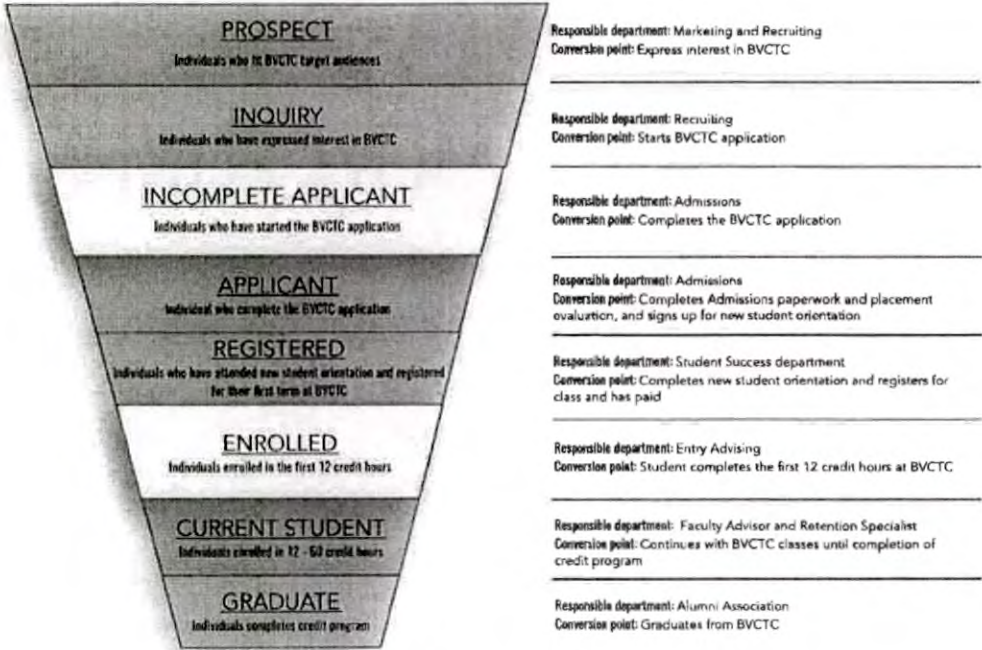
Thank you for your interest in BridgeValley Community & Technical College, Please complete the form below and a representative from our Outreach & Recruitment team will be in touch with you.

First Name*	MI	Last Name*
Email Address*		
Street Address		
City	State ▼	Zip Code
Birthday (MM/DD/YYYY)	Phone Number () --- ----	<input type="checkbox"/> This a mobile number <input type="checkbox"/> I want to receive text messages from BVCTC
What are you interested in studying? Applied Technology ▼	What term are you considering to start? Fall 2022 ▼	

Submit Form

APPENDIX F

PROPOSED ENROLLMENT FUNNEL



APPENDIX G

PROPOSED ORGANIZATIONAL STRUCTURE

APPENDIX H

PROPOSED IMPLEMENTATION TIMELINE

IMPLEMENTATION TIMELINE

Within each Phase, Swim will support the planning, execution and monitoring of each milestone, over 18 months.

	2022							2023											
	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	
Phase 1	Planning			Execution				Monitoring											
Phase 2			Planning			Execution				Monitoring									
Phase 3					Planning			Execution				Monitoring							

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LETTER OF TRANSMITTAL

Dear Selection Committee,

We are extremely excited to present this proposal to BridgeValley Community & Technical College for Student Experience consulting. Swim Digital Group's (Swim) existence is predicated on increasing enrollment through strategic planning, process re-engineering, technology implementation, and communication development that resonate with an entire college and their stakeholders. Therefore, no project is better suited for our unique abilities than designing processes and student experience models: implementing communication, recruitment and enrollment strategies; and launching strategic plans that highlight BridgeValley Community & Technical College (BVCTC) as a leader in higher education.

As an agency, we specialize in an array of consulting and marketing services, including, but not limited to, enrollment management consulting, process re-engineering, communication strategy development, student and faculty onboarding and training, organizational assessment and restructuring, and strategic planning. At our core, we believe that in order to create effective solutions, we must first become part of our client's team by stepping into the shoes of their audience. Over the course of 13 years and with more than 20 community colleges, we have found that this relationship allows us to determine what strategies will best address each client's unique needs.

When we became aware that this RFP was available for response, we were excited to roll up our sleeves to showcase not only our experience in enrollment and engagement strategies, but also our unique ability to understand the importance of processes and structure and how they can generate a quantifiable result through measures such as inquiry generation, application generation, and collaboration across the entire organization. I sincerely hope that both our ability to produce quality work and our ability to remain focused on the strategic outcomes have been evident in our prior relationship with BVCTC.

Our team has thoroughly enjoyed working with the various teams at BVCTC and would be honored to continue that relationship. Through our work, we have gained a vested interest in the College's commitment to the students and the community. We deeply value the opportunity to be a part of the impact that BVCTC has on so many lives.

As Swim approaches the five priorities within this scope of work, the work will be executed through a holistic method of collaboration with cross-functional teams to ensure that subject matter experts have the opportunity to provide insight and feedback. The project plans for the Student Affairs restructure, creation of a Marketing and Communications team, development of process maps and communication strategies, development of a strategic marketing plan, and redesign of the New Student Orientation will be designed to include multiple stakeholder groups and committees, with regular updates to the BVCTC leadership. Additionally, change management strategies will be woven throughout each initiative to ensure transparency across the institution, holistic

approaches to tracking metrics and KPIs, and regular assessments to determine necessary training plans and professional development to support the College team as changes are implemented.

In addition to our work with BVCTC, Swim has extensive enrollment strategies, process re-engineering, technology implementation, and communication development experience with clients such as Amarillo College, Tulsa Community College, Austin Community College, St. Cloud Technical Community College, Metropolitan Community College (MO), Louisiana State University Eunice, Howard Community College, Volunteer State Community College, and Achieving the Dream.

Whether we are overseeing institutional reorganization, divisional enrollment and retention strategies, or departmental communication planning, we understand the importance of transparency, communication, and engagement to ensure all strategies are implemented effectively and most efficiently for BVCTC. All solutions are customized per client and we believe the full and holistic life-cycle of the student must be examined and considered to improve any and all strategies.

If you have questions that you would like to discuss, please don't hesitate to contact me at 813-225-1010 or by email, benjamin@swimdigitalgroup.com. Paige Skinner, Director of Strategy & Logistics, is also authorized to make representations on behalf of Swim. She can be reached at pskinner@swimdigitalgroup.com or 813-766-5493.

Sincerely,
Trimeka Benjamin

VENDOR PROFILE

PROJECTS OF SIMILAR SCOPE

Over the past five years, Swim has provided services similar to those requested in this RFB to colleges and universities across the country. Below is a sample of that work.

Morgan State University

Project name: CRM implementation

Location: Baltimore, MD

Year completed: 2018 - Ongoing

Prime or subcontractor: Prime

Overview of services: Communications plan development, process re-engineering, collateral design, website development, marketing strategies

Project description:

Swim has served the Morgan State University (Morgan State) Enrollment Management and Student Success (EMASS) division since 2018. Morgan State initially engaged Swim to analyze the student onboarding experience and to create a cohesive communications strategy.

Swim executed a Secret Student exercise and a series of student surveys and focus groups to analyze the current student experience and identify the gaps within the onboarding process. Through this research and analysis, Swim identified opportunities for growth in how Morgan State EMASS was communicating to students and in creating consistent messaging across the division.

Over the last few years, Swim has mapped a division-wide process for communicating with students from the point of acceptance until the end of their first semesters, which brings all communications related to EMASS department

services into one plan. This new process will ensure that students are receiving consistent messages and are not receiving an abundance of unnecessary communications.

To further streamline the student experience, Swim worked with Morgan State to create the Bear Essentials One Stop Center. This new department is responsible for handling all incoming student communications and appropriately responding or escalating requests, and will manage the outgoing communications through the CRM that Swim is implementing for the EMASS division.

Throughout the duration of this contact, Swim has a weekly meeting with Morgan State to ensure timelines are on track. The main benchmark for success throughout the project is student satisfaction. Swim has been able to measure this through ongoing focus groups and tracking incoming calls to the EMASS departments, which has seen a 10% decrease in student complaints or questions about the onboarding process.

Hennepin Technical College

Project name: Process re-engineering and communication strategies

Location: Brooklyn Park, MN

Year completed: 2017 - 2021

Prime or subcontractor: Prime

Overview of services: Communications plan development, process re-engineering, collateral design, website development

Project description:

Swim has served the Hennepin Technical College (HTC) enrollment services division since 2017. HTC initially engaged Swim to analyze communication and processes to determine how both were affecting a decline in their enrollment.

Swim executed a series of research exercises, deep dives and stakeholder interviews, and environmental analysis to identify the root of the challenges. Swim identified three main areas of opportunities:

- Process Efficiency
- Student Engagement & Communication

- Organizational Structure

The overarching recommendations Swim had focused on redefining the enrollment funnel and student lifecycle, and creating an engagement strategy that would convert students from the first point of inquiry to an enrolled student.

It became clear that HTC needed a new technology tool to help streamline student data, automate communications and give staff a more efficient way to serve students. After Swim worked with HTC to define what the processes would create the ideal student experience, the College was able to select the constituent management relationship system (CRM). Based on the technological requirements from the re-engineered processes, HTC acquired the software and licenses needed to implement the CRM.

Once the software was purchased, the implementation partner configured the CRM, completed data migration, and built the new processes and communication workflows. As Swim continued to build the communication plan that would automate engagement designed to nudge students through the enrollment funnel, the implementation partner was building the systems to execute the communications plan, and training the HTC end-users on how to operate the system on a day-to-day basis, modify workflows and communications, and create and view dashboards.

Currently, HTC has five CRM workflows, with over 76 communication touchpoints, and 15 trained CRM users to ensure all processes are managed effectively and efficiently.

While working on the CRM implementation, Swim also restructured the Enrollment Services departments to realign responsibilities of the Admissions and Advising teams and created a OneStop Center to assist with student service. To execute this restructure, Swim worked closely with HR to mitigate the needs of the multiple unions involved, draft job descriptions, and created training plans for team members in new roles. Swim also assisted with the executive search and interview process for new executives who would oversee these departments.

To help guide the execution of the Initiatives detailed, Swim developed an implementation matrix to further define strategy, objective, tactic and success measurement for each department responsible for carrying out each activity.

As a result of this work, HTC has seen a 28% increase in enrollment since going live in January 2020. Not only has this work made it easier for students to take the next step, it has also made it easier for Enrollment Services staff to serve students.

Everett Community College

Project name: Communication and enrollment strategies

Location: Everett, WA

Year completed: 2020 - 2022

Prime or subcontractor: Prime

Overview of services: Communications plan development, process re-engineering

Project description:

Everett Community College (EvCC) has been engaged with Swim since 2020 to build long-term enrollment strategies. However, they began facing an enrollment decline approaching the Spring 2020 quarter during the initial phases of the COVID-19 pandemic. The largest area of opportunity was to retain returning students and to do so, EvCC had to prepare them for the first term of virtual learning. It was evident that there were necessary rapid response enrollment solutions in order to meet the Spring enrollment goals.

Swim facilitated a series of discovery sessions to identify immediate communications and technology solutions that could be deployed within the three weeks prior to the start of the Spring quarter. Since EvCC has a quarter schedule, they were also quickly approaching the enrollment period for the Summer quarter so Swim created scalable solutions that could live past the rapid response for Spring.

Swim identified three types of solutions to evoke immediate action from the two target audiences: new applicants and returning students.

- Communications strategies
- Process re-engineering
- Technology implementation

Swim built a series of communications that proactively informed EvCC applicants and current students about how the College would continue to provide services in a remote setting. The communications also clearly outlined the immediate next steps that the students needed to complete to move forward with Spring classes.

The new communications used a combination of email messages, texts and phone calls from Enrollment Services staff to increase the communication touchpoints in an effort to reach students in a more effective manner.

Through the discovery sessions, Swim identified process barriers that were making it difficult for returning students to enroll in classes. Through collaboration with key stakeholders, Swim was able to modify the processes to give access to more students.

One key group were students who were waitlisted for classes, preventing many from creating a full-time schedule - which was detrimental to the College meeting state FTE goals. Swim worked with EvCC to identify the most in-demand courses and open additional sections, rather than waiting for the drop process before letting students join from the waitlist.

A second process that was hindering enrollment was financial holds. There were over 100 students who owed less than \$600 and wouldn't be eligible for enrolling in the Spring quarter. Swim was able to work with the College to identify funding opportunities to help students overcome that financial barrier. For the upcoming Summer quarter, Swim was also able to work with the Financial Services department to recommend extensions to the drop for nonpayment deadline to adapt to students facing financial challenges during the pandemic.

One of the largest challenges for the EvCC staff was the lack of technology to communicate with students. Swim was able to identify ways to leverage existing institution systems and new low-cost solutions. To do so, Swim collaborated with the IT department to host training on existing technology, such as Jabber, and launch a new texting solution so they could more efficiently reach out to students.

When EvCC engaged Swim in rapid response work, there were three weeks until the Spring quarter and they were more than 15% down in enrollment. As a result of this work, they only ended 0.5% below the FTE goal. The strategies used for Spring were also scaled for the Summer enrollment, which ended 10.7% higher than the FTE enrollment goal.

In addition to the rapid enrollment response strategies, Swim has worked with numerous stakeholders at EvCC to analyze current enrollment processes and technology implementations. Through this work, Swim has helped redefine the student enrollment funnel and is in the process of restructuring the student services departments, re-engineering onboarding processes, completing a technology audit and building the College's five-year strategic plan.

Broward College

Project name: Pathways Implementation and Communications Support

Location: Broward County, FL

Year completed: 2015 - Ongoing

Prime or subcontractor: Prime

Overview of services: Communications plan development, process re-engineering, collateral design, website development

Project description:

Since 2015, Swim has worked with Broward College on a plethora of design and marketing projects to improve their student experience and overall communications from the college. Broward College was selected as one of the colleges to receive a grant from the Bill and Melinda Gates Foundation to implement the Guided Pathways model, a student success strategy that focuses on retention and completion.

Broward College enlisted Swim's professional guidance to create a communications strategy to help educate and inform external and internal audiences about the implementation of Pathways at Broward College.

We began the project by assessing the implementation plan and developed an internal plan to communicate about project milestones. During the second phase of the project, the focus shifted to student communications about how Broward College is using Pathways to help students be successful. Swim worked with Broward College's marketing department to develop a marketing plan that would ensure that future progress was aligned with our communications strategy.

In addition to the Pathways project, we have worked with the marketing and strategic communications department with projects to help meet the demands of the college, including recruitment communications plans, the Willis Holcombe Center marketing plan, First Year Experience video production, recruitment landing page web development, spring enrollment marketing deliverables and the development of the BC Online website.

When Broward College began planning the implementation of Pathways, they needed to communicate and announce the implementation of the Pathways model to both an external and internal audience. First, the internal faculty and staff needed to learn about the new model and what effect it would have on the college's approach to student success. It was critical that the internal stakeholders supported this initiative and felt informed about this college-wide shift in processes, culture and structure. After it was rolled out internally, the model was communicated to external audiences, including prospective and current students, the community and business partners.

The goal of the Pathways project was to successfully communicate about the implementation of the Pathways model. This meant starting internally with the introduction and explanation of the model itself and the impact it would have on education as a whole.

In order to rally the faculty and staff around the new Pathways model, Swim created an internal brand for the implementation. We created a logo, brand standards and design elements to effectively and concisely communicate with the faculty and staff about Pathways. From there, we developed a full-fledged marketing and communications plan for any group that needed to be informed about any aspect of the Pathways model at Broward College.

To properly implement the Pathways model, Swim worked with the college to develop an internal brand and branded material. We used custom intranet pages, email campaigns, monthly e-newsletters, white papers, presentations, organizational charts and talking points to make sure every member of the Broward College faculty and staff was informed about the changes taking place.

Once the key stakeholders felt that the internal audiences had a solid understanding and acceptance of the new model, we began planning Phase 2: external communications. At that point, we had to work closely with the marketing department to ensure that the Pathways branding was working cohesively with the overarching Broward College brand.

To execute Phase 2, we created a marketing plan that would roll out deliverables such as elevator wraps and recruitment brochures to educate external audiences on the benefits of the Pathways model.

As part of the grant, Broward College was required to meet certain benchmark milestones related to all phases of implementation, including communications. Broward College consistently ranks in the top percentiles of all grant recipients for their success in implementation.

St. Petersburg College

Project name: Communication Strategies, Event planning and Marketing Services

Location: Pinellas County, FL

Year completed: 2015 - 2019

Prime or subcontractor: Prime

Overview of services: Communications plan development, process re-engineering, collateral design, website development, event strategies and logistics, branding

Project description:

Swim began our relationship with St. Petersburg College (SPC) by completing a digital assessment and providing a marketing prospectus with recommendations on how to create a better student experience. These recommendations included social media strategy, new interactive ways to engage students and overall improvements to the website to improve usability and the user experience.

Following the prospectus, we worked with the Student Services department to create "The College Experience," a strategic plan to combat a decrease in students completing their degree – especially African-American and Hispanic males. Swim was tasked with overseeing the strategic planning, brand development and value propositions for "The College Experience."

In order to create "The College Experience," Swim determined contributing factors for the low utilization of student support services, reengineered communications strategies, created a communications plan that engages a student

from inquiry to the first term, and developed a college-wide process and strategy that ensures students have a cohesive experience at SPC.

To help communicate "The College Experience" to internal and external audiences, Swim created a brand identity for the plan, and developed documents and presentations that explained the five components and how this would be beneficial to students.

SPC saw an increase in success rates for African-American males by 16% and Hispanic males by 15.8% within the first 12 months after implementing "The College Experience." The College also gained national recognition from the Bill and Melinda Gates Foundation for a commitment to student engagement and retention.

After completing "The College Experience," Swim worked with SPC on numerous projects, including the collateral and web design for major events. From 2015 - 2018, Swim handled the branding and design work for SPC's annual events:

- Fall Faculty, the welcome back breakfast held for more than 500 faculty members.
- Workforce Connections, a reception for the business community members who serve on SPC's advisory boards
- All College Day, a full day of training for every member of SPC's faculty, staff and administration.

Each year, Swim created an overarching theme and logo designs for the events. For example, the 2017 theme celebrated the new president and all of the role each event's audience played in the College's next chapter celebration of a new chapter that centered around the tagline "We Are. You Are. I Am. SPC."

Swim also assisted with all marketing related to the Moving the Needle conference, which is hosted by SPC every year. We worked with the conference planning committee to create email marketing campaigns and social media content to attract registrants, sponsors and speakers; maintain the conference website; design the program, signage and all conference collateral; and provide day-of support for set-up, tear down and everything in between.

All four events required Swim to work hand-in-hand with staff from different departments at SPC and the marketing department. To prepare for these events, we attended all committee planning meetings and remained in daily contact with our assigned points of contact.

SAMPLE IMPLEMENTATION TIMELINES

Over the past 13 years, Swim has assisted more than 25 colleges and universities complete this type of work. Through this work, we have worked with institutions of all sizes and structures, allowing us to create customized solutions that fit each college's needs. Swim has experience working with every point of the student life cycle, from the strategic marketing and recruitment plans that bring students into the funnel to the creation of student orientation and registration events that make sure they attend the first day of class.

We have an in-depth knowledge of what students need to move through the funnel and how to accurately measure and track data points to report on performance. Swim also believes in a relational model of client interaction - we aren't here to simply execute the requirements of a contract, we are committed to the success of your students. At our core, we are driven by the ability to impact generational change within the communities our clients serve. While we are dedicated to fulfilling the promises made to each client, we have the flexibility to pivot in order to build the strategies that will have the most impact on the student.

When planning the implementation for a multi-faceted project, Swim takes a phased approach to ensure that the College is moving at a pace that results in action, while involving multiple stakeholders in decision-making and gaining buy-in. Examples of similar timelines that achieved successful implementation are below.

Example 1

Project overview: Within the scope for this client - a two-year community college in Maryland - Swim was responsible for:

- Organizational Restructure of Student Affairs Division (including the implementation of a One Stop Center)
- Development of a Marketing and Enrollment Management Strategic Plan
- Student Onboarding Process Re-engineering and Communication Plan Development
- Change Management Strategy Development and Execution

Project timeline: 18 months

Implementation Schedule:

- I. Phase 1 (6 months)
 - A. Organizational Restructure
 1. Finalize organization structure
 2. Draft job descriptions
 3. Complete grading and budget analysis with Human Resources
 - B. Marketing and Enrollment Management Strategic Plan
 1. Convene stakeholders within planning committee
 2. Define Plan strategic objectives and baseline KPIs
 3. Finalize institutional enrollment funnel and conversion points
 - C. Student Onboarding Process Re-engineering and Communication Plan Development
 1. Convene multi-functional stakeholders in process re-engineering committee
 2. Facilitate process re-engineering workshops
 3. Document the future state process for:
 - a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class
 - d) Financial Aid and Payment processes
 4. Complete technology functionality requirements for process workflows
 - D. Change Management Strategy Development and Execution
 1. Convene multi-functional stakeholders in change management advisory committee
 2. Complete College stakeholder analysis matrix
 3. Define Change Management strategy and implementation timeline
- II. Phase 2 (6 months)
 - A. Organizational Restructure
 1. Assist with interview process and resume review
 2. Build training plan for One Stop Center
 3. Secure all new hires for modified positions
 - B. Marketing and Enrollment Management Strategic Plan
 1. Create KPI dashboard and success metrics
 2. Build three-year road map of plan implementation and action strategies
 3. Define implementation teams and tactics
 - C. Student Onboarding Process Re-engineering and Communication Plan Development
 1. Create communications plans (content, design and HTML coding) for re-engineered processes:

- a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class
 - d) Financial Aid and Payment processes
2. Complete technology integration and testing
 3. Conduct staff trainings on new processes and technology systems
- D. Change Management Strategy Development and Execution
1. Conduct listening sessions and feedback sessions with internal stakeholders
 2. Launch communication strategy related to Swim work to ensure transparency
 3. Develop assessments to measure adoptions and efficiency
- III. Phase 3 (6 months)
- A. Organizational Restructure
1. Complete One Stop Center training and launch model
 2. Complete assessments of improved staff capacity and effectiveness in serving students
- B. Marketing and Enrollment Management Strategic Plan
1. Launch implementation of first annual action plans
 2. Conduct first set of assessments and measurements based on KPI dashboard
- C. Student Onboarding Process Re-engineering and Communication Plan Development
1. Conduct secondary staff trainings on new processes and technology systems
 2. Analyze communication engagement metrics and student interactions
 3. Analyze student conversion rates
 4. Recommend further adjustments to communication messaging and timing based on analysis
- D. Change Management Strategy Development and Execution
1. Continue communication strategy related to Swim work to ensure transparency
 2. Launch assessments to measure adoptions and efficiency
 3. Complete necessary staff training needs identified in assessments

Example 2

Project overview: Within the scope for this client - a two-year community college in Tennessee - Swim was responsible for:

- Defining First Year Experience (FYE) Model
- Development of a Marketing and Enrollment Management Strategic Plan
- Redesign of New Student Orientation
- Creation of IT Enterprise Model

- Student Onboarding Process Re-engineering and Communication Plan Development
- Change Management Strategy Development and Execution

Project timeline: 24 months

Implementation Schedule:

- I. Phase 1 (4 months)
 - A. First Year Experience Model
 1. Define FYE model and approach to student advising
 2. Process re-engineering for advising and caseload management processes
 - B. Marketing and Enrollment Management Strategic Plan
 1. Kick-off activities with Strategic Enrollment Management committee
 2. Creation of the college-wide student enrollment funnel, conversions points, and internal roles and responsibilities
 3. Define Strategic Plan goals and objectives
 - C. New Student Orientation (NSO) Design
 1. Complete analysis of current processes, curriculum and communications
 - D. Student Onboarding Process Re-engineering and Communication Plan Development
 1. Mapping of current processes related to:
 - a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class
 - E. IT Enterprise Model
 1. Kick-off activities with IT sub committee
 2. Complete inventory of all current IT systems and softwares
 - F. Change Management Strategy Development and Execution
 1. Convene multi-functional stakeholders in change management advisory committee
 2. Complete College stakeholder analysis matrix
 3. Create KPI dashboard with success metrics and goals
 4. Define Change Management strategy and implementation timeline
- II. Phase 2 (6 months)
 - A. First Year Experience Model
 1. Finalize FYE model and processes for initial testing cohort
 2. Conduct staff training on new model and processes
 3. Launch FYE model for first cohort in preparation for Fall term
 - B. Marketing and Enrollment Management Strategic Plan

1. Finalize KPIs, action strategies and implementation timeline within the Strategic Plan
 2. Launch first annual action plans
 - C. New Student Orientation (NSO) Design
 1. Complete redesign of NSO and development of curricular materials
 2. Conduct NSO staff training on curriculum and communications
 3. Implement NSO in preparation for incoming Fall students
 - D. Student Onboarding Process Re-engineering and Communication Plan Development
 1. Complete future state process mapping related to:
 - a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class
 - E. IT Enterprise Model
 1. Complete analysis of IT system and software inventory
 2. Identify missing functionality or duplicative systems
 3. Create action plan to implement Enterprise Model
 - F. Change Management Strategy Development and Execution
 1. Conduct listening sessions and feedback sessions with internal stakeholders
 2. Launch communication strategy related to Swim work to ensure transparency
 3. Develop assessments to measure adoptions and efficiency
 4. Conduct staff trainings related to upcoming change in processes and communications
- III. Phase 3 (6 months)
- A. First Year Experience Model
 1. Assessment of initial launch for incoming student cohort
 2. Modify model, processes and communications based on assessment
 3. Launch revised FYE model for first cohort in preparation for Spring term
 - B. Marketing and Enrollment Management Strategic Plan
 1. Assessment of annual action plans based on KPI matrix
 - C. New Student Orientation (NSO) Design
 1. Assessment of NSO re-design
 2. Modify processes, curriculum and communications based on assessment
 - D. Student Onboarding Process Re-engineering and Communication Plan Development
 1. Develop communications plans (content and design) for the re-engineered process for:
 - a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class

- E. IT Enterprise Model
 - 1. Launch implementation for IT Enterprise model
 - F. Change Management Strategy Development and Execution
 - 1. Conduct listening sessions and feedback sessions with internal stakeholders
 - 2. Continue communication strategy related to Swim work to ensure transparency
 - 3. Launch assessments to measure adoptions and efficiency
- IV. Phase 4 (9 months)
- A. First Year Experience Model
 - 1. Assessment of second launch for incoming student cohort
 - 2. Build scalability plan to expand model for all incoming and current students
 - 3. Launch full implementation of scaled model
 - B. Marketing and Enrollment Management Strategic Plan
 - 1. Continue assessment of annual action plans based on KPI matrix
 - 2. Modify action plans based on first annual plan results and analysis
 - C. New Student Orientation (NSO) Design
 - 1. Launch modified design based on first year analysis and recommendations
 - D. Student Onboarding Process Re-engineering and Communication Plan Development
 - 1. Complete HTML coding for:
 - a) Inquiry to Application
 - b) Application to Registration
 - c) Registration to the First Day of Class
 - 2. Integrate workflows and communications within communication system
 - 3. Launch communications plans
 - 4. Conduct secondary staff trainings on new processes and technology systems
 - 5. Analyze communication engagement metrics and student interactions
 - 6. Analyze student conversion rates
 - 7. Recommend further adjustments to communication messaging and timing based on analysis
 - E. IT Enterprise Model
 - 1. Analyze IT Enterprise model and propose modifications based on analysis
 - F. Change Management Strategy Development and Execution
 - 1. Conduct listening sessions and feedback sessions with internal stakeholders
 - 2. Continue communication strategy related to Swim work to ensure transparency
 - 3. Launch assessments to measure adoptions and efficiency
 - 4. Complete necessary staff training needs identified in assessments

REFERENCES

Morgan State University

Dr. Ernest Brevard, Special Assistant to the Vice President of Enrollment Management and Student Success, and
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Metropolitan Community College

Dr. Kimberly Beatty, Chancellor

kimerbly.beatty@mccckc.edu

(816) 604-1000

3200 Broadway, Kansas City, MO 64111

TEAM CONSULTING EXPERTISE

The Swim team is composed of a variety of higher education consultants, research analysts and production staff to ensure that we are able to provide a full range of services from strategic planning to process re-engineering to creative asset development. If awarded this bid with BVCTC, the work would be led by the following Senior Team members, who will be assisted by additional support staff within the company.

Trimkea Benjamin, President and CEO

Prior to starting Swim, Trimeka Benjamin perfected the ability to use marketing and communications to create engaging experiences through her work with consumer marketing in NASCAR and holding executive marketing positions in Florida's largest healthcare company.

Since 2009, Ms. Benjamin has earned a reputation for achieving results for higher education institutions. Her innovative approach to recruitment, enrollment, and retention has helped institutions across the country reach their goals. She has been invited to speak at numerous conferences from organizations such as Achieving the Dream, The Institute for Student Services Professionals, the Association of Community College Trustees, and the American Association of Community Colleges.

Ms. Benjamin has oversight on the 17 and growing accounts that Swim manages. She works closely with the account management team to maintain credible and professional deliverables for each contract.

Ms. Benjamin will be responsible for all contract negotiations and oversee the Swim team on all aspects related to the work within this RFB.

Ms. Benjamin holds a business administration degree from Bethune-Cookman University and earned her master's in public health from the University of South Florida.

Paige Skinner, Director of Strategy and Logistics

During her seven years at Swim, Paige Skinner has led Swim's largest higher education communications and marketing initiatives within the higher education industry, including building and executing enrollment marketing

campaign strategies, communications plan development, website redesigns, and creating enrollment and retention strategies.

As the Director of Strategy and Logistics, Ms. Skinner leads the agency in developing new strategies and service lines to better serve Swim's clients. Throughout her time with Swim, she has worked closely with more than 25 accounts to provide successful management over deliverables, timelines, and the execution of recommendations.

She will serve as the primary strategic lead for the work outlined in the RFB, including change management and enrollment services design.

Ms. Skinner holds a communications and culture degree from Indiana University.

Dr. Caroline Day, Account Executive

Dr. Caroline E. Day is an Account Executive with Swim Digital Group, and has worked in higher education since 2008 with experience in student affairs, undergraduate research, enrollment management, and international programs.

As an Account Executive, Dr. Day works hand-in-hand with all of Swim's consulting clients to ensure the successful implementation of all project timelines, and provide ongoing support to client leadership related to strategic planning and change management. In addition to providing the day-to-day account support, Dr. Day is responsible for overseeing the production of Swim deliverables to ensure they meet the client's standards and expectations.

Dr. Day will act as the main client contact for the work within this RFB, and be responsible for meeting all project timelines and implementation strategies.

She holds her Doctorate of Education in Higher Education Leadership from the University of Central Florida, her Master of Science in Hospitality and Tourism Management from Rosen College at the University of Central Florida, and her Bachelor of Arts in English - Creative Writing from the University of South Florida.

Anita Kaestner, Marketing & Communications Specialist

Anita Kaestner brings multiple years of marketing and communications experience in both private and public sectors to the Swim team, where she specializes in student experience processes, communications and student engagement strategies.

As the Marketing & Communications Specialist, Ms. Kaestner works directly with functional teams to guide and create marketing, recruitment, and enrollment strategies that focus on creating the best student experience at all points of the enrollment funnel. With a deep understanding on how to meet consumer needs in order to generate desired results, Ms. Kaestner leads the work on all process re-engineering, communication plan development, marketing and recruitment strategic plans, and student engagement initiatives.

She holds her Bachelor of Arts in Advertising and Public Relations, with a minor in Communications and Writing from the University of Tampa.

EXHIBIT DOCUMENTS

EXHIBIT B

Agreement

Addendum, WV95

**STATE OF WEST VIRGINIA
ADDENDUM TO VENDOR'S STANDARD CONTRACTUAL FORMS**

State Agency, Board, or Commission (the "State"): *Bridgevalley Community and Technical College*

Vendor: *Swim Digital Group*

Contract/Lease Number ("Contract"): *RFB BV2022-002*

Commodity/Service: *Project Consultant - Student Experience*

The State and the Vendor are entering into the Contract identified above. The Vendor desires to incorporate one or more forms it created into the Contract. Vendor's form(s), however, include(s) one or more contractual terms and conditions that the State cannot or will not accept. In consideration for the State's incorporating Vendor's form(s) into the Contract, the Vendor enters into this Addendum which specifically eliminates or alters the legal enforceability of certain terms and conditions contained in Vendor's form(s). Therefore, on the date shown below each signature line, the parties agree to the following contractual terms and conditions in this Addendum are dominate over any competing terms made a part of the Contract:

1. **ORDER OF PRECEDENCE:** This Addendum modifies and supersedes anything contained on Vendor's form(s) whether or not they are submitted before or after the signing of this Addendum. **IN THE EVENT OF ANY CONFLICT BETWEEN VENDOR'S FORM(S) AND THIS ADDENDUM, THIS ADDENDUM SHALL CONTROL.**
2. **PAYMENT** – Payments for goods/services will be made in arrears only upon receipt of a proper invoice, detailing the goods/services provided or receipt of the goods/services, whichever is later. Notwithstanding the foregoing, payments for software licenses, subscriptions, or maintenance may be paid annually in advance.
Any language imposing any interest or charges due to late payment is deleted.
3. **FISCAL YEAR FUNDING** – Performance of this Contract is contingent upon funds being appropriated by the WV Legislature or otherwise being available for this Contract. In the event funds are not appropriated or otherwise available, the Contract becomes of no effect and is null and void after June 30 of the current fiscal year. If that occurs, the State may notify the Vendor that an alternative source of funding has been obtained and thereby avoid the automatic termination. Non-appropriation or non-funding shall not be considered an event of default.
4. **RIGHT TO TERMINATE** – The State reserves the right to terminate this Contract upon thirty (30) days written notice to the Vendor. If this right is exercised, the State agrees to pay the Vendor only for all undisputed services rendered or goods received before the termination's effective date. All provisions are deleted that seek to require the State to (1) compensate Vendor, in whole or in part, for lost profit, (2) pay a termination fee, or (3) pay liquidated damages if the Contract is terminated early.
Any language seeking to accelerate payments in the event of Contract termination, default, or non-funding is hereby deleted.
5. **DISPUTES** – Any language binding the State to any arbitration or to the decision of any arbitration board, commission, panel or other entity is deleted; as is any requirement to waive a jury trial.
Any language requiring or permitting disputes under this Contract to be resolved in the courts of any state other than the State of West Virginia is deleted. All legal actions for damages brought by Vendor against the State shall be brought in the West Virginia Claims Commission. Other causes of action must be brought in the West Virginia court authorized by statute to exercise jurisdiction over it.
Any language requiring the State to agree to, or be subject to, any form of equitable relief not authorized by the Constitution or laws of State of West Virginia is deleted.
6. **FEES OR COSTS:** Any language obligating the State to pay costs of collection, court costs, or attorney's fees, unless ordered by a court of competent jurisdiction is deleted.
7. **GOVERNING LAW** – Any language requiring the application of the law of any state other than the State of West Virginia in interpreting or enforcing the Contract is deleted. The Contract shall be governed by the laws of the State of West Virginia.
8. **RISK SHIFTING** – Any provision requiring the State to bear the costs of all or a majority of business/legal risks associated with this Contract, to indemnify the Vendor, or hold the Vendor or a third party harmless for any act or omission is hereby deleted.
9. **LIMITING LIABILITY** – Any language limiting the Vendor's liability for direct damages to person or property is deleted.
10. **TAXES** – Any provisions requiring the State to pay Federal, State or local taxes or file tax returns or reports on behalf of Vendor are deleted. The State will, upon request, provide a tax exempt certificate to confirm its tax exempt status.
11. **NO WAIVER** – Any provision requiring the State to waive any rights, claims or defenses is hereby deleted.

12. **STATUTE OF LIMITATIONS** – Any clauses limiting the time in which the State may bring suit against the Vendor or any other third party are deleted.
13. **ASSIGNMENT** – The Vendor agrees not to assign the Contract to any person or entity without the State's prior written consent, which will not be unreasonably delayed or denied. The State reserves the right to assign this Contract to another State agency, board or commission upon thirty (30) days written notice to the Vendor. These restrictions do not apply to the payments made by the State. Any assignment will not become effective and binding upon the State until the State is notified of the assignment, and the State and Vendor execute a change order to the Contract.
14. **RENEWAL** – Any language that seeks to automatically renew, modify, or extend the Contract beyond the initial term or automatically continue the Contract period from term to term is deleted. The Contract may be renewed or continued only upon mutual written agreement of the Parties.
15. **INSURANCE** – Any provision requiring the State to maintain any type of insurance for either its or the Vendor's benefit is deleted.
16. **RIGHT TO REPOSSESSION NOTICE** – Any provision for repossession of equipment without notice is hereby deleted. However, the State does recognize a right of repossession with notice.
17. **DELIVERY** – All deliveries under the Contract will be FOB destination unless the State expressly and knowingly agrees otherwise. Any contrary delivery terms are hereby deleted.
18. **CONFIDENTIALITY** – Any provisions regarding confidential treatment or non-disclosure of the terms and conditions of the Contract are hereby deleted. State contracts are public records under the West Virginia Freedom of Information Act ("FOIA") (W. Va. Code §29B-a-1, et seq.) and public procurement laws. This Contract and other public records may be disclosed without notice to the vendor at the State's sole discretion.

Any provisions regarding confidentiality or non-disclosure related to contract performance are only effective to the extent they are consistent with FOIA and incorporated into the Contract through a separately approved and signed non-disclosure agreement.
19. **THIRD-PARTY SOFTWARE** – If this Contract contemplates or requires the use of third-party software, the vendor represents that none of the mandatory click-through, unsigned, or web-linked terms and conditions presented or required before using such third-party software conflict with any term of this Addendum or that it has the authority to modify such third-party software's terms and conditions to be subordinate to this Addendum. The Vendor shall indemnify and defend the State against all claims resulting from an assertion that such third-party terms and conditions are not in accord with, or subordinate to, this Addendum.
20. **AMENDMENTS** – The parties agree that all amendments, modifications, alterations or changes to the Contract shall be by mutual agreement, in writing, and signed by both parties. Any language to the contrary is deleted.

Notwithstanding the foregoing, this Addendum can only be amended by (1) identifying the alterations to this form by using *Italics* to identify language being added and ~~struck through~~ for language being deleted (do not use track-changes) and (2) having the Office of the West Virginia Attorney General's authorized representative expressly agree to and knowingly approve those alterations.

State: Bridge Valley Community and
Technical College

By: Cathy Aquino

Printed Name: Cathy Aquino

Title: CEO

Date: 3/1/23

Vendor: Swim Digital Group

By: Trinela Benjamin

Printed Name: Trinela Benjamin

Title: CEO, President

Date: Jan. 9, 2023

EXHIBIT C

Purchasing

Affidavit

STATE OF WEST VIRGINIA
Purchasing Division

PURCHASING AFFIDAVIT

MANDATE: Under W. Va. Code §5A-3-10a, no contract or renewal of any contract may be awarded by the state or any of its political subdivisions to any vendor or prospective vendor when the vendor or prospective vendor or a related party to the vendor or prospective vendor is a debtor and: (1) the debt owed is an amount greater than one thousand dollars in the aggregate; or (2) the debtor is in employer default.

EXCEPTION: The prohibition listed above does not apply where a vendor has contested any tax administered pursuant to chapter eleven of the W. Va. Code, workers' compensation premium, permit fee or environmental fee or assessment and the matter has not become final or where the vendor has entered into a payment plan or agreement and the vendor is not in default of any of the provisions of such plan or agreement.

DEFINITIONS:

"Debt" means any assessment, premium, penalty, fine, tax or other amount of money owed to the state or any of its political subdivisions because of a judgment, fine, permit violation, license assessment, defaulted workers' compensation premium, penalty or other assessment presently delinquent or due and required to be paid to the state or any of its political subdivisions, including any interest or additional penalties accrued thereon.

"Employer default" means having an outstanding balance or liability to the old fund or to the uninsured employers' fund or being in policy default, as defined in W. Va. Code § 23-2c-2, failure to maintain mandatory workers' compensation coverage, or failure to fully meet its obligations as a workers' compensation self-insured employer. An employer is not in employer default if it has entered into a repayment agreement with the Insurance Commissioner and remains in compliance with the obligations under the repayment agreement.

"Related party" means a party, whether an individual, corporation, partnership, association, limited liability company or any other form or business association or other entity whatsoever, related to any vendor by blood, marriage, ownership or contract through which the party has a relationship of ownership or other interest with the vendor so that the party will actually or by effect receive or control a portion of the benefit, profit or other consideration from performance of a vendor contract with the party receiving an amount that meets or exceeds five percent of the total contract amount.

AFFIRMATION: By signing this form, the vendor's authorized signer affirms and acknowledges under penalty of law for false swearing (W. Va. Code §61-5-3) that neither vendor nor any related party owe a debt as defined above and that neither vendor nor any related party are in employer default as defined above, unless the debt or employer default is permitted under the exception above.

WITNESS THE FOLLOWING SIGNATURE:

Vendor's Name: Swim Digital group

Authorized Signature: [Signature] Date: 1/10/23

State of Tennessee

County of Sumner, to-wit:

Taken, subscribed, and sworn to before me this 10th day of January, 2023.

My Commission expires June 24th, 2025.



NOTARY PUBLIC Stacy R Bagshaw

Purchasing Affidavit (Revised 08/01/2015)

EXHIBIT D

W-9 Taxpayer Identification Information

Request for Taxpayer Identification Number and Certification

**Give Form to the
 requester. Do not
 send to the IRS.**

▶ Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type.
 See Specific instructions on page 3.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Benjamin Solutions Group, LLC		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
2 Business name/disregarded entity name, if different from above dba Swim Digital Group		
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input checked="" type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ <u>P</u> <small>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</small> <input type="checkbox"/> Other (see instructions) ▶ _____		5 Address (number, street, and apt. or suite no.) See instructions. 10810 Boyette Rd. #2397 6 City, state, and ZIP code Riverview, FL 33569 7 List account number(s) here (optional)
8 Requester's name and address (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number													
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2	7	-	2	4	7	5	0	7	4				

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person ▶ *Timothy Benjamin*

Date ▶ July 6, 2022

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

EXHIBIT E

Vendor

Registration and

Licensing

STATE OF WEST VIRGINIA - PURCHASING DIVISION

**VENDOR REGISTRATION AND DISCLOSURE STATEMENT
AND SMALL, WOMEN-, AND MINORITY-OWNED BUSINESS
CERTIFICATION APPLICATION**

Before a vendor is eligible to sell goods and/or services to the State of West Virginia, the *West Virginia Code* §5A-3-12 requires all vendors to have on file with the West Virginia Purchasing Division a completed Vendor Registration and Disclosure Statement. All vendors wishing to participate in the competitive bid process and receive purchase orders from the State of West Virginia exceeding \$2,500 in aggregate across all state agencies are required to complete the Vendor Registration and Disclosure Statement (WV-1 form) and pay a **\$125.00** annual fee. Payment of the annual fee includes email notifications on bid opportunities based on the commodities and services selected upon registering in the Vendor Self-Service (VSS) portal at wvOASIS.gov. Please complete this form in its **ENTIRETY** and return it with a check or money order made payable to the **STATE OF WEST VIRGINIA** in the amount of **\$125.00**. Incomplete forms may not be processed and may be returned to the vendor. Please send completed form and payment to:

**Purchasing Division - Vendor Registration
2019 Washington Street East
Charleston, WV 25305-0130**

Whenever a change occurs in the information submitted, such change shall be reported immediately in the same manner as required in the original disclosure statement (*West Virginia Code* §5A-3-12). Vendors doing business with the State of West Virginia are expected to abide by the **Vendor Code of Conduct** available online at www.state.wv.us/admin/purchase/vrc/vendorconduct.pdf.

Privacy Notice: The Purchasing Division is required to collect certain information as stated in *West Virginia Code* §5A-3-12, other applicable sections of the *West Virginia Code*, the Vendor Registration and Disclosure Statement forms, and other documents to facilitate the state bidding and contract administration processes. This information is stored in a secure environment, but unless specifically protected under state law, any information provided may be inspected by or disclosed to the public.

Vendors are also required to be licensed and in good standing in accordance with any and all state and local laws and requirements by any state or local agency of West Virginia, including, but not limited to, the West Virginia Secretary of State's Office, the West Virginia Tax Department, West Virginia Insurance Commission, or other state agencies or political subdivisions. Failure to do so may result in delay of or disqualification from a contract award pursuant to *West Virginia Code of State Rules* §148-1-6.1.7.

Should you need additional information relating to vendor registration, please visit www.state.wv.us/admin/purchase/VendorReg.html. Questions concerning this Vendor Registration and Disclosure Statement may be directed to the Purchasing Division at (304) 558-2311.

VENDOR REGISTRATION AND DISCLOSURE STATEMENT AND SMALL, WOMEN-, AND MINORITY-OWNED BUSINESS CERTIFICATION APPLICATION

PLEASE TYPE OR CLEARLY PRINT ALL INFORMATION
To Be Completed by the Vendor and Returned to the Purchasing Division

1. Legal Name of Company/Individual Benjamin Solutions Group LLC

Ordering Address 10810 Boyette Rd. #2397 Riverview, FL 33569

(Please provide a physical address, not a post office box.)

Payment Address 10810 Boyette Rd. #2397

City, State, Zip Riverview, FL 33569

Telephone Number 813-225-1010 Fax Number N/A

Principle Contact Person Trimeka Benjamin E-mail tbenjamin@swimdigitalgroup.com

Contact's Telephone Number 813-225-1010 Contact's Fax Number N/A

DBA, if any Swim Digital Group

Ordering Address 10810 Boyette Rd. #2397
Riverview, FL 33569

Payment Address 10810 Boyette Rd. #2397

City, State, Zip Riverview, FL 33569

Telephone Number 813-225-1010 Fax Number N/A

Principle Contact Person Trimeka Benjamin E-mail tbenjamin@swimdigitalgroup.com

Contact's Telephone Number 813-225-1010 Contact's Fax Number N/A

2. Vendor Tax Classification:

- | | |
|---|--|
| <input type="checkbox"/> Individual | <input type="checkbox"/> Government |
| <input type="checkbox"/> Sole Proprietor | <input type="checkbox"/> Medical Corporation |
| <input checked="" type="checkbox"/> Partnership | <input type="checkbox"/> Attorney Corporation |
| <input type="checkbox"/> Corporation | <input type="checkbox"/> Non-Profit Organization |
| <input type="checkbox"/> Board Member | <input type="checkbox"/> Payroll |
| <input type="checkbox"/> Trust | <input type="checkbox"/> Employee |
| <input type="checkbox"/> Estate | |

VENDOR REGISTRATION AND DISCLOSURE STATEMENT AND SMALL, WOMEN-, AND MINORITY-OWNED BUSINESS CERTIFICATION APPLICATION

PLEASE TYPE OR CLEARLY PRINT ALL INFORMATION
To Be Completed by the Vendor and Returned to the Purchasing Division

3. Taxpayer Identification Number (TIN): If you have an Identification Number, enter it below. All partnerships, corporations, or companies with employees must have an EIN.

2 7 2 4 7 5 0 7 4 EIN

If you do not have a EIN, please enter Social Security number (SSN), Individual Taxpayer Identification Number (ITIN) or Adoptive Identification Number (ATIN) and check the correct below.

- (SSN , ITIN , ATIN)

4. (A) Small, Women-Owned, Minority-Owned Businesses

West Virginia Code §5A-3-59 establishes a procurement certification program in West Virginia for small, women-, and minority-owned businesses. Requirements related to the certification program are provided in the **West Virginia Code of State Rules** §148-2-1 et seq. Note that this certification provides nonresident vendors preference that is equivalent to competing resident (West Virginia) vendors that have applied for resident vendor preference, in accordance with **West Virginia Code** §5A-3-37. This certification may assist resident small, women-, and minority-owned businesses when soliciting business in other states. If you are renewing your two-year SWAM business certification status, please indicate the appropriate designation below.

Certification of Status (Check all those which apply)

Minority-owned Business [1] means a business concern that is at least fifty-one percent owned by one or more minority individuals or in the case of a corporation, partnership, or limited liability company or other entity, at least fifty-one percent of the equity ownership interest in the corporation, partnership, or limited liability company or other entity is owned by one or more minority individuals and both the management and daily business operations are controlled by one or more minority individuals.

- A "minority individual" means an individual who is a citizen of the United States or a noncitizen who is in full compliance with United States immigration law and who satisfies one or more of the following definitions:
 - **African American** means a person having origins in any of the original peoples of Africa and who is regarded as such by the community of which this person claims to be a part.
 - **Asian American** means a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands, including, but not limited to, Japan, China, Vietnam, Samoa, Laos, Cambodia, Taiwan, Northern Mariana, the Philippines, a U.S. territory of the Pacific, India, Pakistan, Bangladesh, or Sri Lanka and who is regarded as such by the community of which this person claims to be a part.
 - **Hispanic American** means a person having origins in any of the Spanish-speaking peoples of Mexico, South or Central America, or the Caribbean Islands or other Spanish or Portuguese cultures and who is regarded as such by the community of which this person claims to be a part.
 - **Native American** means a person having origins in any of the original peoples of North America and who is regarded as such by the community of which this person claims to be a part or who is recognized by a tribal organization.

VENDOR REGISTRATION AND DISCLOSURE STATEMENT AND SMALL, WOMEN-, AND MINORITY-OWNED BUSINESS CERTIFICATION APPLICATION

PLEASE TYPE OR CLEARLY PRINT ALL INFORMATION
To Be Completed by the Vendor and Returned to the Purchasing Division

- Small Business** [2] means a business, independently owned or operated by one or more persons who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, which, together with affiliates, has two hundred fifty or fewer employees, or average annual gross receipts of \$10 million or less averaged over the previous three years.
- Women-owned Business** [3] means a business concern that is at least fifty-one percent owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, or in the case of a corporation, partnership or limited liability company or other entity, at least fifty-one percent of the equity ownership interest is owned by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law, and both the management and daily business operations are controlled by one or more women who are citizens of the United States or noncitizens who are in full compliance with United States immigration law.

(B) Other Federal Designations

Additionally, by providing the following information, I represent that this enterprise is a small business as defined by the **Code of Federal Regulations**, Title 13, Part 121, as appended - which contains detailed industry definitions and related procedures - and/or the characteristics of the enterprise's control, operation and/or ownership are accurately reflected in the information provided. *Check all that apply.*

- Disabled Small Business Ownership [4]
- Veteran Small Business Ownership [5]

5. Commodity Codes: You may register for commodity codes for the products and services that you offer, which will provide you with bid opportunity alerts and notifications should you become a paid registered vendor. To perform this function, visit the Vendor Self-Service (VSS) Portal at wvOASIS.gov.

6. What is the latest Dun & Bradstreet number and rating on the vendor? 09-043-7263,
rating 4

7. Is the vendor acting as an agent for some other individual, firm or corporation? If yes, attach statement of the principal authorizing such representation. No Yes

By signing below and submitting this form, the vendor certifies and acknowledges that: 1) it has obtained all licenses, certifications, and authorizations necessary to lawfully conduct business in the state of West Virginia; and 2) that the assertions made by completing this form and delivering it to the Purchasing Division are accurate and true in accordance with the applicable law and rules. As authorized agent of the vendor named herein, I do solemnly swear that the above information is true and complete, in accordance with **West Virginia Code** §5A-3-12(e).

In the event that the vendor is applying for certification as a small, women-, or minority-owned business, the vendor's signature below further certifies that: 1) the state in which the vendor has its headquarters or principal place of business does not deny a like certification to a West Virginia based small, women-owned, or minority-owned business; 2) the state in which the vendor has its headquarters or principal place of business does not provide a preference to small, women-owned, or minority-owned firms that is unavailable to West Virginia based businesses; and, 3) that it has read and understands this form, along with the law and rules governing certification as a small, women-owned, or minority-owned business.

Trimeka Benjamin
Authorized Agent of Vendor (Print Name)

Trimeka Benjamin
Authorized Agent (Signature)

CEO + President
Title

Jan. 9. 2023
Date

PURCHASING DIVISION USE ONLY	
Vendor ID:	_____
Check No. :	_____
Memo No. :	_____
Date:	_____
Entered by:	_____