

# Blue Ridge Community and Technical College

## BOARD OF GOVERNORS MEETING

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May 1, 2024

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#### *Blue Ridge Community and Technical College Mission:*

Blue Ridge Community and Technical College provides our diverse student population with life-changing education, training, and services that drive economic development within the communities we serve.

#### *Blue Ridge Community and Technical College Vision:*

Blue Ridge Community and Technical College is the first choice for higher education that drives career growth and economic development in our region and surrounding communities.

#### *Board Mission:*

The Blue Ridge CTC Board of Governors acts as a link between the community and the CTC President to guide the institution to be the best community college in the area.

#### *Board Vision:*

That all citizens of the region have access to education, information and communication resources to help make the region a better place to live, grow and prosper.

# Blue Ridge Community and Technical College

## BOARD OF GOVERNORS

### AGENDA

*May 1, 2024, 12:00 p.m.*

Zoom: <https://brctc.zoom.us/j/87378193887?pwd=ZjlHMGw4Q2o4VWtmcWtRWkdSRzJwdz09>

Meeting ID: 873 7819 3887

Passcode: 355499

*Blue Ridge Community and Technical College  
13650 Apple Harvest Drive, Martinsburg, WV 25403*

- |   |  |
|---|--|
| 1. Call to Order                              | Ms. Heather McIntyre                             |
| 2. Approval of the April 2024 Meeting Minutes | Ms. Heather McIntyre                             |
| 3. President’s Report                         | Dr. Peter Checkovich                             |
| 4. Accreditation Report                       | Dr. Ann Shipway                                  |
| 5. Workforce Report                           | Dr. Ann Shipway                                  |
| 6. Program Reviews                            | Ms. Laura Busey                                  |
| 7. Finance Report                             | Dr. Craig Miller and<br>Ms. Kristy Scarlata, CPA |
| 8. Adjournment                                | Ms. Heather McIntyre                             |

Remaining 2024 Meeting:

June 5, 2024

# Meeting Minutes



**Blue Ridge Community and Technical College**  
**Board of Governors Meeting**  
*April 3, 2024, 11:30 am*

*Blue Ridge Community and Technical College Technology Center*  
*5550 Winchester Avenue, Martinsburg, WV 25405*

*In attendance:* Dr. Peter Checkovich, Brad Close, Stephanie Harvey, Rebecca Lewis, Sidney Linton, Heather McIntyre, Jim Rodgers, Natasha Scolaro, Dr. Bill Stubblefield, and Keith Unger.

*Guests:* Megan Anderson, Jenn Barrett-Smith, Vickie Barney, Josh Benton, Janet Branch, Beth Brautigan, Laura Busey, Amber Butcher, Michael Byers, Kevin Cappello, Miriam Conroy, Dr. Kathy Cox, Diana Crouse, Dustin Dell, Adam Emmons, Brett Gallagher, Kim Graves, Ken Hite, John Lane, Dr. Apryl McDonough, Megan Michael, Cynthia Hull-Miller, Dr. Craig Miller, Page Moore, Kim Moss, Anne Myers, Kerri Namolik, Taylor Reneau, Dr. William Shipley, Dr. Ann Shipway, Kristy Scarlata, Natasha Scolaro, Leslie See, Megan Stoner, and Lacey Walp.

*Call to order:* Heather McIntyre, Chair, called the April 2024 meeting to order at 12:04 p.m.

*Approval of the February 2024 Meeting Minutes:* Jim Rodgers made a motion to approve the minutes from the February 2024 Board meeting; Brad Close seconded, and the motion passed unanimously.

*President's Report:* President Checkovich began his report with an overview of the Bridges Over Poverty seminar the College will be hosting on Thursday, April 4. Board members were invited to attend.

President Checkovich reviewed the West Virginia Community and Technical College funding formula, which is based on FTE and clock hours accumulated, degrees and certificates awarded, transfers to four-year colleges, workforce certificates awarded, and workforce training.

*Workforce and Engineering Technologies Report:* Dr. Ann Shipway presented the College's updated strategic plan for 2024 – 2027. Goals and initiatives in the updated plan align with the College's mission statement. The main initiatives are student success, workforce, access, resources, assessment, and institutional effectiveness. Dr. Bill Stubblefield discussed the College's involvement in attracting new businesses to its service area through its customized workforce training program. This information will be added to the 2024 – 2027 strategic plan

Stephanie Harvey made a motion to approve 2024 – 2027 strategic plan, with the addition referenced above; Dr. Bill Stubblefield seconded, and the motion passed.

*Enrollment Report:* Ms. Leslie See presented enrollment data spanning the years of 2017 - 2024. The College's enrollment was impacted by COVID-19; however, enrollment is trending positively.

Enrollment data were presented for the schools of Allied Health Sciences, Workforce and Engineering Technologies, and Professional Studies and University Transfer. Enrollment recovery plans were also presented and discussed.

Ms. See reported that she expects enrollment to continue to increase. For 2024, the enrollment is expected to be at 1575 degree seeking students, if not larger.

*Program Reviews:* Laura Busey announced that program reviews are forthcoming. The reviews require a vote during the May 2024 meeting. There are eight programs for review this year.

*Rule Reporting:* During the February 2024 meeting, Ms. Leslie See presented Rule 15.2: *Reporting Harassment and Violence on Campus*. This is a new rule defining how student civil rights complaints are reported, investigated, and tracked. The rule was posted for the mandatory 30-day comment period. No comments were received.

Keith Unger made a motion to approve Rule 15.2: *Reporting Harassment and Violence on Campus* as presented; Dr. Bill Stubblefield seconded, and the motion passed.

*Finance Report:*

*Fee Proposal:* Dr. Craig Miller presented the course fee and program fee change requests, which are listed below. Only necessary fees will be applied to programs and courses, and the funds collected must benefit students. These fees are based on the actual cost of consumables and supplies needed for courses.

1. General Sciences Course Fee: Increase from \$50 to \$100 for lab supplies.
2. EMS Course Fee: Increase from \$25 to \$150 for lab supplies.
3. Heavy Equipment Technician Course Fee: Increase from \$250 to \$350 for lab supplies.
4. Laboratory Technician Course Fee: Increase from \$50 to \$200 for lab supplies.
5. Medical Assisting Course Fee: Implement a new \$200 fee for lab supplies.
  - a. Existing program fee will be discontinued.
6. Nursing Course Fee: Increase from \$175 to \$300 for lab supplies and equipment.
7. English Course Fee: Implement a new \$50 fee for testing, with the first test being at no cost.
8. Textbook Fee: Implement a fee range of \$150 - \$175.
9. Orientation Fee: Increase from \$25 to \$50 to cover associated costs.
  - a. Existing Admissions Fee and Late Registration Fee will be discontinued.
10. Accuplacer: Implement a \$10 fee to cover the cost of the test.
11. CLEP: Increase from \$30 to \$50 to cover the cost of the test.
12. TEAS :Increase form \$100 to \$150 to cover the cost of the test.
13. Test Proctoring: Implement a \$35 fee to cover the cost of testing services.
14. EMS Program Fee: Increase from \$500 to \$600 per semester to cover lab supplies.
15. Veterinary Technician Program Fee: Implement a new \$1,500 fee per semester to cover lab supplies, vaccinations, testing, and equipment.

Stephanie Harvey made a motion to approve all fees as presented; Keith Unger seconded, and the motion passed.

*FY25 Tuition Increase:* During the last five years, tuition increased once in FY24 from \$171 per credit hour to \$181 per credit hour. Prior to this increase, tuition remained steady at \$171 per credit hour for five years. For the 2024-2025 academic year, Blue Ridge CTC is requesting to increase tuition to cover increases in expenses caused by inflation.

Blue Ridge CTC is requesting a 9.39% increase to tuition and fees. The current cost per credit hour is \$181. If the requested increase is approved, the cost per credit hour will be \$198. This number is less than the tuition charge per credit hour for four other West Virginia community and technical colleges, meaning that the College will still remain in the middle regarding tuition and fees.

Dr. Miller spoke about Series 32, which mandates that the College is not permitted to charge out-of-state students less than the actual cost of instruction. The METRO rate is addressed in Series 32 as well. After discussion, the recommendation is to apply the 9.39% increase per credit hour to the METRO rate as well.

Keith Unger made a motion to increase in-state and METRO tuition and fees per credit hour by 9.39%; Stephanie Harvey seconded, and the motion passed.

Cost of living (COLA) pay increases for employees were discussed. Due to the FY24 and FY25 budgets, COLA increases will be revisited in September 2024, after analyzing the final quarter of FY24 and the fall 2024 enrollment.

*FY25 Budget:* Dr. Miller presented the proposed FY25 budget, beginning with the budget cycle. The budget is always aligned with and informed by the College's strategic plan and mission statement. A thorough review of revenue and expenses was provided. A conservative approach is used for revenue projections.

The budget was presented using both the accrual basis and cash basis methods. Comparison data for the previous five years were presented. The data available show that the FY25 expenses will exceed the FY25 budget; however, the College is working to reduce this gap. President Checkovich spoke about the importance of assisting with enrollment growth. Enrollment is a top priority for all Blue Ridge CTC employees.

Stephanie Harvey approved the FY25 budget as presented; Rebecca Lewis seconded, and the motion passed.

Rebecca Lewis made a motion to adjourn the meeting at 2:23 p.m.; Stephanie Harvey seconded, and the motion passed.

Megan Michael, Liaison to the Board of Governors and Recording Secretary

## President's Report



# 2024 Grand BUFFET

HOSTED BY THE BRCTC CULINARY ACADEMY



*Thursday, May 2, 2024* • 11am to 1pm

*You're Invited!*

Please Join the Blue Ridge CTC Academy of Hospitality and Culinary Arts for their annual Grand Buffet! This event is the culmination of the culinary students' academic career.

Technology Center  
Culinary Academy Classroom T04  
5550 Winchester Ave.  
Martinsburg, WV. 25405

*Highlights Include:*

Hot and Cold food offerings from our Garde Manger, International Desserts, and Edible Showpieces Classes!

For More Information: Chef Steve Weiss | [sweiss@blueridgectc.edu](mailto:sweiss@blueridgectc.edu)

Blue Ridge CTC is committed to fostering a diverse and inclusive culture by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. Accordingly, the College does not discriminate on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression in the administration of any of its educational programs, activities, or with respect to admission or employment. This advertisement is for informational purposes only. Printed and/or electronic documents produced by the College do not constitute a contract, expressed or implied, between an applicant or student. For important information about the educational debt, earnings, and completion rates of students enrolled in Certificate Programs at Blue Ridge CTC, visit: [www.blueridgectc.edu/GEInfo](http://www.blueridgectc.edu/GEInfo)

[https://www.journal-news.net/journal-news/blue-ridge-partners-with-frederick-county-public-schools-through-jumpstart-program/article\\_3e82d92a-4e4e-58c5-a91f-4c33959ed775.html](https://www.journal-news.net/journal-news/blue-ridge-partners-with-frederick-county-public-schools-through-jumpstart-program/article_3e82d92a-4e4e-58c5-a91f-4c33959ed775.html)

FEATURED

## Blue Ridge partners with Frederick County Public Schools through JumpStart program

By Ainsley Hall [ahall@journal-news.net](mailto:ahall@journal-news.net)  
Apr 24, 2024

1 of 2



Blue Ridge Community and Technical College students demonstrate their knife skills during the JumpStart Parent Night for Frederick County Public Schools in Virginia.

Journal photo by Ainsley Hall

MARTINSBURG — Blue Ridge Community and Technical College (BRCTC) had a JumpStart Parent Night for Frederick County Public Schools in Virginia Tuesday evening to give more information about the culinary program.

BRCTC has formed a new partnership with Frederick County Public Schools to provide a new career path opportunity for students. Parents and students traveled from Virginia to the technology center to learn more about what BRCTC has to offer.

BRCTC's <sup>9</sup> JumpStart program gives high school students the opportunity to get a head start on their college degree. The program already has partnerships established with other school districts.

Leslie See, vice president of enrollment management at BRCTC, talked about how this new partnership with Frederick County Public Schools started.

"Frederick County was looking for ways to expand and create more opportunities for their students," See said. "They already have partnerships with several different schools in their region, but none of them have a culinary program. So, they came for a tour, liked what they saw, and we decided to launch this partnership."

During the event, 15 students came to hear more about the program, ask questions and tour the facility. Current culinary students also performed a knife skills demonstration so students could see some of the things they would be learning through the program.

Steve Weiss, dean of the culinary program, also talked to the students about how classes work. Through the program, students will get real experience working in a kitchen.

Weiss is happy to see new students excited to learn and looks forward to seeing how they will grow.

"Some of the students we get don't recognize certain vegetables, so we get to teach them about different types of food," Weiss said. "We teach various cooking skills and knife skills, as well as food safety, which is very important for every class."

This new opportunity gives more high school students the chance to find out what interests them and work toward their future careers while still in high school, but this is just the beginning.

Frederick County Public Schools Superintendent George Hummer shared with the students that they hope to continue to build on this partnership with BRCTC moving forward.

"This is just the tip of the iceberg," Hummer said. "We are excited to continue to grow and expand this program moving forward."

At the end of the event, students could sign up for the program and complete their applications while they were on campus. Then in the fall, Frederick County Public Schools will help transport students to the BRCTC campus so they can get a "JumpStart" on their future.

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[https://www.winchesterstar.com/winchester\\_star/frederick-county-students-get-a-taste-of-culinary-arts-at-program-kickoff-event/article\\_f715b4cf-ad6a-599f-a2dc-ac2d7e6c0eb6.html](https://www.winchesterstar.com/winchester_star/frederick-county-students-get-a-taste-of-culinary-arts-at-program-kickoff-event/article_f715b4cf-ad6a-599f-a2dc-ac2d7e6c0eb6.html)

## Frederick County students get a taste of culinary arts at program kickoff event

By MOLLY WILLIAMS The Winchester Star  
Apr 25, 2024



This display at Blue Ridge Community and Technical College's culinary program shows different ways to slice and dice food. Starting in the 2024-25 school year, students from Frederick County Public Schools will be able to enroll in the program.

MOLLY WILLIAMS/The Winchester Star

**MARTINSBURG, W.Va.** — Six Frederick County Public Schools students and their families gathered for a gourmet meal Tuesday evening in celebration of the beginning of their own culinary journeys.

They dined on Chicken Milanese, scalloped potatoes, sauteed peas with mint and saffron sauce, a green salad and an array of confectionery delights.

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Everything they ate was something that either was or has been made by students enrolled in Blue Ridge Community and Technical College's Culinary JumpStart Program, a dual enrollment opportunity that allows students from participating high schools to start pursuing culinary degrees before receiving their diplomas.

The FCPS students in attendance Tuesday will soon be doing just that.

"The most exciting aspect of this program is this is the tip of the iceberg," said FCPS Superintendent George Hummer. "This is a starting point. So we are very, very thankful for the partnership and the relationship that we are building so that we can continue to expand."

The Frederick County School Board gave this partnership the green light at its February meeting, setting the wheels in motion for a culinary arts pathway through the division's Dowell J. Howard Center that will welcome its first cohort next school year.

The six students present Tuesday evening will make up at least part of that group. They filled out the necessary forms on site and officially became dual enrollment students at Blue Ridge, located in Martinsburg, West Virginia.

Next year, they'll be bused to Blue Ridge from Dowell J five days a week for culinary classes from 8:45 a.m. to 10:45 a.m. They'll earn 27 college credits at no cost to them, putting them about halfway through their associate degrees.

Then, if they continue their culinary pursuits, they'll be workforce ready within a year of high school graduation.

"Our graduates can go and work in any kitchen, but it's really designed for that ... culinary experience kitchen, sous chef to head chef," said Leslie See, vice president of enrollment management at Blue Ridge. "So this program will introduce them to that."

Blue Ridge chef instructors gave students insights into what the program will entail. Miriam Conroy, department chair of Blue Ridge's Academy of Hospitality and Culinary Arts, told them that they'll explore cuisines from every continent "including Antarctica."

"It took me years to get them to tell me what their favorite food was," she said, referencing the scientists who work there. "Turns out, it's pizza."

Steve Weiss, associate dean of hospitality and culinary arts at Blue Ridge, said that he could turn the students into artists, even if they didn't believe it. A pastry chef at heart, Weiss said he teaches students about different desserts and cake styles, as well as chocolate and sugar sculpting work, some of which is on display in one of the school's hallways.

"So there's Eiffel Towers, there's chefs and waiters, there's boxes made out of sugar that are very ornate that look like they're made out of Capodimonte (a type of porcelain)," he said. "... My pleasure is, if a student comes to me and says 'I'm not artistic' or 'I can't ever do anything like this,' to prove them wrong when they step into my

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program. And I show them, step by step, how to be successful.”

Notably, Weiss has appeared on Netflix’s “Is It Cake?” and Food Network’s “Halloween Wars,” both of which require high-level artistry with food, particularly desserts. In other words, he’s quite the expert teacher.

And while being in the kitchen can be great fun, the chefs also spoke to the realities of the food industry. It’s long hours on your feet and sacrificing traditional weekends. It’s a fast-paced environment with high expectations. It does, they said, require passion to be in the business.

“But it’s a very rewarding profession,” Weiss said. “It’s a very honorable profession. You’re creating food that someone else will eat that will keep them alive and keep them going. You know, it’s an honorable thing to do.”

This career, Conroy said, can take students anywhere and everywhere. They could become professional teachers or airline chefs. They could go to Antarctica and feed scientists or find a niche in any institution that appeals to them.

She also noted that there’s been a big push to pay restaurant workers a livable wage since the pandemic, giving employees in restaurants “a lot more leverage than they used to have.”

And if students in the program realize that the culinary industry isn’t for them, that’s also a valuable outcome, as it still helps to clear the way for wherever they might be headed.

Plus, no matter where these students wind up, it won’t hurt them to know how to cook.

“It’s a life skill,” Weiss said. “So the last thing you want to do when you’re in college is eat ramen and grilled cheese all the time. So if you can learn a life skill while you’re at it, I mean, this is a great thing.”

Dalton Long, a future culinary JumpStart student from FCPS, said that he’s always liked cooking and grew up helping his dad in the kitchen. So when the opportunity to check out this program came his way, he eagerly pursued it.

While he’s not sure where his path will take him, he said he’s glad to have the opportunity to explore culinary arts.

“I’m a bit nervous, but I’m also excited,” he said. “I’m just kind of waiting for the school year to start now. ... And I normally never say that. I’m always, like, ready for the summer. But I’m ready to get started now. I’m ready to learn.”

For more information about JumpStart at Blue Ridge, visit <https://www.blueridgectc.edu/audience/new-student/high-school-student/>.

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— Contact Molly Williams at [mwilliams@winchesterstar.com](mailto:mwilliams@winchesterstar.com)

Molly Williams



## MORGAN COUNTY

# Berkeley Springs says summer career fair is potential life changer

by: [Steven Cohen](#)

Posted: Apr 23, 2024 / 05:26 PM EDT

Updated: Apr 23, 2024 / 05:26 PM EDT

BERKELEY SPRINGS, W.Va. ([DC News Now](#)) — The summer travel season is just around the corner, and the business community in Berkeley Springs is out recruiting a workforce to cater to all the tourists.

Employers aren't just selling an hourly wage — they're also pitching a special way of life.

“When you think of tourism jobs, you think of hotel workers and massage therapists but it's so much more than that because without the plumbers and electricians and without the gas companies and all the associated industries you cannot have tourists,” said Happy Rone with the Berkeley Springs – Morgan County Chamber of Commerce.

Terri Beard with Blue Flame Propane agreed — the town offers a special lifestyle.

“We tell high school students here they don't have to go anywhere else to work. We have it all right here,” said Beard. “So why drive? Why waste time on the road when you could be spending time with your family, doing great things like volunteering for your community?”

“It's really a matter of quality of life. If you're looking to raise a family, retire or find a new opportunity, Morgan County is the place to be,” said Rone.

The career fair at the high school in Berkeley Springs is April 25 and is open to the general public, including job seekers, virtual students, and homeschool students from 3:30 to 4:30 p.m.

“We have over 30 different businesses, many who are currently hiring, and all who are prepared to talk about what they look for in a new employee, what skills or training is needed, and how you can grow in their company,” said Rone.

## FEBRUARY NEWSLETTER



## In This Issue

- Save the Date: First2 Spring Conference May 16-18, 2024
- First2 Institutional Updates
- PDSA of the Month: University of Charleston's Fun Impromptu Lectures
- Help First2 Recruit
- Events and Opportunities
- News from the INCLUDES National Network



## Institutional Updates

**Blue Ridge Community and Technical College**

Their First2 campus club is working on planning a Dinner with the Dean/IT faculty PDSA for early March as well as hosting a Dune movie night. Their club's current goal is to boost club attendance and they are also looking into the logistics of hosting a trip to the Smithsonian. Blue Ridge has been planning some exciting events for the spring semester; in addition to a Dinner with the Dean/IT they hope to plan VR Escape Room and Pi Day activities to help foster a community for their students and help them feel more comfortable with their professors as well as their peers. One of their First2 Student Directors has also been really enjoying their internship; that Director says, "I feel like it's just the type of internship experience I wanted. I knew that I wanted an internship that was a mix of education and software development, because that's the type of field I would like to go into, but I felt like that was so niche, what were the odds that I'd be able to find something like that, in West Virginia of all places too. And then I met them at the First2 Spring Conference. I'm so glad and thankful that I went! I even got to go to an EdTech (Educational Technology) Games Expo with them. Which was so informative and helped me see the different types of companies out there."

## ELECTION 2024: West Virginia Senate 'An experienced, fiscally conservative representative'

By PAUL ESPINOSA, Republican candidate for West Virginia Senate

Apr 3, 2024



Paul Espinosa

### MORE INFORMATION

#### ABOUT THE CANDIDATE

### LEARN MORE ABOUT PAUL ESPINOSA

I'm Paul Espinosa, and I'm seeking the Republican nomination for the 16th Senatorial District representing Jefferson and Berkeley counties. I've been honored to serve in the West Virginia House of Delegates since 2013. My wife Cathy and I reside in Charles Town and are the parents of three children.

I believe Jefferson and Berkeley counties need an experienced, fiscally conservative representative who as part of our Eastern Panhandle legislative team will ensure we have an effective voice in the state Senate.

As House Education Committee chairman, as House majority whip and now as House speaker pro tempore, I've played a leadership role in enacting the most conservative legislative agenda in the nation. And as a member of the House Finance Committee, I've helped control government spending making it possible to reduce the tax burden on hard-working West Virginians and helped forge agreement on the largest tax cut in state history. This year I was pleased to support legislation that will eliminate the state income tax on Social Security benefits.

I've also been a champion for student-centered education, sponsoring and working for the enactment of the Hope Scholarship, public charter school legislation, and modernization of our state's home school laws—providing parents and students access to quality and innovative options both within and outside the traditional public education system.

While I'm proud of my role in expanding student-centered education, I recognize that the overwhelming majority of students will continue in the traditional public school setting. Last year I was happy to work for passage of the Third Grade Success Act that provides our traditional schools

the support they need to help ensure students are performing on grade level by the time they enter fourth grade.

I was also honored to serve on the governor's blue ribbon commission on higher education and led efforts to create a higher education funding model to ensure equitable funding for our state's higher education institutions including Shepherd University and Blue Ridge Community & Technical College.

I've also been a leader in enacting licensure reform that reduces the barriers to those seeking to enter the workforce and was recognized for my efforts by the Foundation for Government Accountability with their Legislative Champion Award.

In support of our tourism industry, I led our efforts to enact the brunch bill that allows our area restaurants to serve adult beverages on Sundays, legislation to help foster our craft beer industry, and alcoholic beverage licensure reform that helps ensure our local festivals are successful.

With your support, I'll bring that same consensus-building approach to the state Senate, ensuring that the 16th District has an effective voice in Charleston as part of a cohesive Eastern Panhandle team.

# EVENT PLANNING

with Tiffany Hine

*No Cost\* Seminar for  
West Virginia Residents*

**August 15 - September 19, 2024**

**Thursdays, 6:00pm - 8:00pm**

**Main Campus, Room 1105**

**13650 Apple Harvest Drive, Martinsburg, WV 25403**

**\*No Cost for West Virginia Residents**

**Tuition: \$169 for non-West Virginia Residents**

Event planning may range from a simple cocktail party to a large conference. Every event has one thing in common... **planning**. Without successful planning, events are much more likely to fail.

Join us as we travel through the process of planning for any size or type of event. Previous planning experience is not required. Be prepared to have fun as we discover the world of event planning.



**This Event is Ideal for:**  
**Hospitality Staff**  
**Business Owners**  
**Event Vendors**

## About Tiffany Hine

Tiffany Hine has been training and facilitating for over 20 years. While Communications and Coaching are her favorite topics, she is well versed in Leadership and numerous other soft skills. Tiffany offers a touch of humor in her practical trainings to keep audiences engaged. Along with her many certifications, Tiffany also holds an MPA and MBA.



**REGISTER TODAY!**

Click or Scan the QR code  
or visit our website to register:  
[www.blueridgectc.edu/plannng](http://www.blueridgectc.edu/plannng)

\* Funding provided to qualified West Virginia Residents through the WVCTCS Hospitality Grant received by Blue Ridge CTC.

**Main Campus: 13650 Apple Harvest Drive, Martinsburg, WV 25403**  
**Virtual Campus tour: [www.blueridgectc.edu/tour](http://www.blueridgectc.edu/tour)**

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# Accreditation Report



# Workforce and Engineering Technologies Report





April 29, 2024

Kerine Holcomb, RVT  
Blue Ridge Community & Technical College  
Veterinary Technology Program  
13650 Apple Harvest Dr.  
Martinsburg, WV 25401

Dear Ms. Holcomb,

Congratulations! At its April 25, 2024 meeting, the AVMA Committee on Veterinary Technician Education and Activities (CVTEA) **granted Initial accreditation** to the Blue Ridge Community & Technical College veterinary technology program after deliberation of the report of evaluation from the February 7 – 8, 2024 site visit and post site visit response. Accreditation is effective February 8, 2024.

A final copy of the report of evaluation is included and available in the CVTEA Accreditation Portal by Armature (Armature). Included below is a summary of critical and major deficiencies with details regarding future reporting requirements.

After consideration of the documentation provided, the Committee has determined that continued reporting is required on the following deficiencies (see chart(s) below):

Critical deficiency(ies): 4,6,7,8 (noted below)

Major deficiency(ies): 2,3 (noted below)

The next report will be due Spring 2025 (April 15, 2025). A reminder will be sent out approximately 2 months prior to the due dates. The next full accreditation site visit is scheduled for 2029.

For your information, the Program will be assessed an annual accreditation fee beginning in year 2026. This fee is assessed to recover 50% of the annual direct and indirect costs of accreditation over and above site visit expenses. The current fee is \$1,860; however, this fee is adjusted annually based on actual costs. Invoices are typically sent out in September of each year.

Per the *Policies and Procedures of the AVMA CVTEA*, documentation of progress toward compliance with critical and major deficiencies must be included in the program's report to CVTEA. Insufficient progress toward meeting deficiencies may be considered cause for change in the program's accreditation status.

If there are any changes that impact critical or major deficiencies that the CVTEA previously determined do not require continued reporting, the program must report this change.

Congratulations on achieving Initial accreditation. On behalf of the evaluation committee, thank you for the courtesy and hospitality shown during the virtual site visit. If you have any questions, or if staff may be of assistance in the preparation of your next report, please do not hesitate to contact staff (Julie Horvath; [jhorvath@avma.org](mailto:jhorvath@avma.org)).

Sincerely,



Brent Wooden, DVM, CVTEA Chair  
*AVMA Center for Veterinary Medical Accreditation*

*AVMA Center for Veterinary Medical Accreditation*

CC: Dr. Peter Checkovich, President ([pcheckov@blueridgectc.edu](mailto:pcheckov@blueridgectc.edu))  
Dr. Cynthia Hull-Miller, Associate Dean ([chull@blueridgectc.edu](mailto:chull@blueridgectc.edu))

<b>Blue Ridge Community &amp; Technical College ROE 2024</b>		
<b>CRITICAL DEFICIENCY (IES)</b>		
Critical deficiencies apply to situations that clearly result in a program's inability to meet a Standard, and/or subject students, faculty, or others to unacceptable levels of risk. Documentation of significant progress toward compliance with each critical deficiency must be achieved by the time of the program's next report to CVTEA. Lack of compliance may be considered cause for a change in the program's accreditation status.		
#	<b>Critical Deficiency Description</b> <i>It is critical that:</i>	<b>Deficiency status</b> (Met, Unmet with continued reporting)
1.	The Program have access to all required equipment	Met; 04/25
2.	The Program be compliant with Occupational Safety and Health Administration (OSHA) and other safety considerations with respect to appropriate installation of fire extinguishers and elimination of unprotected hands in radiographic exposures.	Met; 04/25
3.	Documentation be provided that the Program has implemented a comprehensive rabies mitigation protocol for unvaccinated students which addresses each component described in the CVTEA <i>Statement on Safety, Appendix A</i> .	Met; 04/25
4.	IACUC approved protocols be established for ovariohysterectomy and orchiectomy on dogs and cats	Unmet; submit copies of approved protocols and meeting minutes with signatures
5.	Students have access to a qualified resource specialist with library science education credentials.	Met; 04/25
6.	Students complete the curriculum.	Unmet
7.	Evidence exist that all required skills have been performed by all students and have been evaluated by Program personnel using standardized criteria.	Unmet
8.	Outcomes be assessed using performance of graduates on the Veterinary Technician National Examination (VTNE), Program-specific surveys of graduates and their employers, and feedback from the advisory committee, and an analysis of the results of those assessments be used for continued Program improvement.	Unmet

**Blue Ridge Community & Technical College ROE 2024****MAJOR DEFICIENCY (IES)**

Major deficiencies apply to situations that jeopardize the ability of the program to meet a Standard. Progress toward meeting each major deficiency must be demonstrated on an annual or biennial basis. Documentation of steps taken toward compliance with major deficiencies is required. Lack of compliance within the assigned five- or six-year period, prior to the next scheduled complete evaluation, may be considered cause for a change in the program's accreditation status.

#	<b>Major Deficiency Description</b> <i>It is required that:</i>	<b>Deficiency status</b> (Met, Unmet with continued reporting)
1.	Medical records be comprehensive and accurately maintained.	Met; 04/25
2.	Efforts be made to improve compensation of Program veterinarians.	Unmet; report with documentation of improvements to veterinarian salaries.
3.	The Program comply with VTNE reporting requirements as soon as three years of data is available.	Unmet

## Program Reviews





## Program Review

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Associate of Applied Science ( .A.S.)  
Applied Technology and Board of Governors



## **I. Name and Degree Level of Program**

Name: Applied Technology and Board of Governors

Degree Level: Associate of Applied Science

### **Program Overview Applied Technology and Board of Governors**

The Applied Technology and Board of Governors degrees are designed with a common goal: to offer a streamlined educational pathway for individuals rich in real-world experience, prior academic credits, military service, and professional training. These programs are tailored to facilitate career advancement, support reaching fair compensation, or enable a transition into new professional arenas.

The Applied Technology degree is ideal for those engaged in hands-on professions such as electrical work, mechanics, surgical technology, aviation maintenance, and other technical roles. Through partnerships with institutions like the James Rumsey Technical Institute and the Pittsburgh Institute of Aeronautics, this program ensures a seamless journey from practical work experience to achieving an Associate's degree. Moreover, it offers pathways to Bachelor's degrees with organizations like American Public University, Shepherd University, and Excelsior University, aiding students in reaching their vocational objectives.

Likewise, for students with no prior degree, the Board of Governors degree is designed to cater to both technical professionals and adult learners with diverse backgrounds. This program stands out as a perfect match for individuals with a wide array of skills and experiences, providing them with a supportive route to further their education, boost their income potential, or fulfill personal ambitions.

By streamlining the educational journey for those with practical experience and varied backgrounds, both degrees pave the way for professional growth and personal achievement.

### **Program Overview Associate of Applied Science Applied Technology and Board of Governors**

#### **A.A.S, Applied Technology**

The Associate of Applied Science Degree in Applied Technology is an inclusive, broad-spectrum technical studies program designed to welcome a wide array of students from diverse technical, trade, and skill-based backgrounds. This degree is an optimal choice for individuals aiming to pursue an applied degree while leveraging their training in areas such as carpentry, automotive, masonry, agriculture, information technology, or other technical trades.

As part of the curriculum, students are required to complete 9 hours of general education courses alongside 15 hours of coursework in specified content areas. The program is flexible, allowing technical electives to be fulfilled through a blend of previously earned college credits, trade-based

training, or vocational studies, with each case being evaluated individually. Furthermore, students have the freedom to select additional technical electives under the guidance of their academic advisor, tailoring their education to best suit their career goals and interests.

For those skilled in a trade and looking to enhance their earning potential, the Applied Technology degree provides an invaluable opportunity. Specifically devised for trade professionals in fields ranging from carpentry, HVAC, surgical technology, culinary arts, automotive, masonry, agriculture, to information technology, the Blue Ridge Community and Technical College's Applied Technology degree recognizes students' existing national certifications. By crediting these prior achievements, the program efficiently paves the way for further certifications, offering a strategic route for professionals to consolidate and extend their qualifications, thus facilitating career advancement and increased financial prospects.

### **A.A.S, Board of Governors**

The Board of Governors A.A.S. degree requires completion of 60 credit hours, encompassing a core curriculum of 21 general education credits alongside 39 credits of general electives. This structure guarantees the flexibility needed to tailor the program to the unique needs of adult learners, while the mandatory general education courses ensure the cultivation of essential skills and knowledge base expected of an associate-level graduate. The general electives segment provides a platform for students to establish and validate specific occupational proficiencies.

To maximize the recognition of prior learning experiences, students are encouraged to pursue various avenues for credit, such as standardized exams, challenge exams, credential validation, and portfolio credit. For those opting to claim credit for college-level learning derived from professional or other life experiences, enrollment in CGEN 112 - Prior Learning Development (3 credits) is a prerequisite, following the successful completion of ENGL 101 - English Composition I (3 credits) with a grade of C or better. A fee of \$300 is required for portfolio submission, with an additional charge of \$10 per credit for the accreditation of these credits on the transcript. This portfolio pathway enables the translation of documented, college-level, experiential learning into academic credit. Additionally, courses completed at regionally accredited institutions can be transferred into the program, contributing towards the 60-credit degree requirement.

## **II. Number of Hours Required for Graduation (See Curriculum in Appendix I)**

**A.A. S, Applied Technology:** General Electives 9 credit hours, Restricted Coursework 15 credit hours, Field Experience 3 credit hours, Technical Electives 33 credit hours

**A.A.S, Board of Governors:** General Education 21 credit hours, General Electives 29 credit hours

## **III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)**

External reviewers for the degree include an advisory board made up of college faculty, adjunct faculty and professionals in multiple sectors including, , Manufacturing, Aviation, Fire Science, Criminal Justice, and other educational institutions. The Advisory meets at least annually to

review program requirements and make recommendations to the curriculum and program requirements. Significant findings since the last Program Review have included:

- The Applied Technology and Board of Governors programs have experienced a slight decline in enrollment since the implementation of West Virginia Invest.
- The programs are still unknown in many sectors.
- Most enrollment comes through word of mouth.
- Many students are able to see an increase in pay after earning the degrees.
- A suggestion was made to expand opportunity to Clark County, School Service Personnel.
- A suggestion for improvement is to provide students the opportunity to complete the degree classes in 8-week session to expedite graduation.

#### IV. Plans for Program Improvement, Including Timeline

**Increase Enrollment and Awareness:** To increase student enrollment, faculty have implemented plans for a comprehensive marketing and outreach strategy, concentrating on digital marketing, industry partnerships, and community engagement. Including a targeted social media campaign and information webinars. Additional promotional activities include:

- Word of Mouth Enhancement: Leverage existing student and alumni networks to strengthen word-of-mouth referrals.
- Promoting Success Stories, Highlight the positive outcomes of degree completion, especially the increase in pay post-graduation.
- Partner with new organizations: Expand program outreach and enrollment opportunities to Clark County, specifically targeting School Service Personnel.
- Promote Accelerated Courses: Promote 8-week courses

#### Timeline

Initiative	Start	Activity
Marketing and Outreach Campaign	May 2024	Podcast Mailers Information sessions Reestablish partnerships Seek new partnerships
Word of Mouth Promotion	June 2024	Establish a Prior Learning Community of Practice (virtual) and conduct a yearly face to face convening
Success Stories	Immediate	Reach out to past graduates and current students to collect success stores and invite them to the Community of Practice

## V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented

Improvements accomplished based off of the previous review is that students leave our program with solid entry level skills required for employment. This information has been provided by feedback from graduates and employers of our graduates. Program weaknesses have been identified through the *Advisory Board* and Blue Ridge CTC faculty since the last program review. Those identified areas for improvement include:

1. Increasing enrollment, retention and completion rates
2. Increasing online and hybrid course offerings, where available, to provide more flexibility in program and course offerings.
3. Improving program visibility and program information to ensure students have a clear understanding of program requirements and clarify that prior learning can reduce a student time and money that is invested in earning a degree.
4. Increase the support for technology use in semester one, ensuring all students can access all Blue Ridge accounts, successfully use their computer, and are confident with moving to the next semester.

## VI. Five Year Trend Data on Graduates and Majors Enrolled

The Applied Technology and Board of Governors Degree programs have noted a slight decline in enrollment due to WV Invest, but have begun to see a steady increase due to partnership enrollment.

Academic Year	Applied Technology Enrollment	Board of Governors Enrollment
2019-2020	4	122
2020-2021	7	96
2021-2022	12	105
2022-2023	8	131
2023-2024	8	121

\*indicates partial data. Spring 2024 graduates have not yet been included.

Academic Year	Applied Technology Graduates	Board of Governors Graduates
2019-2020	14	28
2020-2021	12	50
2021-2022	11	74
2022-2023	12	72
2023-2024	8*	69*

\*indicates incomplete reporting data as the academic year is still in progress.

### **Summary of Assessment Model and How Results Are Used for Program Improvement**

Annual program assessment is required by the college. Programmatic outcomes are aligned with college goals. Data are collected and action plans designed to either continue monitoring successful outcomes or to improve on unsuccessful outcomes.

The program assessments are developed with faculty and the results shared with faculty to implement the action plans. Continuous assessment is conducted on the course level and instructors receive student evaluations for each course. These student evaluations are reviewed by the instructors and the program coordinator to respond to student concerns and to make improvements to courses.

In addition, employer and graduate surveys are conducted and reviewed on an annual basis and suggestions for improvement are implemented. **(See Assessment Plan in Appendix II)**

### **VII. Data on Student Placement – Employment in the Field and Advanced Study**

Post-graduation data is collected through a survey administered through the institutions Career Services department. It is feasible to say that graduates who earn the Applied Technology and Board of Governors degrees are employed for the most part. Earning the degrees enable students to recognized more annual income.

### **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of residents in the Berkeley, Jefferson and Morgan Counties. The following recommendations are offered:

1. Continue to increase enrollment, retention, and completion of the Applied Technology and Board of Governors degree programs.
2. Continue to consistently assess student learning and continuously improve seek new opportunities to improve student and program success.

## Appendix I

### Curriculum For an Associate of Applied Science in Applied Technology

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General Education Core	9
Restricted Coursework	15
Field Experience	3
Technical Electives	33
<b>Total Credit Hours Required</b>	<b>60</b>

#### General Education Core

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- CAS 111 - Information Literacy (3)
- ENGL 110 - ~Technical Writing & Communication (3) OR
- ENGL 101 - ~English Composition I (3)
- MATH 101 - ~Introduction to Mathematics (3) or higher

**Subtotal Credit Hours Required**      9

#### Restricted Coursework

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- Communication & Life Skills (6)  
(e.g. COMM, CAS 110, 111, 230, ENGL 101, 102, 110, 204, 208, MDIA 101)
- Social Awareness (3)  
(e.g. ART 103, BUSN 160, CGEN 100, ECON 123, EDET 180, 181, ENGL 215, GSPE 210, HIST 101, 102, 201, 202, 210, IT 105, 269, MUSC 111, PHIL 100, 101, 201, PSYC 203, PSYC 210, SOCI 203)
- Scientific & Quantitative Reasoning (6)  
(e.g. BIOL, CHEM 125, 127, 128, EDET 201, 202, GSPE 210, LTEC 120, 121, MATH, PHYS 103, 104)

**Subtotal Credit Hours Required**      15

#### Field Experience

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- CGEN 292 - Field Experience (1-6)

**Subtotal Credit Hours Required**      3

#### Technical Electives

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- Transfer credits and/or any combination of electives (33)

**Subtotal Credit Hours Required**      33

## Curriculum For an Associate of Applied Science Degree in Board Of Governors

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General Education	21
General Electives	39
Total Credit Hours Required	60

### General Education Required Areas

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#### COMMUNICATIONS\* 6 CREDIT HOURS

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**Typical Courses:** English, Grammar, Composition, Communications

- COMM 202 - ~Fundamentals of Speech (3)
- COMM 205 - ~Professional Communications (3)
- ENGL 101 - ~English Composition I (3) \*
- ENGL 102 - ~English Composition II (3)
- ENGL 110 - ~Technical Writing & Communication (3)

**NOTE:**

\*Three credit hours must be ENGL 101 or ENGL 110

#### SOCIAL SCIENCES/HUMANITIES 6 CREDIT HOURS

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**Typical Courses:** ASL, ART 103, BUSN 160, CGEN 100, ECED 106, ECON 123, EDET 180, 181, ENGL 215, FREN, GEOG 105, GEOL 101, GSPE 210, GRMN, HIST 101, 102, 201, 202, IT 105, 269, JAPN, MUSC 111, PHIL 101, 111, PSCI, PSYC 203, 210, SPAN

#### MATHEMATICS/SCIENCE 6 CREDIT HOURS

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**Typical Courses:** BIOL, CHEM 125, 127, 128, EDET 201, 202, GSPE 210, LTEC 120, 121, MATH 101:299, PHYS 103, 104

#### COMPUTER LITERACY 3 CREDIT HOURS

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**Typical Courses:** Information Literacy, Understanding Computers

**Appendix II**  
Program Assessment Plan for FY 2022-2023

Institutional & Program-Specific Learning Goals	Program Outcomes	Assessment Strategy and Standard
The student will develop college level communication skills.	Demonstrate the interpersonal and evaluative skills necessary to effectively provide and receive constructive feedback.	<p>Students in the Applied Technology and Board of Governors programs will complete the EDET 155 Positive Workplace Communication course. This course encompasses applying the communication process in the professional work environment including group, global and culturally diverse environments.</p> <p>80% of the students will successfully complete a final project PowerPoint presentation that outlines effective workplace communication strategies, including, emotional intelligence, non-verbal communication, and crucial conversations.</p>
The student will develop a general knowledge and awareness of society.	The student will examine issues from a global perspective	<p>Students enrolled in CAS 111 Information Literacy are required to complete a 4-part capstone project encompassing, and exhibiting capability of the student to use Internet research and multiple features of Microsoft Word, Excel, and PowerPoint to create, format and edit documents as assigned by the instructor. Additionally, students explore online safety, artificial Intelligence, and ethical use of technology</p> <p>The students will be evaluated on a 100-point scale with each student expected to score at 80 points or higher. It is expected</p>

		that 80% of the students who complete the course will achieve a final course grade of 80% or better on the assigned capstone projects.
Demonstrate an understanding of the terms and symbols used to generate, present, and analyze data	The students will demonstrate practical application of quantitative and scientific reasoning skills	<p>Students enrolled in Math 199 Everyday Math are assessed by completing a series of topic related assignments related to math in everyday use. This includes specific learning related to, mathematical logic, mathematical systems, the real number system, systematic counting, probability, measurement, and consumer mathematics. Students also delve into personal finance and create a final project that encompasses, strategies from start saving, through end-of-life planning.</p> <p>It is expected that 70% of students will successfully complete the final comprehensive project with at least an 80%.</p>
<p>The student will develop skills required to be successful in their future career</p> <p>Students will recognize assumptions, recognize</p>	Identify ways in which lifelong learning and aesthetic interests correlate with college-level learning.	Students enrolled in CGEN 112 Portfolio Complete will compile a comprehensive Portfolio that showcases their grasp of how life experiences, ongoing education,

<p>values that form the basis for the assumptions, develop an argument and assess arguments</p>		<p>and coursework collectively contribute to career success.</p> <p>The portfolio will include an experiential learning assessment essay, illustrating the student's comprehension of learning through experience versus theoretical knowledge. Additionally, students will conduct a self-evaluation to gauge their understanding of these concepts.</p> <p>A critical component of the Portfolio process will emphasize the understanding of a Theoretical Framework. This framework is designed to bridge work experience with academic achievements at the college level, demonstrating how these experiences are applicable in new contexts.</p> <p>All students in CGEN 112 will be required to complete and submit their portfolios. Through this process, they will acquire insights into how their personal and professional experiences are valued and recognized as equivalent to college-level learning.</p>
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## Program Review

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Associate of Applied Science (A.A.S)  
Healthcare Professions



## **I. Name and Degree Level of Program**

Name: Healthcare Professions

Degree Level: Associate of Applied Science

### **Program Overview Healthcare Professions, AAS:**

In the face of an aging population with new treatments and technologies, allied health careers are on the rise. Our healthcare professions degree program positions you for success in a variety of medical fields. Our program acquaints you with medical knowledge and terminology and refines your communication and life skills, social awareness, and critical and analytical thinking abilities.

### **Program Outcomes**

- Demonstrate appropriate verbal, non-verbal, therapeutic, professional, and technological communication skills in their practice.
- Facilitate collaboration among all healthcare team members and the patients in their care.
- Demonstrate proficiency in using sound clinical decision-making to plan safe and effective client care.
- Perform an informed discussion about the moral, ethical, and legal aspects of the healthcare profession.

### **Career Opportunities**

Upon achieving a degree, you may seek employment in hospitals, clinics, home health agencies, or physicians' offices. If you seek a more specific career path in fields such as nursing, medical assisting, paramedicine, or physical therapist assisting, explore other health science degree programs [here](#).

**Disclaimer:** Are you pursuing this degree to apply to a selective entry program or transfer to a different school? Work with an advisor to create a customized academic plan. You may want to prioritize certain courses over others to avoid taking unnecessary credits or delay application to your desired program. Also, transferability of courses is at the discretion of the receiving institution and are subject to change without notice. It is ultimately the student's responsibility to confirm your course selections with the receiving institution's admissions team, program coordinator and/or advisors.

## **HEALTH SCIENCES CONCENTRATION**

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The concentration in Health Sciences provides students with the foundational knowledge, skills, and abilities to pursue and enhance career opportunities in various healthcare disciplines. With a broad understanding of the health sciences, you'll be prepared to start your career immediately after graduation, apply to selective entry healthcare programs at Blue Ridge CTC, or transfer to other colleges or universities.

## HEALTHCARE LEADERSHIP CONCENTRATION

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This interdisciplinary program integrates the health sciences with business management theory to prepare graduates to be industry leaders in the healthcare field. With a broad understanding of the health sciences, you'll be prepared to start your career immediately after graduation, apply to selective entry healthcare programs at Blue Ridge CTC, or transfer to other colleges or universities.

## MEDICAL ADMINISTRATIVE ASSISTANT CONCENTRATION

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Medical Administrative Assistants perform valuable administrative duties on the healthcare team. Our program prepares you for an entry-level job in healthcare administration. The program is comprised of non-clinical components, with the lecture as well as competency-based experiences in performing administrative procedures. Students who successfully complete this concentration may be able to sit for certification exams.

### II. Number of Hours Required for Graduation (See Curriculum in Appendix I)

The Associate of Applied Science is 60-credit hours and consists of 15 - 20 General Education, 16 Technical Core, and 24 – 29 Concentration Core credits.

### III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)

External reviewers for the degree include an advisory board of college faculty, adjunct faculty, and professionals in the healthcare sector. The Advisory meets at least annually to review program requirements and make recommendations to the curriculum and program requirements. Significant findings since the last Program Review have included:

- Students want additional options for occupational pathways in administrative healthcare careers.
- Students use this degree to complete Blue Ridge's Nursing or PTA program prerequisites.
- Students use this degree to transfer to other healthcare training not offered at Blue Ridge CTC.
- Students are transferring from four-year institutions seeking this degree.

### IV. Plans for Program Improvement, Including Timeline

**Explore articulation agreement options:** Contact regional schools offering programs such as dental hygiene to determine the feasibility of articulation agreements. The program coordinator will obtain new contracts within the next three years.

**Improve time for completion:** Apply more healthcare-related transfer credits toward degree completion. Examples include Developmental Psychology, Abnormal Psychology, and Spanish 1 and 2.

#### V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented

Advisors found it challenging to advise students using the previous degreeworks setup. The course progression was updated.

#### VI. Five-Year Trend Data on Graduates and Majors Enrolled

Academic Year	AAS Enrollment	AAS Graduates
2019-2020	329	31
2020-2021	336	36
2021-2022	219	15
2022-2023	105	15
2023-2024	59	Not complete

During the COVID years, enrollment drastically dropped. Another factor is that Blue Ridge now has Medical Assisting as the pre-nursing program. This is to keep students on a workforce track. However, there are students who already have an AAS in Medical Assisting, degree returners, etc. For that population, Healthcare professions fits the bill.

For graduates, this represents the students who complete the program entirely. Many students are accepted in Nursing or Physical Therapy. Students transfer out to four-year. With an increased attention with advisement, this should improve.

#### Summary of Assessment Model and How Results Are Used for Program Improvement

The college requires an annual program assessment. Programmatic outcomes are aligned with college goals. Data are collected, and action plans are designed to continue monitoring successful outcomes or improve on unsuccessful outcomes.

The program assessments are developed with faculty, and the results are shared with them to implement the action plans. Continuous assessment is conducted on the course level, and instructors receive student evaluations for each course. The instructors and the program coordinator review these student evaluations to respond to student concerns and improve courses.

In addition, employer and graduate surveys are conducted and reviewed annually, and suggestions for improvement are implemented. **(See Assessment Plan in Appendix II)**

## **VII. Data on Student Placement – Employment in the Field and Advanced Study**

Students who choose this degree path are seeking entry to other selective entry programs at Blue Ridge (e.g., nursing and PTA) and at other schools (e.g., Dental Hygienist and Rad Tech at Hagerstown Community College). This academic year, we implemented additional occupational tracks to improve the placement rates for students entering this program.

## **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of Berkeley, Jefferson, and Morgan Counties residents. The following recommendations are offered:

1. Continue to increase enrollment, retention, and completion of the Healthcare Professions Degree
2. Continue to assess student learning and seek new opportunities to improve student and program success.

## Appendix I

### CURRICULUM FOR AN ASSOCIATE OF APPLIED SCIENCE IN HEALTHCARE PROFESSIONS

General Education Core	15-20
Technical Core	16
Concentration	24-29
<b>Total Credit Hours Required</b>	<b>60</b>

#### GENERAL EDUCATION CORE

- BIOL 100 - The Human Body (3) OR
- BIOL 120 - ^Human Anatomy & Physiology I (3) AND
- BIOL 121 - ^Human Anatomy & Phys I Lab (1) AND
- BIOL 122 - ^Human Anatomy & Physiology II (3) AND
- BIOL 123 - ^Human Anatomy & Phys II Lab (1)
- ENGL 101 - ~English Composition I (3) OR
- ENGL 110 - ~Technical Writing & Communication (3)
- MATH 101 - ~Introduction to Mathematics (3) OR higher
- CAS 111 - Information Literacy (3)
- PSYC 203 - ~Introduction to Psychology (3)

<b>Subtotal Credit Hours Required</b>	<b>15-20</b>
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#### TECHNICAL CORE

- MATH 103 - Pharmacological Math (3) OR
- CAHS 141 - Intro to Pharmacology (3)
- MAST 102 - Medical Terminology (3)
- CAHS 142 - Pathophysiology of Disease (3) OR
- PTA 108 - Patho of Disease for PTA (3)
- MAST 210 - Medical Law & Ethics (1)
- COMM 202 - ~Fundamentals of Speech (3) OR
- COMM 205 - ~Professional Communications (3)

<b>Subtotal Credit Hours Required</b>	<b>16</b>
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#### CONCENTRATIONS

##### HEALTH SCIENCES CONCENTRATION

- Restricted Electives: CAHS, BIOL, CHEM, PHYS, NURS, PTA, EMSP, HIM, MAST, PLBT, ENGL 102, ART 103, SOC 203, MATH 114 (19 -24 credits)

**Subtotal Credit Hours Required****24-29****HEALTHCARE LEADERSHIP CONCENTRATION**

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- BUSN 160 - Organizational Behavior (3)
- BUSN 201 - Principles of Management (3)
- BUSN 250 - Management and Leadership (3)
- BUSN 255 - Teamwork & Managing Teams (3)
- Restricted Electives: BUSN 101, BUSN 175, BUSN 273, BUSN 277, BUSN 231, BUSN 212, CAHS, BIOL, CHEM, PHYS, NURS, PTA, EMSP, HIM, MAST, PLBT, ENGL 102, ART 103, SOC 203, MATH 114 (15 - 20 credits)

**Subtotal Credit Hours Required****24-29****MEDICAL ADMINISTRATIVE ASSISTANT CONCENTRATION**

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- CAS 210 - Outlook Complete (3)
- CAS 211 - Word Complete (3)
- CAS 213 - Excel Complete (3)
- MAST 100 - Principles of Medical Assisting (1)
- MAST 108 - Admin Medical Assisting (1)
- MAST 108L - Admin Medical Assisting Lab (2)
- Restricted Electives: CAHS, BIOL, CHEM, PHYS, NURS, PTA, EMSP, HIM, MAST, PLBT, ART 103, SOC 203, MATH 114 (11-16 credits)

**Subtotal Credit Hours Required****24-29**

## Appendix II

### Program Assessment Plan for FY 2023-2024

<b>Institutional &amp; Program-Specific Learning Goals</b>	<b>Program Outcomes</b>	<b>Assessment Strategy and Standard</b>
1. The student will develop college-level communication skills.	Demonstrate appropriate verbal, non-verbal, therapeutic, professional, and technological communication skills in their practice.	Students complete a Professional Communication or speech course.
2. The student will develop a general knowledge and awareness of society.	Facilitate collaboration among all healthcare team members and the patients in their care.	<p>Depending on the concentration, students have a choice of several courses to support this program outcome. For example, healthcare leadership students take courses in organizational behavior, management, and teamwork.</p> <p>The Medical Administrative Assistant takes courses to support the administrative side of the medical office.</p> <p>Students in the health sciences concentration are able to customize their degree to meet this outcome based on their interests.</p>
3. The student will develop fundamental thinking & reasoning skills necessary for career success.	Perform an informed discussion about the moral, ethical, and legal aspects of the healthcare profession.	Students complete a Medical Law & Ethics course.



## Program Review

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### Associate of Science (A.S.) Nursing



**I. Name and Degree Level of Program**

Name: Associate of Science in Nursing (ASN)

Degree Level: Associate of Science (A.S.)

**Program Overview:**

The Associate of Science in Nursing (ASN) degree is a 60-credit program that spans 5 semesters, designed to prepare the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and to enter a career as a beginning practitioner of nursing. It is intended that the courses in nursing will provide students with an awareness of the value and dignity of people and a view of the patient as an integrated, unique individual requiring nursing knowledge and skill.

**ACCREDITATION**

The Associate of Science in Nursing Program of Blue Ridge Community and Technical College at 13650 Apple Harvest Drive located in Martinsburg, WV, is accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400

Atlanta, GA 30326

(404) 975-5000

**LICENSURE BY EXAMINATION**

Upon successful completion of the program, graduates are eligible to apply to any state Board of Nursing to take the NCLEX- RN examination. Each state has individual requirements of applicants for licensure by examination. West Virginia law addresses application criteria for licensure in West Virginia. According to West Virginia Code §30-7-11, the West Virginia Board of Examiners for Registered Professional Nurses has the power to deny the opportunity to procure licensure if the applicant has been convicted of a felony or for any other reason specified within West Virginia Code §30-7-11 (for more information, visit <https://code.wvlegislature.gov/30-7-11/> and <https://wvrnboard.wv.gov>).

Students who are considering an academic program that may allow them to pursue professional licensure in another state or territory are strongly encouraged to check their state's or territory's information and contact the appropriate licensing agency to seek information and additional guidance before beginning a program outside of their state. Students should contact the Board of Nursing in the state they would like to be initially licensed for more specific information or may click here to find professional nursing licensure requirements for any state and jurisdiction. Additional disclosures regarding out-of-state licensure can be found on the Blue Ridge Community and Technical College Nursing webpage.

## **ADMISSION TO THE NURSING PROGRAM**

The Blue Ridge Community and Technical College Associate of Science in Nursing Program is selective entry and has a number of admission and prerequisite requirements. All admission requirements and procedures, including the application itself, are listed on the Nursing webpage.

### **II. Number of Hours Required for Graduation (See Curriculum in Appendix I)**

The Associate of Science in Nursing is a 60-credit hour certificate consisting of 24 General Education and 36 Technical (Nursing) Core credits.

### **III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)**

External reviewers for the degree include an advisory board made up of college faculty, adjunct faculty, and professionals in the nursing sector (clinical affiliates). The Advisory meets at least annually to review program requirements and make recommendations to the curriculum and program requirements. Significant findings since the last Program Review have included:

- **End-of-Program Student Learning Outcomes (EPSLOs):** The ASN Program has met all benchmarks for EPSLOs (based on data collected from ATI standardized testing and Clinical Evaluation Tools over 3 years).
- **Program Completion Rates:** The Program experienced a dip in program completion rates during the COVID-19 pandemic (2020-2022). Classes were being held virtually, and there was significant faculty turnover during this time. However, we returned to in-seat instruction in Fall 2021 and have retained a majority of our faculty since that time. We have also spearheaded a number of retention efforts, including improving the applicant ranking system for program entry, implementing exam remediation, initiating non-progression plans for students who do not pass a class, reopening our school chapter of the Student Nurses' Association (SNA), and hiring a Nursing Student Success Specialist in Fall 2023. As a result, cohorts admitted Fall 2021 or after have experienced much higher retention and graduation rates (80+%).
- **Licensure Exam Pass Rates:** The NCLEX-RN Pass Rate (for first-time test-takers) has remained above 80% (the state benchmark) for 14+ years. The most recent NCLEX-RN Pass Rate was 93.94% in 2023.
- **Job Placement Rates:** Job placement for registered nurses (RNs) in our area is not a current concern. In 2022-2023, 95-100% of our graduates were employed as RNs within 6 months of graduation. In fact, many graduates have jobs lined up before graduation.

#### IV. Plans for Program Improvement, Including Timeline

- **End-of-Program Student Learning Outcomes (EPSLOs):** Our plan is to review every other year and determine need to raise benchmarks. We will seek other suggestions at our April 2024 meeting.
- **Program Completion Rates:** Our plan is to continue these efforts (improved applicant ranking system for program entry, exam remediation, non-progression plans for students who do not pass a class, Student Nurses' Association (SNA), and services provided by the Nursing Student Success Specialist). We also plan to continue new programs recommended/initiated by our Nursing Student Success Specialist, including student tutoring, mindfulness training, and study halls geared toward test-taking strategies. We will seek other suggestions at our April 2024 meeting.
- **Licensure Exam Pass Rates:** Our plan is to continue with our current NCLEX-prep strategies, including our program's Next-Gen NCLEX-RN integration plan (agreed upon by faculty), ATI standardized testing in each semester, and ATI NCLEX-prep classes in the final semester. We will seek other suggestions at our April 2024 meeting.
- **Job Placement Rates:** Our plan is to continue clinical site presentations to graduating students, continue to conduct mock interviews in the final semester, and incorporate leadership and new graduate skills across nursing curriculum. We will seek other suggestions at our April 2024 meeting.

#### V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented

These deficiencies are identified above (Items III and IV). We meet as a faculty to discuss all findings at an end-of-semester program review and communicate those findings to our Advisory Board Committee.

#### VI. Five Year Trend Data on Graduates and Majors Enrolled

Note: COVID-19 had a significant impact on enrollment and retention for the December 2021, May 2022, and December 2023 graduating cohorts.

Academic Year	ASN Total Enrollment	ASN Original Cohorts Admitted/Graduated	ASN Total Graduates
2019-2020	72	May 2020: 41/29	28
2020-2021	73	May 2021: 30/27	27
2021-2022	77	December 2021: 25/15 May 2022: 29/17	36
2022-2023	80	December 2022: 21/11 May 2023: 18/17	30
2023-2024	111	December 2023: 22/18*	20*

\*indicates incomplete reporting data as the academic year or original cohort is still in progress.

## **Summary of Assessment Model and How Results Are Used for Program Improvement**

Annual program assessment is required by the college. Programmatic outcomes are aligned with college goals. Data are collected and action plans designed to either continue monitoring successful outcomes or to improve on unsuccessful outcomes.

The program assessments are developed with faculty, and the results shared with faculty to implement the action plans. Continuous assessment is conducted on the course level and instructors receive student evaluations for each course. These student evaluations are reviewed by the instructors and the program coordinator to respond to student concerns and to make improvements to courses.

In addition, graduate and alumni surveys are conducted and reviewed on an annual basis, and suggestions for improvement are implemented. **(See Assessment Plan in Appendix II)**

### **VII. Data on Student Placement – Employment in the Field and Advanced Study**

Post-graduation data is collected through a survey administered through the institutions Career Services department as well as both a(n) Graduate Exit Survey and Alumni Survey administered by the Nursing department. It is feasible to say that graduates who earn the ASN degree find employment or are readily employed at a respectable rate upon graduation.

Based on student feedback to program faculty, an average of 95-100% of ASN students (per year) have obtained employment in the Registered Nurse field of study and/or have continued to pursue additional degrees. Many students are offered employment prior to graduating from the ASN Program.

### **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of residents in the Berkeley, Jefferson and Morgan Counties. The following recommendations are offered:

1. Continue to maintain improved retention and completion of the ASN program.
2. Continue to consistently assess student learning and continuously improve seek new opportunities to improve student and program success.

## Appendix I

## Curriculum for Associate of Science in Nursing

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General Education Core	24
Medical Core	36
<b>Total Credit Hours Required</b>	<b>60</b>

### General Studies Core

- 
- BIOL 120 - ^Human Anatomy & Physiology I (3)
  - BIOL 121 - ^Human Anatomy & Phys I Lab (1)
  - BIOL 122 - ^Human Anatomy & Physiology II (3)
  - BIOL 123 - ^Human Anatomy & Phys II Lab (1)
  - BIOL 220 - Microbiology (3)
  - BIOL 221 - Microbiology Lab (1)
  - ENGL 101 - ~English Composition I (3)
  - ENGL 102 - ~English Composition II (3)
  - MATH 114 - ~Elem Probability & Statistics (3) OR
  - MATH 101 - ~Introduction to Mathematics (3)
  - PSYC 203 - ~Introduction to Psychology (3)

**Subtotal Credit Hours Required 24**

### Nursing Core

- 
- NURS 112 - Nursing Concepts (1)
  - NURS 115 - Nursing Care I (6)
  - NURS 125 - Nursing Pharmacology I (1)
  - NURS 135 - Nursing Care II (8)
  - NURS 145 - Nursing Pharmacology II (1)
  - NURS 215 - Nursing Care III (8)
  - NURS 225 - Nursing Pharmacology III (1)
  - NURS 240 - Nursing Care IV (5)
  - NURS 245 - Transition to Practice (5)

**Subtotal Credit Hours Required 36**

### STANDARD 5: Outcomes

Nursing program assessment demonstrates the extent of student learning at or near the end of the program as well as program outcome achievement using a systematic plan for evaluation (SPE). The faculty create and implement a written SPE\* for each nursing program type to determine the extent of the achievement of each end-of-program student learning outcome and program outcome, and additionally for graduate programs the role-specific nursing competencies, to inform program decision-making to maintain or improve student and program performance.

**Criterion 5.1** *The systematic plan for evaluation describes the process for regular summative nursing program-level assessment of student learning outcome achievement. The faculty will:*

- use a variety of appropriate direct outcome assessment methods to ensure comprehensive summative assessment for each end-of-program student learning outcome;
- establish a specific, measurable expected level of achievement outcome statement for each summative assessment method;
- collect aggregate assessment data at regular intervals (determined by the faculty) to ensure sufficiency of data to inform decision-making and disaggregate the data to promote meaningful analysis; provide justification for data that are not disaggregated;
- analyze assessment data (aggregate and/or disaggregate) at regular intervals (determined by the faculty) and when necessary, implement actions based on the analysis to maintain and/or improve end-of program student learning outcome achievement;
- maintain documentation for the three most recent years of the assessment data (aggregate and/or disaggregate), the analysis of data, and the use of data analysis in program decision-making to maintain and/or improve students' end-of-program student learning outcome achievement; and
- share the analysis of the end-of-program student learning outcome data with communities of interest.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement (based on grad cohort MMY)	Analysis and Actions for Program Development, Maintenance, or Revision
<b>EPSLO #1:</b> <i>Caring</i> – Provide compassionate nursing care to patients regardless of different values, beliefs, cultures, and lifestyles.	<b>Direct Measure #1:</b> ATI ® Comprehensive Predictor Exam (end of program)	Before AY22-23: The cohort average will be 70% group score or higher on the ATI Comprehensive Predictor exam in the following categories  <u>Starting AY22-23:</u> The cohort average will be 75% group score or higher on the ATI Comprehensive Predictor exam in the	<u>Data Collection:</u> Biannually (collected by Evaluation Committee)  <u>Assessment:</u> Every 3 years (increased to every other year on odd years – will begin 2023)	<u>QSEN: Patient-Centered Care</u> 0519 (39 items): 74.0% <b>--AY18-19: 74.0%</b> 1219 (39 items): 74.1% 0520 (42 items): 76.5% <b>--AY19-20: 75.3%</b> 1220 (39 items): 69.6% 0521 (42 items): 79.3% <b>--AY20-21: 74.5%</b> 1221 (36 items): 82.7% 0522 (36 items): 73.1% <b>--AY21-22: 77.9%</b> 1222 (42 items): 76.2% 0523 (42 items): 72.2% <b>--AY22-23: 74.2%</b>	<b>AY 18-19:</b> All benchmarks met for data available.  <b>AY 19-20:</b> All benchmarks met for data available.  <b>AY 20-21:</b> All benchmarks met for data available.  <a href="#"><u>12-21-2021 Meeting Minutes:</u></a> - <b>Revised data collection and assessment frequency.</b> - <b>Added</b> Indirect Measure (Graduate Exit Survey)

	<p>following categories</p> <p><b>QSEN</b></p> <ul style="list-style-type: none"> <li>➤ <b>Patient-Centered Care</b></li> </ul> <p><b>NLN</b></p> <ul style="list-style-type: none"> <li>➤ <b>Human Flourishing</b></li> </ul> <p><i>Rationale:</i> Historical data for BRCTC ASN Program consistent with this benchmark.</p>		<p><u>NLN: Human Flourishing</u></p> <p>0519 (29 items): 72.2%</p> <p>--AY18-19: <b>72.2%</b></p> <p>1219 (29 items): 69.3%</p> <p>0520 (32 items): 77.3%</p> <p>--AY19-20: <b>73.3%</b></p> <p>1220 (29 items): 65.1%</p> <p>0521 (32 items): 78.6%</p> <p>--AY20-21: <b>71.9%</b></p> <p>1221 (25 items): 83.5%</p> <p>0522 (25 items): 78.8%</p> <p>--AY21-22: <b>81.2%</b></p> <p>1222 (32): 75%</p> <p>0523 (29): 72.4%</p> <p>--AY22-23: <b>73.7%</b></p> <p>1223:</p> <p>0523: pending</p>	<ul style="list-style-type: none"> <li>- <b>Plan to evaluate ELA</b> against data in May 2022 to determine need for revision.</li> </ul> <p><a href="#">2-25-2022 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- Based on ACEN feedback, <b>revised data assessment of each EPSLO</b> to every other year (odd for 1&amp;3/even for 2&amp;4).</li> <li>- Based on ACEN feedback, <b>moved Capstone Feedback Form from Direct Measure to Indirect Measure</b> (will maintain Satisfactory/Unsatisfactory rating); <b>added final Clinical Evaluation Form as second Direct Measure</b> (will use 4-point scale).</li> <li>- <b>Will plan to evaluate need for increased ELA</b> (since consistently met) at next assessment in 2023.</li> </ul> <p><b>AY 21-22: All benchmarks met for data available.</b></p> <p><a href="#">12-16-2022 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- <b>Keep ELA benchmarks</b> until implementation of revised CBC curriculum. Will revise SPE to reflect revised EPSLOs in 2023</li> </ul> <p><b>AY 22-23: Below new (higher) ELA for QSEN PCC and NLN Human Flourishing scores re: Comprehensive Predictor. Benchmarks met for other measures.</b></p> <p><a href="#">05-11-2023 Meeting Minutes:</a></p>
<p><b><u>Direct Measure #2:</u></b></p> <p>Clinical Evaluation Tool (end of program – NURS 240 course)</p>	<p>95% of each cohort will earn a rating of “Satisfactory” (3 on a 4-point scale) or higher on the preceptor rating for each clinical objective under <b>Clinical Evaluation Form: Caring.</b></p> <p><i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.</p>	<p><u>Data Collection:</u></p> <p>Biannually (by lead faculty for NURS 240)</p> <p><u>Assessment:</u></p> <p>Every 3 years (increased to every other year on odd years – will begin 2023)</p>	<p>This measure added for Standard 6.1 in Feb 2022. Data available beginning Fall 2021:</p> <p>1221: 100%</p> <p>0522: 100%</p> <p>1222: 100% (3.89 average)</p> <p>0523: 100% (3.83 average)</p>	
<p><b><u>Indirect Measure #1:</u></b></p> <p>Capstone Preceptor</p>	<p>95% of each cohort will earn a “Satisfactory” on</p>	<p><u>Data Collection:</u></p>	<p>Form initiated with 0520 cohort</p> <p>0520: 100%</p>	

	Feedback Form (end of program – NURS 240 course)	the preceptor rating for each clinical objective under <b>Preceptor Feedback Form: Caring.</b>  <i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.	Biannually (by lead faculty for NURS 240)  <u>Assessment:</u> Every 3 years (increased to every other year on odd years – will begin 2023)	1220: 100% 0521: 100% 1221: 100% 0522: 100% 1222: 100% 0523: 100%	<ul style="list-style-type: none"> <li>- <b>Revised ELA</b> for Comprehensive Predictor Measures to 75% and begin assessment now.</li> <li>- <b>Plans discussed to address areas of weakness</b> r/t Comprehensive Predictor NCLEX categories and content areas.</li> <li>- <b>Plans to discussed re: EPSLO 1 measures</b> (Caring).</li> </ul>
	<b>Indirect Measure #2:</b> Student Exit Survey	75% of students will rate that they “agree” or “strongly agree” (4 or higher on a 5-point scale) that they achieved EPSLO #1 (Caring) on the ASN Program Exit Survey.  <i>Rationale:</i> Faculty agree to 75% benchmark until more data is collected to support ELA.	<u>Data Collection:</u> Biannually (survey administered at conclusion of NURS 240 by course faculty)  <u>Assessment:</u> Every 3 years (increased to every other year on odd years – will begin 2023)	This measure added for Standard 6.1 in Dec 2021 to start data collection in Spring 2022 semester.  1222 (4 responses): 100% --1 agree, 3 strongly agree 0523 (20 responses): 100% --20 strongly agree	
<b>EPSLO #2:</b> <b>Communication -</b> Demonstrate appropriate verbal, non-verbal, therapeutic, and professional communication skills.	<b>Direct Measure #1:</b> ATI ® Comprehensive Predictor Exam (end of program)	The cohort average will be 70% group score or higher on the ATI Comprehensive Predictor exam in the following categories QSEN ➤ Teamwork and Collaboration	<u>Data Collection:</u> Biannually (collected by Evaluation Committee)  <u>Assessment:</u> Every 3 years (increased to every other year	<u>QSEN Teamwork &amp; Collab:</u> 0519 (8 items): 76.6% -- <b>AY18-19: 76.6%</b> 1219 (8 items): 72.2% 0520 (13 items): 84.9% -- <b>AY19-20: 78.6%</b> 1220 (8 items): 75.0% 0521 (13 items): 79.0% -- <b>AY20-21: 77.0%</b> 1221 (12 items): 79.4%	<b>AY 18-19:</b> All benchmarks met for data available.  <b>AY 19-20:</b> All benchmarks met for data available.  <b>AY 20-21:</b> All benchmarks met for data available.  <a href="#">12-21-2021 Meeting Minutes:</a>

		<p>Essentials</p> <ul style="list-style-type: none"> <li>➤ Interprofessional Communication and Collaboration</li> </ul> <p><u>Starting AY22-23:</u> The cohort average will be <b>75%</b> group score or higher on the ATI Comprehensive Predictor exam in the following categories</p> <p>QSEN</p> <ul style="list-style-type: none"> <li>➤ Teamwork and Collaboration</li> </ul> <p>Essentials</p> <ul style="list-style-type: none"> <li>➤ Interprofessional Communication and Collaboration</li> </ul> <p><i><u>Rationale:</u></i> Historical data for BRCTC ASN Program consistent with this benchmark.</p>	<p>on even years – will begin 2024)</p>	<p>0522 (12 items): 78.1%  <b>--AY21-22:</b>  1222 (13 items): 81.2%  0523 (6 items): 71.8%  <b>--AY22-23:</b></p> <p><u>Essentials: Interprofessional Communication &amp; Collab:</u>  0519 (9 items): 78.5%  <b>--AY18-19: 78.5%</b>  1219 (9 items): 61.7%  0520 (11 items): 84.2%  <b>--AY19-20: 73.0%</b>  1220 (9 items): 65.3%  0521 (11 items): 79.3%  <b>--AY20-21: 72.3%</b>  1221 (7 items): 85.7%  0522 (7 items): 73.7%  <b>--AY21-22:</b>  1222 (11 items): 80.8%  0523 (6 items): 81.1%</p>	<ul style="list-style-type: none"> <li>- <b>Revised data collection and assessment frequency.</b></li> <li>- <b>Added</b> Indirect Measure (Graduate Exit Survey)</li> <li>- <b>Plan to evaluate ELA</b> against data in May 2022 to determine need for revision.</li> </ul> <p><a href="#">2-25-2022 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- Based on ACEN feedback, <b>revised data assessment of each EPSLO</b> to every other year (odd for 1&amp;3/even for 2&amp;4).</li> <li>- Based on ACEN feedback, <b>moved Capstone Feedback Form from Direct Measure to Indirect Measure</b> (will maintain Satisfactory/Unsatisfactory rating); <b>added final Clinical Evaluation Form as second Direct Measure</b> (will use 4-point scale).</li> <li>- <b>Will plan to evaluate need for increased ELA</b> (since consistently met) at next assessment in 2023.</li> </ul> <p><b>AY 21-22: All benchmarks met for data available.</b></p>
	<p><b><u>Direct Measure #2:</u></b>  Clinical Evaluation Tool (end of program – NURS 240 course)</p>	<p>95% of each cohort will earn a rating of “Satisfactory” (3 on a 4-point scale) or higher on the preceptor rating for each clinical objective under <b>Clinical Evaluation Form: Communication.</b></p>	<p><u>Data Collection:</u>  Biannually (by lead faculty for NURS 240)</p> <p><u>Assessment:</u>  Every 3 years (increased to every other year</p>	<p>This measure added for Standard 6.1 in Feb 2022. Data available beginning Fall 2021:</p> <p>1221: 100%  0522: 100%  1222: 100% (3.89 average)  0523: 100% (3.82 average)</p>	<p><a href="#">12-16-2022 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- <b>Keep ELA benchmarks</b> until implementation of revised CBC curriculum. Will revise SPE to reflect revised EPSLOs in 2023</li> </ul>

		<i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.	on even years – will begin 2024).		
	<b>Indirect Measure #1:</b> Capstone Preceptor Feedback Form (end of program – NURS 240 course)	95% of each cohort will earn a Satisfactory on the preceptor rating for clinical objectives under <b>Preceptor Feedback Form: Communication.</b>  <i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.	<b>Data Collection:</b> Biannually (by lead faculty for NURS 240)  <b>Assessment:</b> Every 3 years (increased to every other year on even years – will begin 2024)	Form initiated with 0520 cohort 0520: 100% 1220: 100% 0521: 100% 1221: 100% 0522: 100% 1222: 100% 0523: 100%	
	<b>Indirect Measure #2:</b> Student Exit Survey	75% of students will rate that they “agree” or “strongly agree” (4 or higher on a 5-point scale) that they achieved EPSLO #2 (Communication) on the ASN Program Exit Survey.  <i>Rationale:</i> Faculty agree to 75% benchmark until	<b>Data Collection:</b> Biannually (survey administered at conclusion of NURS 240 by course faculty)  <b>Assessment:</b> Every 3 years (increased to every other year	This measure added for Standard 6.1 in Dec 2021 to start data collection in Spring 2022 semester.  1222 (4 responses): 100% --1 agree, 3 strongly agree 0523 (20 responses): 100% --2 agree, 18 strongly agree	

		more data is collected to support ELA.	on even years – will begin 2024)		
<b>EPSLO #3: Clinical Judgment</b> - Use the nursing process to demonstrate proficiency in planning safe and effective patient care.	<b>Direct Measure #1:</b> ATI ® Comprehensive Predictor Exam (end of program)	<p><u>Before AY22-23:</u> The cohort average will be 70% group score or higher on the ATI Comprehensive Predictor exam in the following categories</p> <p><u>Starting AY22-23:</u> The cohort average will be <b>75%</b> group score or higher on the ATI Comprehensive Predictor exam in the following categories</p> <p>QSEN</p> <ul style="list-style-type: none"> <li>➤ Safety</li> </ul> <p>NLN</p> <ul style="list-style-type: none"> <li>➤ Nursing Judgment</li> </ul> <p><u>Rationale:</u> Historical data for BRCTC ASN Program consistent with this benchmark.</p>	<p><u>Data Collection:</u> Biannually (collected by Evaluation Committee)</p> <p><u>Assessment:</u> Every 3 years (increased to every other year on odd years – will begin 2023)</p>	<p><u>QSEN: Safety</u></p> <p>0519 (38 items): 78.1% --<b>AY18-19: 78.1%</b></p> <p>1219 (38 items): 78.4% 0520 (42 items): 74.9% --<b>AY19-20: 76.7%</b></p> <p>1220 (38 items): 81.9% 0521 (42 items): 77.6% --<b>AY20-21: 79.8%</b></p> <p>1221 (46 items): 82.5% 0522 (46 items): 76.1% --<b>AY21-22: 79.3%</b></p> <p>1222 (42 items): 76.2% 0523 (37 items): 77.5% --<b>AY22-23: 76.8%</b></p> <p><u>NLN: Nursing Judgment</u></p> <p>0519 (80 items): 74.6% --<b>AY18-19: 74.6%</b></p> <p>1219 (80 items): 73.2% 0520 (85 items): 72.1% --<b>AY19-20: 72.7%</b></p> <p>1220 (80 items): 73.9% 0521 (85 items): 75.5% --<b>AY20-21: 74.7%</b></p> <p>1221 (85 items): 79.2% 0522 (85 items): 70.3% --<b>AY21-22: 75.1%</b></p> <p>1222 (85 items): 73.9% 0523 (107 items): 71.4% --<b>AY22-23: 72.6%</b></p>	<p><b>AY 18-19:</b> All benchmarks met for data available.</p> <p><b>AY 19-20:</b> All benchmarks met for data available.</p> <p><b>AY 20-21:</b> All benchmarks met for data available.</p> <p><u>12-21-2021 Meeting Minutes:</u></p> <ul style="list-style-type: none"> <li>- <b>Revised data collection and assessment frequency.</b></li> <li>- <b>Added</b> Indirect Measure (Graduate Exit Survey)</li> <li>- <b>Plan to evaluate ELA</b> against data in May 2022 to determine need for revision.</li> </ul> <p><u>2-25-2022 Meeting Minutes:</u></p> <ul style="list-style-type: none"> <li>- Based on ACEN feedback, <b>revised data assessment of each EPSLO</b> to every other year (odd for 1&amp;3/even for 2&amp;4).</li> <li>- Based on ACEN feedback, <b>moved Capstone Feedback Form from Direct Measure to Indirect Measure</b> (will maintain Satisfactory/Unsatisfactory rating); <b>added final Clinical Evaluation Form as second Direct Measure</b> (will use 4-point scale).</li> </ul>

	<p><b><u>Direct Measure #2:</u></b> Clinical Evaluation Tool (end of program – NURS 240 course)</p>	<p>95% of each cohort will earn a rating of “Satisfactory” (3 on a 4-point scale) or higher on the preceptor rating for each clinical objective under <b>Clinical Evaluation Form: Clinical Judgment.</b></p> <p><i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.</p>	<p><b><u>Data Collection:</u></b> Biannually (by lead faculty for NURS 240)</p> <p><b><u>Assessment:</u></b> Every 3 years (increased to every other year on odd years – will begin 2023)</p>	<p>This measure added for Standard 6.1 in Feb 2022. Data available beginning Fall 2021:</p> <p>1221: 100% 0522: 100% 1222: 100% (4.0 average) 0523: 100% (3.88 average)</p>	<ul style="list-style-type: none"> <li>- <b>Will plan to evaluate need for increased ELA</b> (since consistently met) at next assessment in 2023.</li> </ul> <p><b>AY 21-22: All benchmarks met for data available.</b></p> <p><a href="#"><i>12-16-2022 Meeting Minutes:</i></a></p> <ul style="list-style-type: none"> <li>- <b>Keep ELA benchmarks</b> until implementation of revised CBC curriculum. Will revise SPE to reflect revised EPSLOs in 2024.</li> </ul> <p><b>AY 22-23: Below new (higher) ELA for NLN Nursing Judgment scores re: Comprehensive Predictor. Benchmarks met for other measures.</b></p> <p><a href="#"><i>05-11-2023 Meeting Minutes:</i></a></p> <ul style="list-style-type: none"> <li>- <b>Revised ELA</b> for Comprehensive Predictor Measures to 75% and begin assessment now.</li> <li>- <b>Plans discussed to address areas of weakness</b> r/t Comprehensive Predictor NCLEX categories and content areas.</li> <li>- <b>Plans discussed re: EPSLO 3 measures</b> (Clinical Judgment).</li> </ul>
	<p><b><u>Indirect Measure #1</u></b> Capstone Preceptor Feedback Form (end of program – NURS 240 course)</p>	<p>95% of each cohort will earn a Satisfactory on the preceptor rating for clinical objectives under <b>Preceptor Feedback Form: Clinical Judgment.</b></p> <p><i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.</p>	<p><b><u>Data Collection:</u></b> Biannually (by lead faculty for NURS 240)</p> <p><b><u>Assessment:</u></b> Every 3 years (increased to every other year on odd years – will begin 2023)</p>	<p>Form initiated with 0520 cohort</p> <p>0520: 100% 1220: 100% 0521: 100% 1221: 100% 0522: 100% 1222: 100% 0523: 100%</p>	
	<p><b><u>Indirect Measure #2:</u></b> Student Exit Survey</p>	<p>75% of students will rate that they “agree” or “strongly agree” (4 or</p>	<p><b><u>Data Collection:</u></b> Biannually (survey</p>	<p>This measure added for Standard 6.1 in Dec 2021 to</p>	

		<p>higher on a 5-point scale) that they achieved EPSLO #3 (Clinical Judgment) on the ASN Program Exit Survey.</p> <p><i>Rationale:</i> Faculty agree to 75% benchmark until more data is collected to support ELA.</p>	<p>administered at conclusion of NURS 240 by course faculty)</p> <p><u>Assessment:</u> Every 3 years (increased to every other year on odd years – will begin 2023)</p>	<p>start data collection in Spring 2022 semester.</p> <p>1222 (4 responses): 100% --1 agree, 3 strongly agree 0523 (20 responses): 100% --1 agree, 19 strongly agree</p>	
<p><b>EPSLO #4:</b> <i>Professionalism</i> - Provide nursing care according to legal, ethical and professional standards.</p>	<p><b><u>Direct Measure #1:</u></b> ATI ® Comprehensive Predictor Exam (end of program)</p>	<p>The cohort average will be 70% group score or higher on the ATI Comprehensive Predictor exam in the following categories NLN</p> <ul style="list-style-type: none"> <li>➤ Professional Identity</li> <li>Clinical Areas</li> <li>➤ Leadership</li> </ul> <p><u>Starting AY22-23:</u> The cohort average will be <b>75%</b> group score or higher on the ATI Comprehensive Predictor exam in the following categories NLN</p> <ul style="list-style-type: none"> <li>➤ Professional Identity</li> <li>Clinical Areas</li> <li>➤ Leadership</li> </ul>	<p><u>Data Collection:</u> Biannually (collected by Evaluation Committee)</p> <p><u>Assessment:</u> Every 3 years (increased to every other year on even years – will begin 2024)</p>	<p><u>NLN: Professional Identity</u> 0519 (15 items): 73.3% <b>--AY18-19: 73.3%</b> 1219 (15 items): 65.2% 0520 (14 items): 81.3% <b>--AY19-20: 73.3%</b> 1220 (15 items): 71.7% 0521 (14 items): 71.4% <b>--AY20-21: 71.6%</b> 1221 (14 items): 75.6% 0522 (14 items): 76.7% <b>--AY21-22:</b> 1222 (14 items): 78.6% 0523 (13 items): 80.1%</p> <p><u>Clinical Areas: Leadership</u> 0519 (17 items): 73.9% <b>--AY18-19: 73.9%</b> 1219 (17 items): 71.2% 0520 (18 items): 85.3% <b>--AY19-20: 78.3%</b> 1220 (17 items): 75.7% 0521 (18 items): 83.1% <b>--AY20-21: 79.4%</b> 1221 (21 items): 80.1% 0522 (21 items): 77.4%</p>	<p><b>AY 18-19:</b> All benchmarks met for data available.</p> <p><b>AY 19-20:</b> All benchmarks met for data available.</p> <p><b>AY 20-21:</b> All benchmarks met for data available.</p> <p><u>12-21-2021 Meeting Minutes:</u></p> <ul style="list-style-type: none"> <li>- <b>Revised data collection and assessment frequency.</b></li> <li>- <b>Added</b> Indirect Measure (Graduate Exit Survey)</li> <li>- <b>Plan to evaluate ELA</b> against data in May 2022 to determine need for revision.</li> </ul> <p><u>2-25-2022 Meeting Minutes:</u></p> <ul style="list-style-type: none"> <li>- Based on ACEN feedback, <b>revised data assessment of each EPSLO</b> to every other year (odd for 1&amp;3/even for 2&amp;4).</li> <li>- Based on ACEN feedback, <b>moved Capstone Feedback Form from Direct Measure to Indirect Measure</b> (will maintain</li> </ul>

		<i>Rationale:</i> Historical data for BRCTC ASN Program consistent with this benchmark.		<b>--AY21-22:</b> 1222 (18 items): 80.9% 0523 (14 items): 86.7%	Satisfactory/Unsatisfactory rating); <b>added final Clinical Evaluation Form as second Direct Measure</b> (will use 4-point scale). - <b>Will plan to evaluate need for increased ELA</b> (since consistently met) at next assessment in 2023.
<b><u>Direct Measure #2:</u></b> Clinical Evaluation Tool (end of program – NURS 240 course)	95% of each cohort will earn a rating of “Satisfactory” (3 on a 4-point scale) or higher on the preceptor rating for each clinical objective under <b>Clinical Evaluation Form: Professionalism.</b>  <i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective of historical BRCTC ASN Program data.	<b><u>Data Collection:</u></b> Biannually (by lead faculty for NURS 240)  <b><u>Assessment:</u></b> Every 3 years (increased to every other year on even years – will begin 2024).	This measure added for Standard 6.1 in Feb 2022. Data available beginning Fall 2021:  1221: 100% 0522: 100% 1222: 100% (4.0 average) 0523: 100% (3.86 average)	<b>AY 21-22: All benchmarks met for data available.</b>  <a href="#"><u>12-16-2022 Meeting Minutes:</u></a> - <b>Keep ELA benchmarks</b> until implementation of revised CBC curriculum. Will revise SPE to reflect revised EPSLOs in 2023	
<b><u>Indirect Measure #1:</u></b> Capstone Preceptor Feedback Form (end of program – NURS 240 course)	95% of each cohort will earn a Satisfactory on the preceptor rating for clinical objectives under <b>Preceptor Feedback Form: Professionalism.</b>  <i>Rationale:</i> Faculty agree that nearly all graduates should satisfactorily complete all objectives by the conclusion of capstone. Also reflective	<b><u>Data Collection:</u></b> Biannually (by lead faculty for NURS 240)  <b><u>Assessment:</u></b> Every 3 years (increased to every other year on even years – will begin 2024)	Form initiated with 0520 cohort 0520: 100% 1220: 100% 0521: 100% 1221: 100% 0522: 100% 1222: 100% 0523: 100%		

		of historical BRCTC ASN Program data.			
	<b><u>Indirect Measure #2:</u></b> Student Exit Survey	75% of students will rate that they “agree” or “strongly agree” (4 or higher on a 5-point scale) that they achieved EPSLO #4 (Professionalism) on the ASN Program Exit Survey.  <i><u>Rationale:</u></i> Faculty agree to 75% benchmark until more data is collected to support ELA	<b><u>Data Collection:</u></b> Biannually (survey administered at conclusion of NURS 240 by course faculty)  <b><u>Assessment:</u></b> Every 3 years (increased to every other year on even years – will begin 2024)	This measure added for Standard 6.1 in Dec 2021 to start data collection in Spring 2022 semester.  1222 (4 responses): 100% --1 agree, 3 strongly agree 0523 (20 responses): 100% --2 agree, 18 strongly agree	

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**Standard 5.2** *The written systematic plan for evaluation describes the process for annual assessment of the nursing program completion rate. The faculty will:*

- calculate the on-time program completion rate for each program option from the first nursing course through completion of the courses required for conferral of a certificate, diploma, or degree;
- establish a specific, measurable expected level of achievement outcome statement for on-time program completion for each program option and provide a rationale for each expected level of achievement;
- collect aggregate program completion rate data annually and disaggregate the data to promote meaningful analysis; provide justification for data that are not disaggregated;
- analyze program completion rate data (aggregate and/or disaggregate) annually and when necessary, implement actions based on the analysis to maintain and/or improve program completion rate;
- maintain documentation for the three most recent years of the data (aggregate and/or disaggregate), the analysis of data, and the use of data analysis in program decision-making to maintain and/or improve students' success in completing the program; and
- share the analysis of the program completion rate data with communities of interest.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement (based on grad cohort MMY)	Analysis and Actions for Program Development, Maintenance, or Revision
Program Completion	Retention Tracking & Post-Graduate Tracking Spreadsheets	<p><u>Within 150%: 75%</u> of all students who begin in the first nursing course in program will complete the program within 6 academic terms, which is 150% of the usual timeframe for the BRCTC ASN Program. (based on former ACEN definition)</p> <p><u>On-Time Completion:</u> Before AY 2023-24: 50% of all students who begin in the first nursing course in program will complete the program</p>	<p><u>Data Collection:</u> Biannually (spreadsheet updated by Asst Dean of Nursing &amp; Admin Asst)</p> <p><u>Assessment:</u> Annually (by all faculty after Spring semester)</p>	<p>*Of note: new concept-based curriculum implemented for 0519 cohort (Fall entry) – gap from teach-out. Spring entry added with 1221 cohort, but December graduates prior to this point were originally part of May cohorts.</p> <p><u>Former definition (150%):</u> Original 0518: not a class (gap) Original 0519: 70% (31/44) Original 0520: 71% (29/41) Original 0521: 90% (27/30) Original 1221: 60% (15/25) Original 0522: 58.6% (17/29) Original 1222: 52.4% (11/21) Original 0523: 94.4% (17/18) Original 1223: --% (18/22) (3 still in program)</p>	<p><b>AY18-19: Benchmark not met.</b> <i>Prior to accreditation visit. No meeting minutes available.</i></p> <p><b>AY19-20: Benchmark (150%) not met.</b> <u>05-04-2020 Meeting Minutes:</u> - Implemented TIME OFF Policy in Spring 2020 - Plans to enhance student referral for retention needs and implement teaching strategies to address identified gaps in learning</p> <p><u>11-2-2020 Advisory Board Minutes</u> - Data discussed/comments taken</p> <p><b>AY 20-21: Benchmarks (for former and new definitions) not met.</b> <u>08-04-21 Meeting Minutes:</u></p>

		<p>within 4 academic terms, which is 100% of the usual timeframe for the BRCTC ASN Program. (based on new ACEN definition)</p> <p>Starting AY 2023-24: <b>70%</b> of all students who begin in the first nursing course in program will complete the program within 4 academic terms, which is 100% of the usual timeframe for the BRCTC ASN Program. (based on new ACEN definition)</p> <p><i>Rationale:</i> Benchmarks reflective of previous and current completion rates for the BRCTC ASN Program (faculty to re-evaluate and increase benchmark as rates improve).</p>		<p><u>New definition (100%):</u>  --review of previous data for benchmark setting and planning  Original 0518: not a class (gap)  Original 0519: 36.4% (16/44)  Original 0520: 58.5% (24/41)  Original 0521: 66.7% (20/30)  Original 1221: 28% (7/25)  Original 0522: 45% (13/29)  Original 1222: 23.8% (5/21)  Original 0523: 88.9% (16/18)</p> <p><b>AY 2021-2022:</b> 20/54 = 37%  ELA = 50% (NOT MET)  --25% ELA = 37.5% (monitor)  --40% ELA = 30%</p> <p><b>AY 2022-2023:</b> 21/39 = 53.8%  <b>ELA = 50% (MET)</b>  --25% ELA = 37.5%  --40% ELA = 30%</p> <p><b>AY 2023-2024:</b> (pending)  ELA = 70% new  --25% ELA = 52.5%  --40% ELA = 42%</p>	<ul style="list-style-type: none"> <li>- <b>Revised ASN Student Handbook Progression &amp; Retention Policy</b> (to formalize leave policy and provide more support/advisement prior to taking time off)</li> </ul> <p><a href="#">11-17-2021 Advisory Board Minutes</a></p> <ul style="list-style-type: none"> <li>- Discussed data and possible revisions/program development to meet program outcome goals.</li> </ul> <p><a href="#">12-10-2021 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- <b>Revised data collection and assessment frequency</b> – will assess this month &amp; each Spring</li> </ul> <p><a href="#">12-15-21 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- <b>Revised ELA</b> based on new ACEN definition for program completion – will need to re-evaluate ELA and increase as appropriate.</li> <li>- <b>To revise ranking system</b> in application to admit more qualified applicants in relation to peers.</li> <li>- Plans to continue remediation for those with test scores &lt;78% and more strongly advertise Brainfuse (virtual nursing tutor).</li> </ul> <p><a href="#">2-25-2022 Meeting Minutes:</a></p> <ul style="list-style-type: none"> <li>- Based on ACEN feedback, will <b>retain ELAs</b> for program completion at both 100% and 150% (for more comprehensive assessment).</li> </ul>
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					<p><b>AY 21-22: Benchmarks (for 100% and 150%) not met.</b></p> <p>*Retention initiatives in place; will reassess in May 2023.</p> <p><b>AY 22-23: Benchmark (100%) met.</b></p> <p><u><i>05-11-2023 Meeting Minutes:</i></u></p> <ul style="list-style-type: none"><li>- <b>Revised ELA</b> for on-time completion to 70% based on improved retention of current cohorts. Will evaluate ELA for</li><li>- <b>Plans discussed to address areas of weakness</b> r/t Comprehensive Predictor NCLEX categories and content areas.</li><li>- <b>Plans discussed re: EPSLO 3 measures</b> (Clinical Judgment).</li></ul>
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**Standard 5.3** The written systematic plan for evaluation describes the process for annual assessment of the licensure and/or certification examination pass rate (when required for practice). The faculty will:

- a. examine aggregate examination pass rate data (licensure and/or certification) secured from regulatory and/or certifying agencies. The most recent annual pass rate OR the mean pass rate for three most recent years must meet at least one of the following based on the total number of test-takers:
  - 80% or greater for all first-time test-takers; or
  - 80% or greater for all first-time test-takers and repeaters;
  - at or above the national/territorial mean based on the nursing program type.
- b. disaggregate the pass rate data to promote meaningful analysis; provide justification for data that are not disaggregated;
- c. analyze program licensure and/or certification examination pass rate data (aggregate and/or disaggregate) annually and when necessary, implement actions based on the analysis to maintain and/or improve students' examination pass rate success;
- d. maintain documentation for the three most recent years of the aggregated and/or disaggregated data, the analysis of data, and the use of data analysis in program decision-making to maintain and/or improve students' success in passing the licensure and/or certification examination; and
- e. share the analysis of the licensure and/or certification examination pass rate data with communities of interest.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement (based on grad cohort MMY)	Analysis and Actions for Program Development, Maintenance, or Revision
Licensure Exam Pass Rate	NCSBN-Pearson VUE - NCLEX-RN Education Program Report (BRCTC and WV state) – quarterly reports  Mountain Measurement NCSBN NCLEX-RN Program Report – semi-annual reports	The program's most recent annual licensure examination pass rate will be at least <del>80%</del> <b>85%</b> (revised 12-21) for all first-time test-takers between January 1 and December 31 every year.  <i>Rationale:</i> The WV pass rate has ranged between 88.06 to 93.58% within the previous 5 years (2016 to 2020). The national pass rate has been 84.56 to 88.89% over the same period.	<u>Data Collection:</u> Quarterly (reports sent to Asst Dean of Nursing)  <u>Assessment:</u> Biannually (by all faculty after Fall and Spring semesters)	2018: 88.46% (23/28) 2019: 100% (16/16) 2020: 84.62% (33/39) 2021: 95.83% (23/24) 2022: 86.84% (33/38) 2023: 93.94% (31/33)  1218: no graduates 0519: 100% (16/16) 1219: 90.9% (10/11) 0520: 80.8% (21/26) 1220: 100% (4/4) 0521: 95.5% (21/22) 1221: 100% (17/17) 0522: 78.9% (15/18) 1222: 87.5% (7/8) 0523: 100% (22/22) 1223:  Mountain Measurement:	<b>2018: Benchmark (80%) met.</b> <b>2019: Benchmark (80%) met.</b> <b>2020: Benchmark (80%) met.</b> <b>2021: Benchmark (85%) met.</b>  <a href="#">11-2-2020 Advisory Board Minutes</a> - Data discussed/comments taken  <a href="#">11-17-2021 Advisory Board Minutes</a> - Discussed data and possible revisions/program development to meet program outcome goals.  <a href="#">12-10-2021 Meeting Minutes:</a> - <b>Revised ELA</b> to reflect state and national pass rate trends and historical program data.  <a href="#">12-15-21 Meeting Minutes:</a>

		<p>Historical data for BRCTC ASN graduates support this benchmark.</p>		<p>04/22 to 09/22: Areas needing improvement include – NCLEX Areas: Pharm, Basic Care and Comfort, Physiologic Adaptation Content Areas: respiratory, renal/urinary, psychosocial behaviors and immune system</p> <p><b>ADD MOUNTAIN MEASUREMEANT DATA FOR DEC 2023 meeting</b></p>	<ul style="list-style-type: none"> <li>- <b>Maintain current ATI NCLEX-prep resources</b> (3-part prep in final semester) until curriculum revision complete (then re-evaluate).</li> <li>- <b>Plans to</b> incorporate more NGN items into tests (with training for faculty) in preparation for May 2023 implementation.</li> </ul> <p><b>2021: Benchmark (new 85%) met.</b> <u><a href="#">12-16-2022 Meeting Minutes:</a></u></p> <ul style="list-style-type: none"> <li>- <b>Discussed learning activities and teaching strategies</b> to address Mountain Measurement findings</li> </ul> <p><b>2022: Benchmark (85%) met.</b> <b>Disaggregated cohort 0522 below 80%</b></p> <p><u><a href="#">05-11-2023 Meeting Minutes:</a></u></p> <ul style="list-style-type: none"> <li>- <b>Will follow up</b> with repeat test-takers for remediation.</li> <li>- <b>Discussed current strategies</b> that are working.</li> <li>- <b>Discussed new strategies</b> for mastery of NGN items, clinical judgment, study habits, and anxiety reduction.</li> </ul>
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**Standard 5.4** The written systematic plan for evaluation describes the process for annual assessment of the job placement rate. The faculty will:

- use appropriate assessment methods to request job placement data from all graduates based on the role for which graduates are prepared. For students who hold licensure/certification as a registered or advanced practice nurse upon admission to the nursing program, assessment may include, but is not limited to, professional/personal growth, career advancement, and/or a new role specialty with the degree/certificate achievement;
- establish a specific, measurable expected level of achievement outcome statement for job placement in the role for which graduate are prepared and provide a rationale for the expected level of achievement;
- collect sufficient aggregate post-graduation job placement rate data annually including the response rate and disaggregate the data to promote meaningful analysis; provide justification for data that are not disaggregated;
- analyze sufficiency of job placement rate data annually and when necessary, implement actions to maintain and/or improve data sufficiency;
- analyze aggregate job placement rate data (aggregate and/or disaggregate) annually and when necessary, implement actions based on the analysis to maintain and/or improve the job placement rate;
- maintain documentation for the three most recent years of the data (aggregate and/or disaggregate), the analysis of data, and the use of data analysis in program decision-making to maintain and/or improve students' success in obtaining a job in a role for which the program prepared them; and
- share the analysis of the job placement rate data with the communities of interest.

PLAN				IMPLEMENTATION	
Component	Assessment Method(s)*	Expected Level(s) of Achievement	Data Collection and Assessment Frequency	Results of Data Collection Including actual level(s) of achievement (based on grad cohort MMY)	Analysis and Actions for Program Development, Maintenance, or Revision
Job Placement	Student Exit Survey  Social Networking Data Collection  Post-Graduate Survey  (documented on Post-Graduate Tracking Spreadsheet)	95% of BRCTC ASN graduates <del>who have passed NCLEX exam</del> (revised 12/21) will be employed as an RN within 6 months of program completion.  <i>Rationale:</i> Benchmark reflective of historical data for BRCTC ASN Program and regional shortage/need for nurses.	<u>Data Collection:</u> Biannually (follow-up via social media & survey sent by Admin Asst at 6 months & 12 months post-graduation)  <u>Assessment:</u> Annually (by all faculty every December)	1218: no graduates 0519: 100% (16/16) 1219: 100% (11/11) <b>--2019 total: 100%</b> 0520: 89.3% (25/28) – 2 had not passed NCLEX-RN exam, 1 staying home to care for family 1220: 100% (4/4) <b>--2020 total: 91%</b> 0521: 100% (4/4) 1221: 100% (4/4) <b>--2021 (ACEN 22): 100%</b>	<b>2018: N/A - no graduates</b> <b>2019 (0519/1219): Benchmark Met</b> <b>2020 (0520/1220): Benchmark Met</b> <a href="#">11-2-2020 Advisory Board Minutes</a> - Data discussed/comments taken <a href="#">12-14-2020 Meeting Minutes</a> : analysis of 0520 cohort – 100% placement, benchmark met (previous ELA) <b>2021 (05/21/1221): Benchmark met.</b> <a href="#">11-17-2021 Advisory Board Minutes</a> - Discussed data and possible revisions/program development to meet program outcome goals. <a href="#">12-10-2021</a> & <a href="#">12-15-21 Meeting Minutes</a> :

				<p>0522: 94% (16/17) – 1 has not passed NCLEX as of Oct 2023</p> <p>1222: 100% (6/6 responses to Graduate Exit Survey, no responses to Alumni Survey)</p> <p><b>--2022 (ACEN 23): 95.7%</b></p> <p>0523: 100% (13/13 based on Graduate Exit Survey and social media)</p> <p>1223:</p>	<ul style="list-style-type: none"> <li>- <b>Revised ELA</b> to include those who have not passed NCLEX into job placement rates</li> <li>- <b>Implemented</b> additional tracking re: 12-month retention in surveys</li> <li>- <b>Changed data assessment</b> to academic year basis each January</li> <li>- <b>Plans discussed</b> for revision to NURS 240 mock interviews (by course instructor) and enhanced follow-up for those who do not pass NCLEX first time ( Asst Dean of Nursing)</li> </ul> <p><u><a href="#">12-16-2022 Meeting Minutes:</a></u></p> <ul style="list-style-type: none"> <li>- <b>No revision or plan needed.</b></li> </ul> <p><b>2022 (0522/1222): Benchmark met.</b></p>
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## Program Review

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Associate of Applied Science (A.A.S)  
Certificate of Applied Science (C.A.S.)  
Paramedic



## **I. Name and Degree Level of Program**

Name: Paramedic

Degree Level: Certificate of Applied Science and Associate of Applied Science

### **Program Overview Paramedicine Certificate:**

The Paramedic Program is designed for students who are interested in pursuing careers in advanced emergency care. As of July 1, 2020, the U.S. Department of Education has implemented (Regulation 34 CFR 668.43 (a) (5) (v)) which requires Blue Ridge CTC's Paramedic program to provide a list of all states where our curriculum meets state educational requirements for certification. The National Registry Paramedic certification is a requirement for initial state licensure in many states. A few states such as Montana, New York, and North Carolina may have alternate entry. Students should contact the state Department of EMS in the state they would like to be initially certified for more specific information.

Prior to registering for any advanced clinical (200 level) EMSP courses, students are required to:

- Complete the Emergency Medical Technician (EMT) course before or during the first semester.
- Obtain a valid EMT certification, which meets the U.S. Department of Transportation's National Standard
- Curriculum for Emergency Medical Technicians, no later than February 15th of the second semester.
- Pass the ALS Entrance Exam with a 70% or higher and submit the following documentation to the EMS Program Coordinator:
  1. An application to the advanced clinical (200 level) EMSP courses
  2. A photocopy of current CPR (AHA Healthcare Provider Course) certification
  3. Current EMT card from either: National Registry, West Virginia, Maryland, Pennsylvania, or
  4. A completed immunization record prior to participation in any EMS Practicum course
  5. An annual PPD results (or chest X-ray, if appropriate)
  6. Successfully complete a urine drug screen
  7. Successfully complete a national criminal background check

Students in the Paramedic Program are subject to Blue Ridge Community and Technical College's requirements for admissions, basic skills testing, and appropriate course placement, including mandated developmental courses, which are not counted toward completion of the program. Blue Ridge Community and Technical College Catalog requirements regarding academic standards, student conduct, and graduation procedures also apply.

### **Program Overview Associate of Applied Science in Paramedic**

The Paramedic Program is a 60 Credit Hour Associate of Applied Science Degree program that is designed for students who are interested in pursuing careers in advanced emergency care. As

of July 1, 2020, the U.S. Department of Education has implemented (Regulation 34 CFR 668.43 (a) (5) (v)) which requires Blue Ridge CTC's Paramedic program to provide a list of all states where our curriculum meets state educational requirements for certification. The National Registry Paramedic certification is a requirement for initial state licensure in all states except Montana, where it is optional, and New York and North Carolina, where alternate entry is available. Students should contact the state Department of EMS in the state they would like to be initially certified for more specific information.

Prior to registering for any advanced clinical (200 level) EMSP courses, students are required to:

- Complete the Emergency Medical Technician (EMT) course before or during the first semester.
- Obtain a valid EMT certification, which meets the U.S. Department of Transportation's National Standard
- Curriculum for Emergency Medical Technicians, no later than February 15th of the second semester.
- Pass the ALS Entrance Exam with a 70% or higher and submit the following documentation to the EMS Program Director:
  1. An application to the advanced clinical (200 level) EMSP courses
  2. A photocopy of current CPR (AHA Healthcare Provider Course) certification
  3. Current EMT card from either: National Registry, West Virginia, Maryland, Pennsylvania, or
  4. A completed immunization record prior to participation in any EMS Practicum course
  5. An annual PPD results (or chest X-ray, if appropriate)
  6. Successfully complete a urine drug screen
  7. Successfully complete a national criminal background check

Students in the Paramedic Program are subject to Blue Ridge Community and Technical College's requirements for admissions, basic skills testing, and appropriate course placement, including mandated developmental courses, which are not counted toward completion of the program. Blue Ridge Community and Technical College Catalog requirements regarding academic standards, student conduct, and graduation procedures also apply.

## **II. Number of Hours Required for Graduation (See Curriculum in Appendix I)**

The Certificate of Applied Science is a 46-credit hour certificate consisting of 8 General Education and 21 Technical Core credits. The Associate of Applied Science is 60-credit hours and consists of 17 General Education and 43 Technical Core credits.

## **III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)**

External reviewers for the degree include an advisory board made up of college faculty, adjunct faculty and professionals in the emergency medical services sector. The Advisory meets at least annually to review program requirements and make recommendations to the curriculum and program requirements. Significant findings since the last Program Review have included:

- The Paramedic program has experienced a traditional low enrollment. Plans to address this opportunity for improvement are included the next section.
- Overwhelming feedback from students, externship sites, and employers is positive.
- Many of our student externships have translated into jobs for our students, or lead to jobs.
- Local and out of state medical facilities have reached out requesting contacts with our graduates for employment opportunities.
- A suggestion for improvement is to provide students the opportunity to complete the certificate portion of the program within the first year of enrollment.

#### **IV. Plans for Program Improvement, Including Timeline**

**Hybrid Education:** To better accommodate the needs of our students, our esteemed faculty has launched a new mode of learning known as Hybrid Learning. This innovative approach offers greater flexibility to those pursuing a Paramedic degree in the EMS field, allowing them to better manage their busy schedules. The didactic content for this course will be accessible online, while the lab sessions will take place in-person once a week. These changes are slated to take effect from the Spring 2024 academic semester onwards..

**To increase enrollment:** In order to boost enrollment numbers, we are considering shortening the duration of our Paramedicine Certificate program. Our dedicated team is actively developing a new model that will offer an 11-month option, which is slated to launch in the upcoming Spring 2024 semester.

#### **V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented**

Improvements accomplished based off of the previous review is that students leave our program with solid entry level skills required for the job of a Paramedic. This information has been provided by feedback from externship sites and employers of our graduates. Program weaknesses have been identified through the *Advisory Board* and Blue Ridge CTC faculty since the last program review. Those identified areas for improvement include:

1. Increasing enrollment, retention and completion rates
2. Increasing online and hybrid course offerings, where available, to provide more flexibility in program and course offerings.
3. Improving program entry counseling to ensure students have a clear understanding of program requirements and are well-suited to the medical field. Faculty have identified a pattern of major changes following a career readiness and aptitude assessment. The plan to correct this weakness, is to better educate the student prior to their start in the program. Faculty seek to ensure that students enrolling in the program have a solid understanding of the Paramedic field of study and future employment demands.

## VI. Five Year Trend Data on Graduates and Majors Enrolled

The Paramedic Certificate and Degree program have noted a decline in enrollment and have included plans above to address this opportunity for improvement.

Note: COVID-19 had a significant impact on enrollment for programs requiring face-to-face instruction for the 2020-2021 academic year.

Academic Year	CAS Enrollment	CAS Graduates	AAS Enrollment	AAS Graduates
2019-2020	1	12	18	9
2020-2021	2	0	13	2
2021-2022	5	4	32	4
2022-2023	5	1	53	7
2023-2024**	19	0*	37	0*

\*indicates incomplete reporting data as the academic year is still in progress.

\*\* Please note that Blue Ridge Community & Technical College offered an Advanced Emergency Medical Technician and Paramedic course for the community, with a total of 32 enrollments and 26 completing the full Paramedic program.

## Summary of Assessment Model and How Results Are Used for Program Improvement

Annual program assessment is required by the college. Programmatic outcomes are aligned with college goals. Data are collected and action plans designed to either continue monitoring successful outcomes or to improve on unsuccessful outcomes.

The program assessments are developed with faculty and the results shared with faculty to implement the action plans. Continuous assessment is conducted on the course level and instructors receive student evaluations for each course. These student evaluations are reviewed by the instructors and the program coordinator to respond to student concerns and to make improvements to courses.

In addition, employer and graduate surveys are conducted and reviewed on an annual basis and suggestions for improvement are implemented. (See Assessment Plan in Appendix II)

## VII. Data on Student Placement – Employment in the Field and Advanced Study

Post-graduation data is collected through a survey administered through the institutions Career Services department and the EMSP Department. It is feasible to say that graduates who earn the Paramedic Certificate and Degree find employment or are readily employed at a respectable rate upon graduation.

Based on student feedback to program faculty, an average of 100% of Paramedic students (per

year) have obtained employment in the Paramedic field of study and/or have continued to pursue additional degrees. Many students are offered employment prior to completing the internship phase.

#### **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of residents in the Berkeley, Jefferson and Morgan Counties. The following recommendations are offered:

1. Continue to increase enrollment, retention, and completion of the Paramedic Certificate and Degree programs
2. Continue to consistently assess student learning and continuously improve seek new opportunities to improve student and program success.

## Appendix I

## Curriculum for a Certificate in Paramedicine

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### GENERAL EDUCATION CORE

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- BIOL 120 - ^Human Anatomy & Physiology I (3)
- BIOL 121 - ^Human Anatomy & Phys I Lab (1)
- BIOL 122 - ^Human Anatomy & Physiology II (3)
- BIOL 123 - ^Human Anatomy & Phys II Lab (1)

**Subtotal Credit Hours Required 8**

### TECHNICAL CORE

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- EMSP 101 - Introduction to EMS (2)
- EMSP 103 - EMS Operations (3)
- EMSP 104 - EMS Practicum (1)
- EMSP 104L - EMS Lab I (1)
- EMSP 201 - Adv Airway Mgmt & Pt Assessment (3)
- EMSP 202 - Pathophysiology of Shock & Trauma Resuscitation (3)
- EMSP 203 - Pre-Hospital Pharmacology (3)
- EMSP 204 - EMS Practicum II (2)
- EMSP 204L - EMS Lab II (1)
- EMSP 205 - Medical Emergencies I (3)
- EMSP 205L - Medical Emergencies I Lab (1)
- EMSP 206 - EMS Practicum III (2)
- EMSP 206L - EMS Lab III (1)
- EMSP 207 - Medical Emergencies II (3)
- EMSP 208 - Special Patients & Situations (3)
- EMSP 208L - EMS Lab IV (1)
- EMSP 209 - EMS Practicum IV (2)
- EMSP 209I - EMS Internship (1-3)
- EMSP 210 - Paramedic Capstone (2)

**Subtotal Credit Hours Required 38**

# Curriculum for an Associate of Applied Science in Paramedic

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## GENERAL EDUCATION CORE

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- BIOL 175 - Human Body for EMS (3)
- ENGL 110 - ~Technical Writing & Communication (3)
- MATH 101 - ~Introduction to Mathematics (3)
- PSYC 203 - ~Introduction to Psychology (3)
- Restricted Electives in BUSN 101, BUSN 175, BUSN 273, BUSN 277, BUSN 231, BUSN 212, CAHS, BIOL, CHEM, PHYS, NURS, PTA, EMSP, HIM, MAST, ENGL 101, ENGL 102, ART 103, SOCI 201, or MATH 114 (6 credits)

**Subtotal Credit Hours Required 17**

## EMS CONCENTRATION

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- EMSP 101 - Introduction to EMS (2)
- EMSP 103 - EMS Operations (3)
- EMSP 104 - EMS Practicum (1)
- EMSP 104L - EMS Lab I (1)
- EMSP 201 - Adv Airway Mgmt & Pt Assessment (3)
- EMSP 202 - Pathophysiology of Shock & Trauma Resuscitation (3)
- EMSP 203 - Pre-Hospital Pharmacology (3)
- EMSP 204 - EMS Practicum II (2)
- EMSP 204L - EMS Lab II (1)
- EMSP 205 - Medical Emergencies I (3)
- EMSP 205L - Medical Emergencies I Lab (1)
- EMSP 206 - EMS Practicum III (2)
- EMSP 206L - EMS Lab III (1)
- EMSP 207 - Medical Emergencies II (3)
- EMSP 208 - Special Patients & Situations (3)
- EMSP 208L - EMS Lab IV (1)
- EMSP 209 - EMS Practicum IV (2)
- EMSP 209I - EMS Internship (1-3)
- EMSP 210 - Paramedic Capstone (2)

**Subtotal Credit Hours Required 43**

**Appendix II**  
Program Assessment Plan for FY 2019-2020

Institutional & Program-Specific Learning Goals	Program Outcomes	Assessment Strategy and Standard
1. The student will develop college level communication skills.	90% of students will receive a score of 75% in the Communication and Documentation section of the Team Leader Evaluation form for their 20 successful team leads in EMSP 210.	100% of students in EMSP 210 scored 75% or higher on the Communication and Documentation section of the Team Leader Evaluation form for their 20 successful team leads.
2. The student will develop a general knowledge and awareness of society.	90% of students will receive at least an 80% on a reflective essay administered during EMSP 101.	<p>In EMSP 101, students will develop and author a reflective essay regarding how to implement or improve cultural understanding in how Paramedics assess and treat patients.</p> <p>Using a 50 point rubric to assess knowledge of patients from diverse backgrounds, 80% of students will score 70% or better.</p>
3. The student will develop fundamental thinking & reasoning skills necessary for career success.	80% of students who take the National Registry cognitive exam will obtain a 70% or higher on their first attempt as defined by the National Registry of EMT's.	<p>After completion of all EMSP courses and successful completion of the capstone/internship phase of the paramedic program, students will be eligible to attempt the final certification examination (the National Registry Examination).</p> <p>Five students attempted the National Registry Paramedic cognitive exam during the 23 academic year for the first time. 100% of those students</p>

		obtained a 70% or higher on their first attempt.
4. Prepare competent, entry-level allied health professionals in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.	Once the student has enrolled and been accepted to the Paramedic Program, we will maintain an 80% or greater retention rate for students leaving the program based on academic performance.	With a total of 7 Paramedic students, we maintained an 100% retention rate based on academic performance.



## Program Review

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### Certificate of Applied Science (C.A.S.) Renewable Energy



## **I. Name and Degree Level of Program**

Name: Renewable Energy

Degree Level: Certificate of Applied Science

### **Introduction:**

Prior to and during the Covid 19 pandemic, the College was at the height of providing several new local manufacturers with advanced manufacturing education and training. Students and prospective students saw employment opportunities for up to \$29 an hour. The College quickly pivoted to increase short-term training opportunities that would allow students and incumbent workers to gain manufacturing skills rather than focus on renewable energy. Given the increased demand for component, electrical, process control, and safety training and the need to provide more sections of smaller courses to allow for social distancing, BRCTC program leadership deployed the Renewable Energy faculty and the lab space into manufacturing education and training. This strategic effort was intentional and intended to sustain the College's capacity to meet immediate demands for manufacturing education and training.

The College paused admission into the Renewable Energy program as a result of so many manufacturing employment opportunities becoming available for the first time in the College's service region. The enrollment data is intentional and is evidence to the College's ability to shift focus and provide its constituents with a quality and highly technical education as the local labor markets change.

Now that BRCTC increased the number of highly skilled manufacturing faculty available to meet and sustain local training and education efforts, the College can refocus on Renewable Energy. During the last few years, newer, upgraded and expanded renewable energies have emerged.

Recently, BRCTC is a partner in a Department of Energy Industrial Assessment Center (IAC) grant. Within this federal grant, BRCTC will redevelop the Renewable Energy curriculum with a focus on green energy in manufacturing.

This deliberate effort is aimed at facilitating comprehensive curriculum updates and essential equipment upgrades, aligning curriculum with the latest advancements and manufacturing industry standards in renewable energy technologies. By prioritizing the refinement of educational resources, BRCTC is dedicated to providing students with a practical learning experience that prepares them for career success in the dynamic field of renewable energy.

### **Program Overview Renewable Energy:**

The Renewable Energy program supplies local industries with knowledgeable technicians who can design, specify, and install appropriate renewable energy equipment and the systems that regulate and control that equipment. The certificate is aligned with the green energy and sustainability management sector, which needs professionals with a broad skill set focused on sustainability, as well as technical capabilities. The certificate can help students build additional skills in such areas as project development, sustainability assessment, systems engineering and

strategic planning. Hands-on laboratories, in areas such as electricity and electronics, and CAD prepare the students to be “work ready.”

### **Career Opportunities:**

Renewable Energy installers are in high demand. According to the U.S. Energy Information Administration, by 2040, 63 percent of the nation’s electricity will be generated by lower-carbon options, including 16 percent from renewables. This shift will result in double-digit demand for sustainability specialists, planners, and installation workers. Graduates can expect to earn a median income of \$45,230 per year, depending on their geographic region, and their willingness to travel to large project installations. Prospective employers in the region include Mountain View Solar, Milestone Solar, Millennium 3 Energy (MD), and Geostellar.

## **II. Number of Hours Required for Graduation (See Curriculum in Appendix I)**

The Certificate of Applied Science is a 30-credit hour certificate consisting of 9 General Education and 21 Technical Core credits.

## **III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)**

The program advisory board serves as the primary external reviewer to evaluate the overall success of the program that relate to Advanced Manufacturing. External reviewers for the degree include an advisory board made up of college faculty and professionals in the field of Advanced Manufacturing. The *Advisory Board* meets regularly to review program requirements and make recommendations to the curriculum and program requirements. The Advisory Board helped identify the skills and knowledge that need to be taught within the program. They provide critical insight into the content and curriculum.

Based on recommendations from the Advisory Board, the College will:

- Revise curriculum to meet workforce needs
- Expand internships and connect employers with students.
- Continue to add skillsets and additional technology to labs to stay current in industry trends.

## **IV. Plans for Program Improvement, Including Timeline**

**Curriculum-** Collaborate with industry experts and stakeholders to identify emerging trends, technologies, and best practices in renewable energy. (Spring 2024-Fall 2025)

**Grant Funding:** The College is a sub recipient of the Federal Department of Energy IAC grant. Bridge Valley is the awardee and BRCTC is a sub recipient partner in this grant.

**Equipment-** Through targeted research and analysis, the College will identify cutting-edge technology and equipment that reflects the latest advancements in Renewable Energy. (Spring 2024-Fall 2025)

#### V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented

Opportunities for program improvement have been identified through the *Advisory Board* and Blue Ridge CTC faculty since the previous program Review. Program improvements will be completed through the College Department of Energy IAC grant project. These areas of improvement are as follows:

Redevelop the curriculum to reflect practical and relevant technical skills now in demand in the Renewable/Green Energy Sector

- Incorporate employability skills and micro credential badging into courses
- Recruit students and provide internships that can lead to employment
- Research new grant opportunities to upgrade equipment
- Increase hands-on training opportunities with updated equipment

#### VI. Five Year Trend Data on Graduates and Majors Enrolled

RENG Enrollment	RENG Graduates
1	0
1	0
0	1
1	0
0	0*

\*indicates incomplete reporting data as the academic year is still in progress.

#### Summary of Assessment Model and How Results Are Used for Program Improvement

Annual program assessment is required by the college. Programmatic outcomes are aligned with college goals. Data are collected and action plans designed to either continue monitoring successful outcomes or to improve on unsuccessful outcomes.

The program assessments are developed with faculty and the results shared with faculty to implement the action plans. Continuous assessment is conducted on the course level and instructors receive student evaluations for each course. These student evaluations are reviewed by the instructors and the program coordinator to respond to student concerns and to make improvements to courses.

In addition, employer and graduate surveys are conducted and reviewed on an annual basis and suggestions for improvement are implemented. (See Assessment Plan in Appendix II)

### **VII. Data on Student Placement – Employment in the Field and Advanced Study**

Post-graduation data is collected through a survey administered through the institutions Career Services department. It is feasible to say that graduates who earn Certificates in this field find employment or are readily employed at a respectable rate upon graduation.

Based on student feedback to program faculty, an average of 2 students (per year) have obtained employment in the field of study and/or have continued to pursue additional degrees. Many students are offered employment prior to completing their degree.

### **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of residents in the Berkeley, Jefferson and Morgan Counties. The following recommendations are offered:

1. Redevelop the curriculum to reflect practical and relevant technical skills now in demand in the Renewable/Green Energy Sector
2. Incorporate employability skills and micro credential badging into courses
3. Recruit students and provide internships that can lead to employment
4. Research new grant opportunities to upgrade equipment
5. Increase hands-on training opportunities with updated equipment

## Appendix I

### Insert Program Curriculum

#### **CURRICULUM FOR A CERTIFICATE IN RENEWABLE ENERGY SYSTEMS**

General Education Core 9

Technical Core 21

Total Credit Hours Required 30

#### **GENERAL EDUCATION CORE**

CAS 111 - Information Literacy (3)

ENGL 110 - ~Technical Writing & Communication (3)

MATH 102 - Technical Mathematics (3)

**Subtotal Credit Hours Required 9**

#### **TECHNICAL CORE**

CAD 210 - Green Building Design (2)

CAD 210L - Green Building Design Lab (1)

MECH 106 - Electricity & Electronics (2)

MECH 106L - Electricity & Electronics Lab (2)

MECH 121 - Safety Awareness & OSHA 10 (2)

MECH 201 - Systematic Troubleshooting (3)

RENG 101 - Renewable Energy Technology (1)

RENG 101L - Renewable Energy Tech Lab (2)

RENG 201 - Solar Thermal Energy (1)

RENG 201L - Solar Thermal Energy Lab (2)

Restricted Electives in CAD, INST, MECH, RENG, or ROB (3)

**Subtotal Credit Hours Required 21**

**Appendix II**  
Summary of Assessment Model and Outcomes

Type of Data	When collected	Method of collection	Means of analyzing	Outcome	Performance Indicator or Strategic Plan Goal
Advisory Committee Feedback	End of each semester — biannual advisory committee meetings.	Ongoing review of goals and objectives of program.	Qualitative analysis of employer comments.	Improvements in instructional design.	Program Performance Indicator: Quality Curriculum.
Employer Feedback	End of each semester as students are employed.	Face-to-face meetings with employers.	Qualitative analysis of employer comments.	Improvements in instructional design.	Program Performance Indicator: Quality graduates.
Enrollment Growth	Beginning and ending of each semester.	Enrollment management office will provide data from Banner student database.	Quantitative analysis.	Enrollment will dictate whether or not additional recruitment plans need to be implemented.	Strategic Plan performance indicator: Access
Number of Graduates	End of each semester once students begin graduating from the program.	Enrollment management office will provide data from Banner student database.	Quantitative analysis.	Number of graduates dictate whether or not additional advising or recruitment plans need to be implemented.	Strategic Plan performance indicator: Student Success.



## Program Review

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### Certificates of Applied Science (C.A.S.) Robotics and Instrumentation



## **I. Name and Degree Level of Program**

Name: Robotics and Instrumentation

Degree Level: Certificate of Applied Science

### **Introduction:**

The Certificates of Applied Science in Robotics and Instrumentation are offered as additional Advanced Manufacturing credentials for students enrolled in an Associate of Applied Science in Mechatronics, Engineering Technology, or Plastics Engineering Technology. The College provides robust Advanced Manufacturing training opportunities for degree-seeking students, incumbent workers, and dual enrollment high school students that provides a comprehensive skillset tailored for the rapidly evolving landscape of modern industry.

The availability of these additional credentials not only enhance students' proficiency in advanced manufacturing but also equip individuals with specialized knowledge crucial for maintaining sophisticated automated systems. With a focus on Robotics and Instrumentation, students are poised to excel in roles requiring both mechanical and electronic components, positioning themselves as invaluable assets in the highly competitive manufacturing sector.

### **Program Overview Robotics:**

The Robotics program supplies local industries with knowledgeable robotic technicians who can operate, maintain, and perform preventative and routine maintenance on various robotic devices. The program is designed to prepare workers to sit for the Kuka Robotics Technology certification exam.

Students will gain an understanding of the technology utilized in modern distribution and processing industries. Hands-on laboratories, in areas such as electricity and electronics, mechanics, fluid power, and the basics of programmable logic controllers will prepare the students to be "work ready". This program will give students a skill set that paves the way for a continuation of the Mechatronics A.A.S. program to become a certified technician.

### **Program Overview Instrumentation:**

The Instrumentation program supplies local industries with knowledgeable technicians who can operate, maintain, and perform preventative and routine maintenance on process control devices. The program is designed to prepare workers to sit for the ISA Instrumentation certification exam.

Students will gain an understanding of the technology utilized in processing industries. Hands-on laboratories, in areas such as electricity and electronics, fluid power, and the basics of programmable logic controllers will prepare the students to be "work ready". This program will give students a skill set that paves the way for a continuation of the Mechatronics A.A.S. program to become a certified technician.

### **Career Opportunities:**

Robotics Technicians are in high demand around the globe, earning a median annual wage of \$56,740 depending on their geographic region. Locally, employers are experiencing an increased need for Robotics Technicians as the use of robotics in manufacturing and processing industries continues to increase. Prospective employers in the region include P&G, Clorox, Monoflo, O’Sullivan, Clorox, Volvo, and other firms in West Virginia, Maryland, Northern Virginia, and Southern Pennsylvania.

Career opportunities exist locally in the manufacturing sector. Employees with instrumentation skills are in high demand to fill positions in industrial maintenance. According to the Bureau of Labor Statistics the job outlook for maintenance workers will continue to grow at a much faster than average rate. The median pay for maintenance workers is \$59,470 per year. Prospective employers in the region include P&G, Clorox, Monoflo, O’Sullivan, Clorox, Volvo, and other firms in West Virginia, Maryland, Northern Virginia, and Southern Pennsylvania.

### **II. Number of Hours Required for Graduation (See Curriculum in Appendix I)**

The Certificate of Applied Science is a 30-credit hour certificate consisting of 6-9 General Education and 18-21 Technical Core credits.

### **III. Synopsis of Significant Findings, Including Findings of External Reviewer(s)**

The program advisory board serves as the primary external reviewer to evaluate the overall success of the program that relate to Advanced Manufacturing. External reviewers for the degree include an advisory board made up of college faculty and professionals in the field of Advanced Manufacturing. The Advisory Board meets regularly to review program requirements and make recommendations to the curriculum and program requirements. The Advisory Board helped identify the skills and knowledge that need to be taught within the program. They provide critical insight into the content and curriculum.

Based on recommendations from the Advisory Board, the College will:

- Continue to acquire equipment to prepare students for careers in modern manufacturing and processing facilities.
- Continue to visit local manufacturing sites to gain feedback to ensure that our curriculum matches the needs of local manufacturers.
- Continue to communicate with employers to expand internships and connect employers with students.
- Continue to add skillsets and additional technology to labs to stay current in industry trends.
- Continue to connect our students that are at or near graduation with local employers.
- Increase hands-on training opportunities for incumbent workers.
- Increase enrollment in Advanced Manufacturing JumpStart Programs.

- Expand internships and apprentice activities for existing students.

#### IV. Plans for Program Improvement, Including Timeline

**Hands-on simulations:** The College will continue to offer first-class, hands-on simulation through the use of simulation machines. Faculty will continue to consult with Advisory Board members to enhance real-world scenarios and training opportunities for students. (ongoing)

**Online Study:** Incorporate Hyflex teaching modality to provide increased flexibility for students. The program continues to take additional strides to offer more online courses by offering the majority of the lecture-based courses in an online format option. (ongoing)

**Acquisition of equipment:** We are constantly upgrading and adapting our labs to incorporate the current skills and techniques requested by local employers. Often times we receive donations that can be implemented directly into our labs. (Ongoing)

**Fostering Relationships With Local Employers:** We will continue to maintain the excellent relationships we have with local employers. Our instructors will continue to communicate and request feedback from local employers to drive our curriculum development. These relationships will further be developed by providing an abundance of opportunities for our students to connect with local employers through classroom visits, industry tours, internships and apprenticeships. (Ongoing)

#### V. Identification of Weaknesses or Deficiencies from the Previous Review/Status of Improvements Implemented

Opportunities for program improvement have been identified through the *Advisory Board* and Blue Ridge CTC faculty since the Post Audit Review. Those identified areas for improvement include: increasing enrollment, increasing completion, and enhancing the pipeline of a skilled workforce for business and industry partners.

- The College will increase engagement and outreach efforts with students enrolled in Customized Training and Career Advancement coursework to provide opportunities for students to complete a degree program.
- Faculty will work to promote completion of the Certificates of Applied Science to current students enrolled in the Advanced Manufacturing associate degree programs.
- The College will continue to provide a steady pipeline of highly-skilled workers in the Advanced Manufacturing field through providing customized training career-related degree programs.

#### Enrollment and Completion:

The COVID-19 pandemic has significantly impacted college enrollment in technical programs, triggering both challenges and opportunities. Initially, lockdowns and restrictions disrupted traditional learning formats, causing uncertainty and hesitation among prospective students considering technical education. Concerns over health and safety, coupled with economic uncertainties, led to a temporary decline in enrollment.

However, as the pandemic unfolded, the demand for skilled workers in essential industries like manufacturing surged, driving renewed interest and demand for accelerated training in technical programs. The college adapted by offering increased customized training and flexible online learning options, which not only accommodated safety concerns but provided accessibility to a broader pool of students. The College is working to recruit students who completed customized training into Advanced Manufacturing degree programs. To date, the overall enrollment for Advanced Manufacturing degree programs has increased, and there are currently 97 students enrolled in manufacturing-related degree programs.

#### VI. Five Year Trend Data Degree-Seeking Students

Academic Year	ROB Enrollment	ROB Graduates	INST Enrollment	INST Graduates
2019-2020	1	0	0	0
2020-2021	0	0	0	0
2021-2022	1	1	0	0
2022-2023	0	0	0	0
2023-2024	3	1*	0	0

\*indicates incomplete reporting data as the academic year is still in progress.

In addition to Degree-seeking enrollment, the College engages Business & Industry partners through Contracted and Customized Training.

Customized Skills Training Enrollments—Incumbents		
Year	Enrolled Robotics	Enrolled Instrumentation
2019-2020	4	18
2020-2021	15	14
2021-2022	43	23
2022-2023	29	22
2023-2024*	43	13
Totals	134	90

In addition, the College offers the JumpStart dual enrollment program for Advanced Manufacturing. This program allows students to get 29 credits in high school towards their Advanced Manufacturing degree program.

Jumpstart Enrollment	
Year	Enrolled
2019-2020	1
2020-2021	2
2021-2022	4
2022-2023	3
2023-2024	*

### **Summary of Assessment Model and How Results Are Used for Program Improvement**

Annual program assessment is required by the college. Programmatic outcomes are aligned with college goals. Data are collected and action plans designed to either continue monitoring successful outcomes or to improve on unsuccessful outcomes.

The program assessments are developed with faculty and the results shared with faculty to implement the action plans. Continuous assessment is conducted on the course level and instructors receive student evaluations for each course. These student evaluations are reviewed by the instructors and the program coordinator to respond to student concerns and to make improvements to courses.

In addition, employer and graduate surveys are conducted and reviewed on an annual basis and suggestions for improvement are implemented. **(See Summary of Assessment Model in Appendix II)**

### **VII. Data on Student Placement – Employment in the Field and Advanced Study**

Post-graduation data is collected through a survey administered through the institutions Career Services department. It is feasible to say that graduates who earn Certificates in this field find employment or are readily employed at a respectable rate upon graduation.

Based on student feedback to program faculty, an average of 12 of students (per year) have obtained employment in the field of study and/or have continued to pursue additional degrees. Many students are offered employment prior to completing their degree.

### **VIII. Final Recommendations Approved by Governing Board**

Based on the program review, it is proposed that the program continue to operate and meet the needs of residents in the Berkeley, Jefferson and Morgan Counties. The following recommendations are offered:

1. Continue to promote the degree programs to current students obtaining an associate degree and incumbent workers with prior learning in Robotics and Instrumentation.
2. Continue to increase online and hybrid courses, where appropriate for lecture
3. Continue to increase hands-on training opportunities
4. Continue to increase enrollment in Advanced Manufacturing JumpStart Programs
5. Continue to expand internships and apprentice activities for existing students

## Appendix I

### Insert Program Curriculum

#### **CURRICULUM FOR A CERTIFICATE IN INSTRUMENTATION**

General Education Core	6
Technical Core	24
<b>Total Credit Hours Required</b>	<b>30</b>

#### **GENERAL EDUCATION CORE**

ENGL 110 - ~Technical Writing & Communication (3)	
MATH 102 - Technical Mathematics (3)	
<b>Subtotal Credit Hours Required</b>	<b>6</b>

#### **TECHNICAL CORE**

INST 165 - Instrumentation I (2)	
MECH 106 - Electricity & Electronics (2)	
MECH 106L - Electricity & Electronics Lab (2)	
MECH 120 - Fluid Power (3)	
MECH 121 - Safety Awareness & OSHA 10 (2)	
MECH 201 - Systematic Troubleshooting (3)	
MECH 230 - Industrial Controls (2)	
MECH 250 - Intro to PLC (3)	
MECH 260 - Process Control & Instrumentation (3)	
Restricted Electives in any CAD, INST, MECH, RENG, or ROB (2)	

**Subtotal Credit Hours Required 24**

#### **CURRICULUM FOR A CERTIFICATE IN ROBOTICS**

General Education Core	6
Technical Core	24
<b>Total Credit Hours Required</b>	<b>30</b>

#### **GENERAL EDUCATION CORE**

ENGL 110 - ~Technical Writing & Communication (3)	
MATH 102 - Technical Mathematics (3)	

**Subtotal Credit Hours Required 6**

**TECHNICAL CORE**

MECH 106 - Electricity & Electronics (2)

MECH 106L - Electricity & Electronics Lab (2)

MECH 110 - Mechanical Systems I (3)

MECH 120 - Fluid Power (3)

MECH 201 - Systematic Troubleshooting (3)

MECH 250 - Intro to PLC (3)

ROB 210 - Robotics I (2)

ROB 220 - Robotics II (3)

Restricted Electives in CAD, INST, MECH, RENG, or ROB (3)

**Subtotal Credit Hours Required 24**

**Appendix II**  
Summary of Assessment Model and Outcomes

Type of Data	When collected	Method of collection	Means of analyzing	Outcome	Performance Indicator or Strategic Plan Goal
Advisory Committee Feedback	End of each semester — biannual advisory committee meetings.	Ongoing review of goals and objectives of program.	Qualitative analysis of employer comments.	Improvements in instructional design.	Program Performance Indicator: Quality Curriculum.
Employer Feedback	End of each semester as students are employed.	Face-to-face meetings with employers.	Qualitative analysis of employer comments.	Improvements in instructional design.	Program Performance Indicator: Quality graduates.
Enrollment Growth	Beginning and ending of each semester.	Enrollment management office will provide data from Banner student database.	Quantitative analysis.	Enrollment will dictate whether or not additional recruitment plans need to be implemented.	Strategic Plan performance indicator: Access
Number of Graduates	End of each semester once students begin graduating from the program.	Enrollment management office will provide data from Banner student database.	Quantitative analysis.	Number of graduates dictate whether or not additional advising or recruitment plans need to be implemented.	Strategic Plan performance indicator: Student Success.

Annual program assessments determine the effectiveness of the program in meeting its learning goals. An assessment plan is used to collect and analyze data. The results lead to program and course improvements that can improve student learning and retention.

<b>Institutional &amp; Program-Specific Learning Goals</b>	<b>Program Outcomes</b>	<b>Assessment Strategy and Standard</b>
1. The student will develop college level communication skills	<p>Upon completion of the program the student will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate the application of writing and reading necessary to successfully seek and apply for employment in the Mechatronics industry</li> </ul>	<p>Students create a Standard Operating Procedure Manual, which includes research (see A4. alignment row below) and step-by-step writing and is worth 25% of the final grade (300/1200 points). They also deliver a Technical Oral Presentation (100/1200) as the Final Exam for the 8-week version of the Applied Technical Writing Course. Students are assessed on the latter by means of the attached Rubric that includes the following criteria as “Distinguished,” the highest score:</p> <ul style="list-style-type: none"> <li>Effectively convinces an audience to recognize the validity of a point of view.</li> <li>Clear purpose and subject;</li> <li>Pertinent examples, facts, and/or statistics;</li> <li>Conclusions/ideas are supported by evidence;</li> <li>Major ideas summarized and audience left with full understanding of presenter's position.</li> </ul>
2. The student will develop a general knowledge and awareness of electricity and electrical safety.	<p>Upon completion of the program the student will be able to:</p> <ul style="list-style-type: none"> <li>Demonstrate safe practices commonly used in the manufacturing, distribution and processing industries.</li> </ul>	<p>Students in MECH 106 and 106L 80% or better and complete all requirements for safety. Students will apply ohms law to calculate electrical current, voltage, and resistance of circuits and their components. They will demonstrate proper application and connection of electrical motors, transformers, and solenoids.</p>
<b>Program Assessment Goal</b>	<b>Program Outcomes</b>	<b>Assessment Strategy and Standard</b>
1. The student will develop confidence and independence in critical	<p>Upon completion of the MECH 120 class, each student or student should be able to:</p>	<p>Students enrolled in MECH 120 will score a 70% or better on their lab assignments. Students will be able to calculate forces and pressures using Pascal’s law. They will be able to select the appropriate cylinder for the design. Students will be able to analyze and</p>

<p>thinking through Fluid Power.</p>	<ul style="list-style-type: none"><li>• Read, analyze and utilize the technical documents such as data sheets, circuit diagrams, displacement step diagrams, timing diagrams and function charts for the pneumatic and hydraulic components within a mechatronic system.</li><li>• Correctly localize, identify and document causes of malfunctions in pneumatic and hydraulic circuits, based upon the technical documentation.</li><li>• Correct malfunctions in pneumatic and hydraulic circuits, where possible, or correctly identify the expertise required to correct a malfunction.</li></ul>	<p>troubleshoot pneumatic and hydraulic mechatronic systems.</p>
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# Finance Report



**Blue Ridge Community & Technical College**  
**Statement of Revenues, Expenses & Changes in Net Position**  
**for the 9 Months Ended March 31, 2024 and 2023 (in thousands)**

	3/31/2024	FY24 Budget (75% or *90%)	% Actual to Budget	3/31/2023	% Actual to FY23
<b>OPERATING REVENUES:</b>					
Tuition and Fees	\$ 6,930	* \$ 6,902	100%	\$ 6,644	104%
Contracts and Grants:					
Federal	1,217	1,176	103%	1,101	111%
State	3,190	3,262	98%	3,311	96%
Private	298	113	264%	160	186%
Auxiliary Enterprise	268	240	112%	252	106%
Other Operating Revenues	99	* 180	55%	93	106%
<b>Total Operating Revenues</b>	<b>12,002</b>	<b>11,873</b>	<b>101%</b>	<b>11,561</b>	<b>104%</b>
<b>OPERATING EXPENSES:</b>					
Salaries and Wages	10,258	10,118	101%	9,776	105%
Benefits	2,309	2,250	103%	2,067	112%
Scholarships and Fellowships	5,177	* 3,915	132%	4,443	117%
Utilities	236	225	105%	220	107%
Supplies/Services	3,162	3,463	91%	3,816	83%
Depreciation	1,113	900	124%	1,163	96%
Amortization	629	435	145%	495	127%
Fees Retained by the Commission	57	116	49%	58	98%
Other operating expenses	-	-		-	
<b>Total Operating Expenses</b>	<b>22,941</b>	<b>21,422</b>	<b>107%</b>	<b>22,038</b>	<b>104%</b>
<b>OPERATING INCOME (LOSS)</b>	<b>\$ (10,939)</b>	<b>\$ (9,549)</b>	<b>115%</b>	<b>\$ (10,477)</b>	<b>104%</b>
<b>NONOPERATING REVENUES (EXPENSES):</b>					
State Appropriations	6,312	6,312	100%	5,878	107%
Federal Pell Grant	2,979	* 2,970	100%	2,360	126%
Investment income	343	225	152%	245	140%
Fees Assessed by the Commission	(2)	(7)	29%	(2)	100%
Interest expense -Leases & SBITA	(88)	-		(84)	105%
Gain (Loss) on disposals	-	-		-	
HEERF Grant Federal Revenue - Student	-	-		-	
HEERF Grant Federal Revenue_Institutional	19	-		1,509	1%
<b>Net Nonoperating Revenues</b>	<b>9,563</b>	<b>9,500</b>	<b>101%</b>	<b>9,906</b>	<b>97%</b>
Capital pymts made on behalf of college	-	-		-	
Capital asset donations	20	-		-	
<b>NET INCREASE (DECREASE) IN NET POSITION</b>	<b>\$ (1,356)</b>	<b>\$ (49)</b>	<b>2767%</b>	<b>\$ (571)</b>	<b>237%</b>

Financial Statements for Management Purposes Only

**Blue Ridge Community & Technical College**  
**Statement of Net Position**  
**as of March 31, 2024 and 2023 (in thousands)**

ASSETS & DEFERRED OUTFLOWS OF RESOURCES	3/31/2024	3/31/2023	Change
<b>CURRENT ASSETS:</b>			
Cash and cash equivalents	\$ 10,503	\$ 12,665	(2,162)
Appropriations due from Primary Government	585	-	585
Due from council/commission/other state agencies	-	-	-
Accounts receivable, net	703	581	122
Grants and Contracts receivable, net	536	854	(318)
Prepaid Expenses	-	-	-
<b>Total Current Assets</b>	<b>12,327</b>	<b>14,100</b>	<b>(1,773)</b>
<b>NONCURRENT ASSETS:</b>			
Other receivable	17	21	(4)
Capital Assets - net	17,553	19,002	(1,449)
Leased Assets - net	4,009	4,687	(678)
SBITA assets - net	305	-	305
<b>Total Noncurrent Assets</b>	<b>21,884</b>	<b>23,710</b>	<b>(1,826)</b>
<b>Total Assets</b>	<b>34,211</b>	<b>37,810</b>	<b>(3,599)</b>
<b>DEFERRED OUTFLOWS OF RESOURCES</b>			
Pension Related	7	17	(10)
OPEB Related	312	356	(44)
<b>Total Deferred outflows of resources</b>	<b>319</b>	<b>373</b>	<b>(54)</b>
<b>TOTAL ASSETS &amp; DEFERRED OUTFLOWS OF RESOURCES</b>	<b>\$ 34,530</b>	<b>\$ 38,183</b>	<b>\$ (3,653)</b>
<b>LIABILITIES, DEFERRED INFLOWS AND NET POSITION</b>			
<b>CURRENT LIABILITIES:</b>			
Accounts Payable	\$ 364	\$ 497	\$ (133)
Accrued Expenses	1,004	973	31
Due to council/commission/other state agencies	-	-	-
Service Concession Arrangement Liability	-	-	-
Unearned Revenue	2,377	2,850	(473)
Compensated Absences	1,101	1,032	69
Leases payable - current portion	512	594	(82)
SBITA payable - current portion	129	-	129
<b>Total Current Liabilities</b>	<b>5,487</b>	<b>5,946</b>	<b>(459)</b>
<b>NONCURRENT LIABILITIES:</b>			
Net OPEB Liability (Asset)	126	(39)	165
Deposits	-	-	-
Net Pension Liability	25	38	(13)
Leases payable - long term	3,652	4,163	(511)
SBITA payable - long term	121	-	121
<b>Total Noncurrent Liabilities</b>	<b>3,924</b>	<b>4,162</b>	<b>(238)</b>
<b>Total Liabilities</b>	<b>9,411</b>	<b>10,108</b>	<b>(697)</b>
Deferred Inflows-Service Concession Arrangement	21	27	(6)
Deferred Inflows-Pension Related	32	37	(5)
Deferred Inflows-OPEB Related	609	1,375	(766)
<b>Total Deferred inflows of resources</b>	<b>662</b>	<b>1,439</b>	<b>(777)</b>
<b>NET POSITION</b>	<b>24,457</b>	<b>26,636</b>	<b>(2,179)</b>
<b>TOTAL LIABILITIES, DEFERRED INFLOWS &amp; NET POSITION</b>	<b>\$ 34,530</b>	<b>\$ 38,183</b>	<b>\$ (3,653)</b>

**BLUE RIDGE COMMUNITY AND TECHNICAL COLLEGE**  
**STATEMENTS OF CASH FLOWS**  
**for the 9 Months Ended March 31, 2024 and 2023 (in thousands)**

	<u>3/31/2024</u>	<u>3/31/2023</u>	<u>Change</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>			
Student tuition and fees	\$ 6,765	\$ 6,507	\$ 258
Contracts and grants	4,441	3,487	954
Payments to and on behalf of employees	(12,206)	(11,919)	(287)
Payments to suppliers	(3,470)	(3,706)	236
Payments to utilities	(236)	(219)	(17)
Payments for scholarships and fellowships	(5,177)	(4,443)	(734)
Auxiliary enterprise charges	268	252	16
Fees retained by Commission	(57)	(58)	1
Other receipts - net	99	93	6
Federal student loan program - direct lending receipts	2,186	2,175	11
Federal student loan program - direct lending payments	(2,186)	(2,175)	(11)
<b>Net cash used in operating activities</b>	<u><b>(9,573)</b></u>	<u><b>(10,006)</b></u>	<u><b>433</b></u>
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:</b>			
State appropriations	5,728	5,878	(150)
Federal Pell Grant	2,978	2,361	617
Federal HEERF Grant	-	1,229	(1,229)
<b>Net cash provided by noncapital financing activities</b>	<u><b>8,706</b></u>	<u><b>9,468</b></u>	<u><b>(762)</b></u>
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES:</b>			
Purchases of capital assets	(72)	(830)	758
Fees assessed by the Commission	(2)	(2)	-
Principal paid - leases & SBITA	(575)	(441)	(134)
Interest paid - leases & SBITA	(88)	(84)	(4)
<b>Net cash used in capital financing activities</b>	<u><b>(737)</b></u>	<u><b>(1,357)</b></u>	<u><b>620</b></u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>			
<b>Interest on investments</b>	<u><b>351</b></u>	<u><b>221</b></u>	<u><b>130</b></u>
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<u><b>(1,253)</b></u>	<u><b>(1,674)</b></u>	<u><b>421</b></u>
<b>CASH AND CASH EQUIVALENTS - July 1</b>	<u><b>11,756</b></u>	<u><b>14,339</b></u>	<u><b>(2,583)</b></u>
<b>CASH AND CASH EQUIVALENTS -March 31</b>	<u><b>\$ 10,503</b></u>	<u><b>\$ 12,665</b></u>	<u><b>\$ (2,162)</b></u>
	\$ -	\$ -	-
<b>RECONCILIATION OF OPERATING LOSS TO NET CASH USED IN OPERATING ACTIVITIES:</b>			
Operating loss	\$ (10,939)	\$ (10,477)	\$ (462)
Adjustments to reconcile operating loss to net cash used in operating activities:			
Depreciation expense	1,113	1,163	(50)
Amortization of leased assets/SBITA	629	495	134
Amortization of Service Concession Arrangement	-	-	-
Bad debt expense	-	-	-
Effect of changes in operating assets and liabilities:			
Student Accounts receivable, net	(166)	(138)	(28)
Grants and Contracts receivable, net	111	148	(37)
Due from Council/Commission/ other state agencies	525	192	333
Prepaid expenses	145	230	(85)
Accounts payable	(167)	(50)	(117)
Accrued liabilities	361	(76)	437
Due to Council/Commission/other state agencies	(285)	(69)	(216)
Compensated absences	-	-	-
Net pension liability	-	-	-
Other postemployment benefits liability	-	-	-
Unearned revenue	(900)	(1,424)	524
<b>Net cash used in operating activities</b>	<u><b>\$ (9,573)</b></u>	<u><b>\$ (10,006)</b></u>	<u><b>\$ 433</b></u>
<b>NONCASH TRANSACTIONS:</b>			
Capital expenses in accounts payable	\$ -	\$ 67	\$ (67)
Capital Asset Donations	<u>\$ 20</u>	<u>\$ -</u>	<u>\$ 20</u>
Capital payments made and expenses incurred on behalf of the College	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

Financial Statements for Management Purposes Only

## FINANCIAL PERFORMANCE

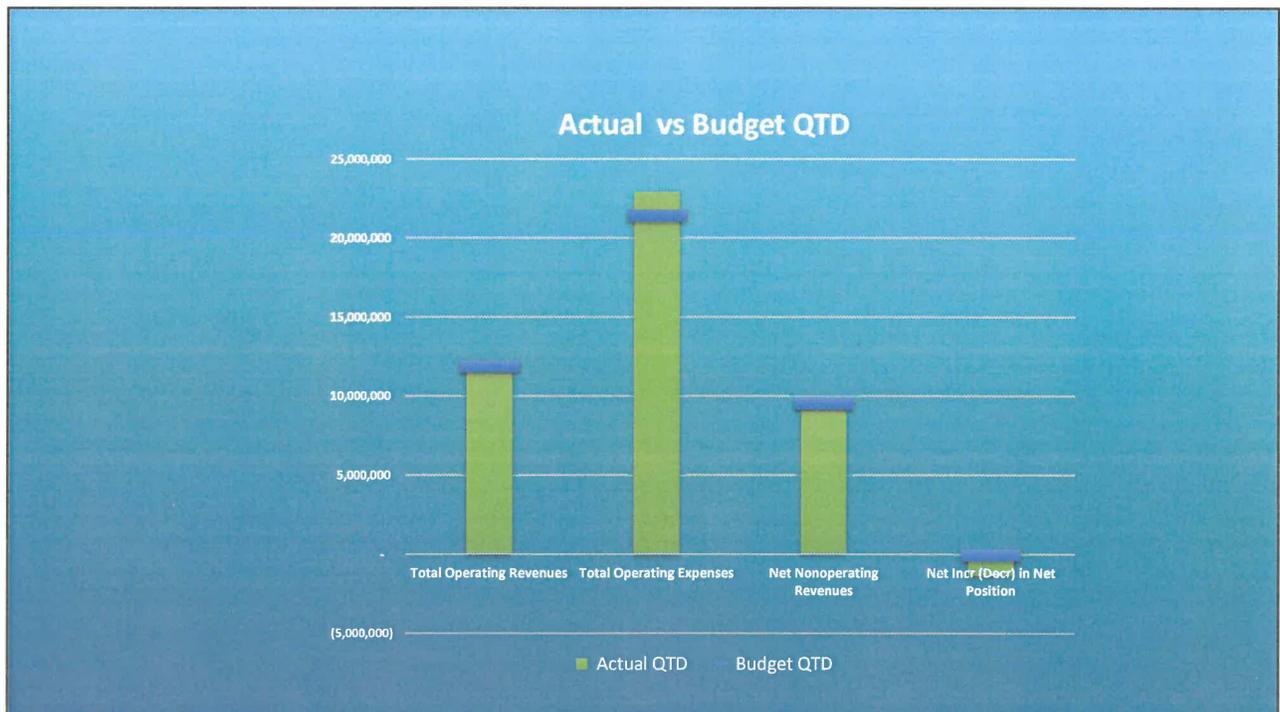
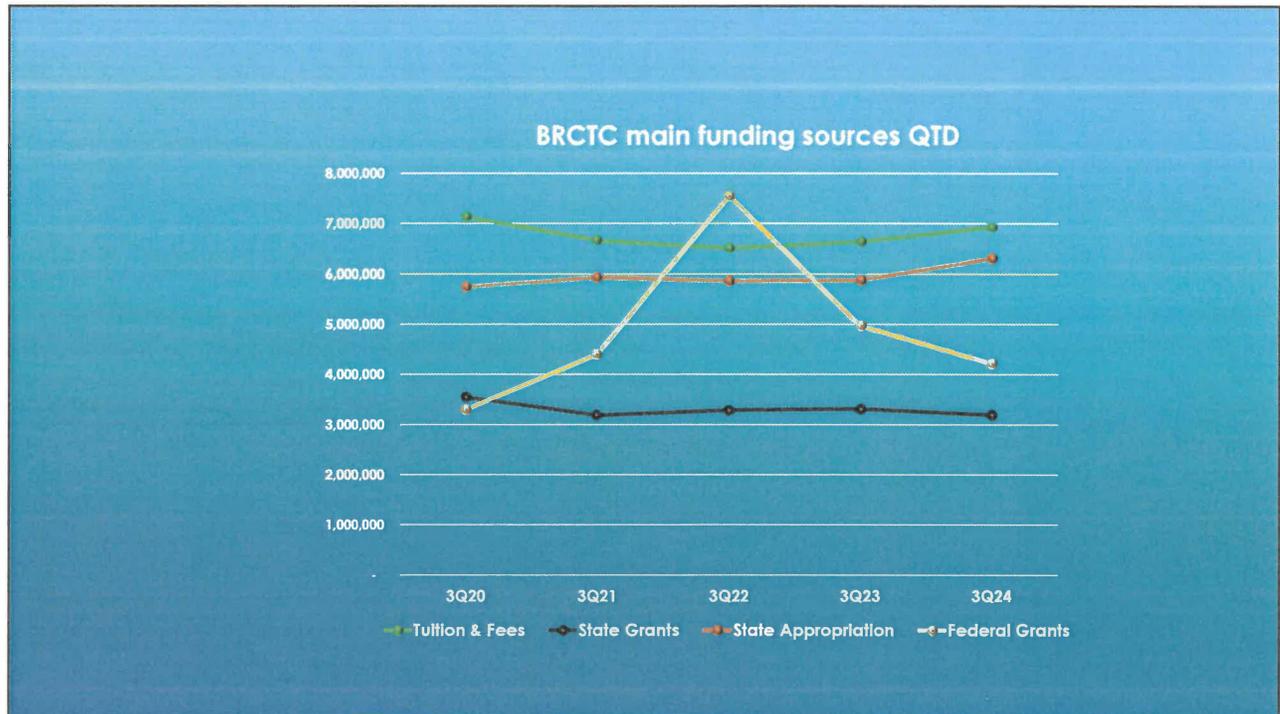
Blue Ridge Community & Technical College  
An Overview of Financial Performance  
March 31, 2024

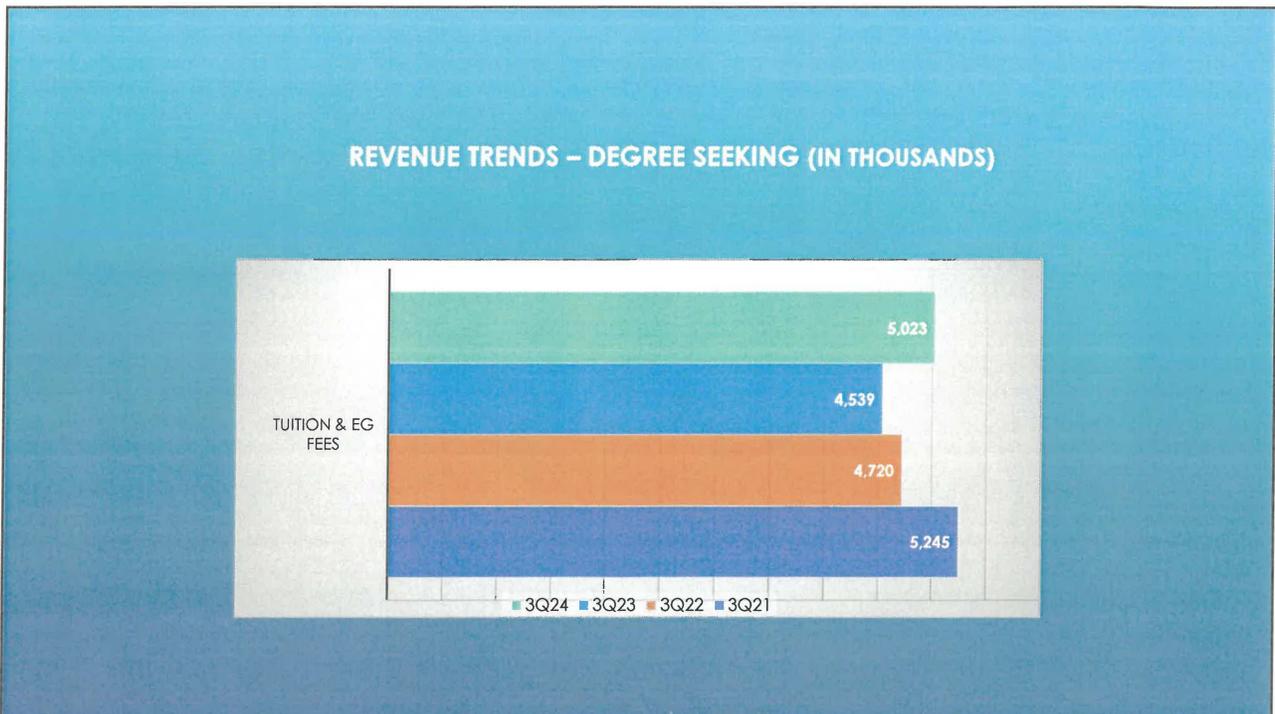
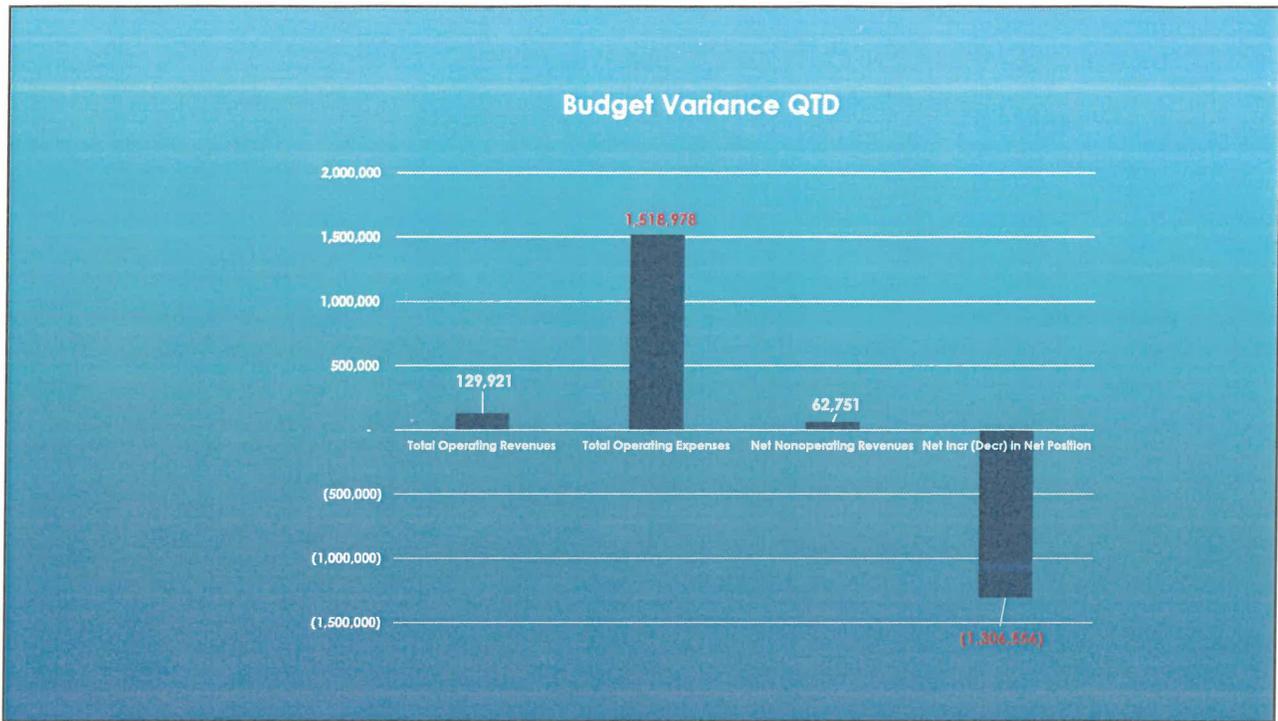
## AGENDA

- ▶ **Financial Trends**
- ▶ **Ratios**
- ▶ **Revenue & Expense**
- ▶ **Assets, Liabilities & Net Position**
- ▶ **Cash Flows**

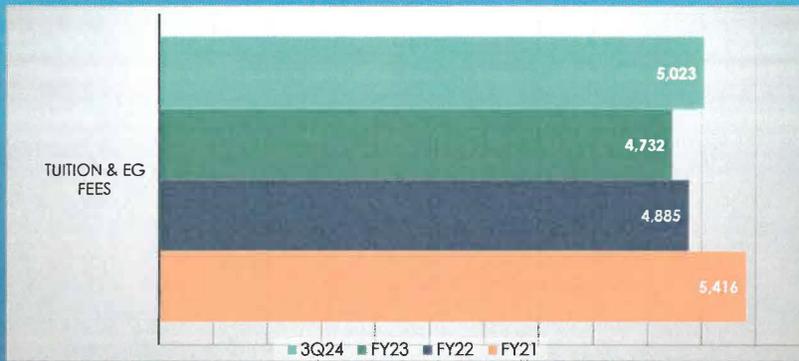
A. This presentation provides an overview of our financial performance through March 31, 2024 with comparisons to budget and previous years.

B. Presentation is for Management Purposes only.

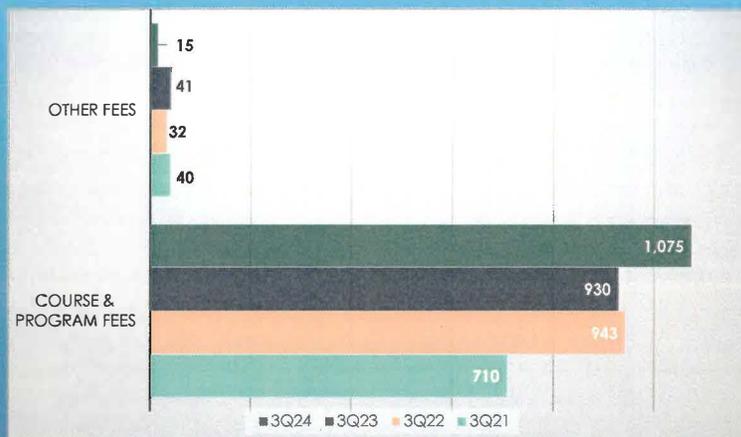




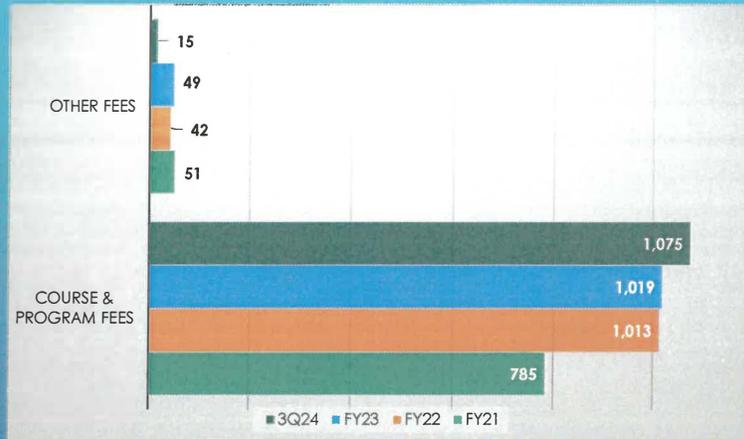
REVENUE TRENDS – DEGREE SEEKING (IN THOUSANDS)



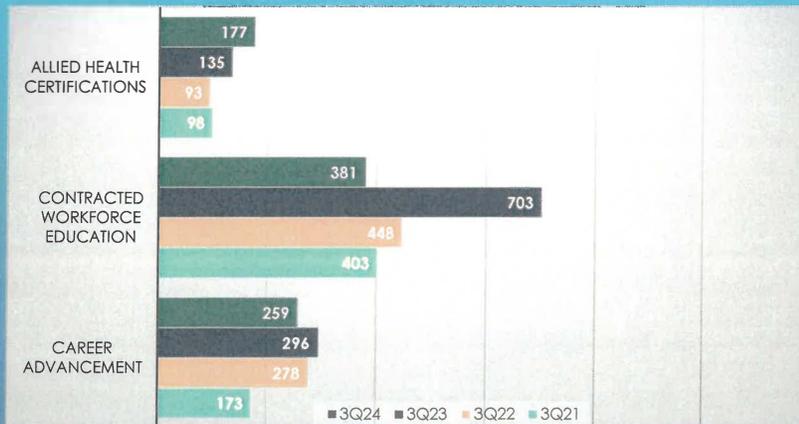
REVENUE TRENDS – DEGREE SEEKING (IN THOUSANDS)



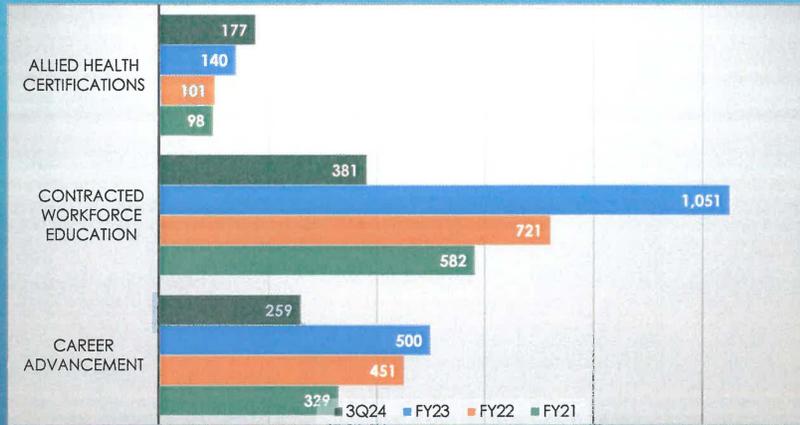
REVENUE TRENDS – DEGREE SEEKING (IN THOUSANDS)



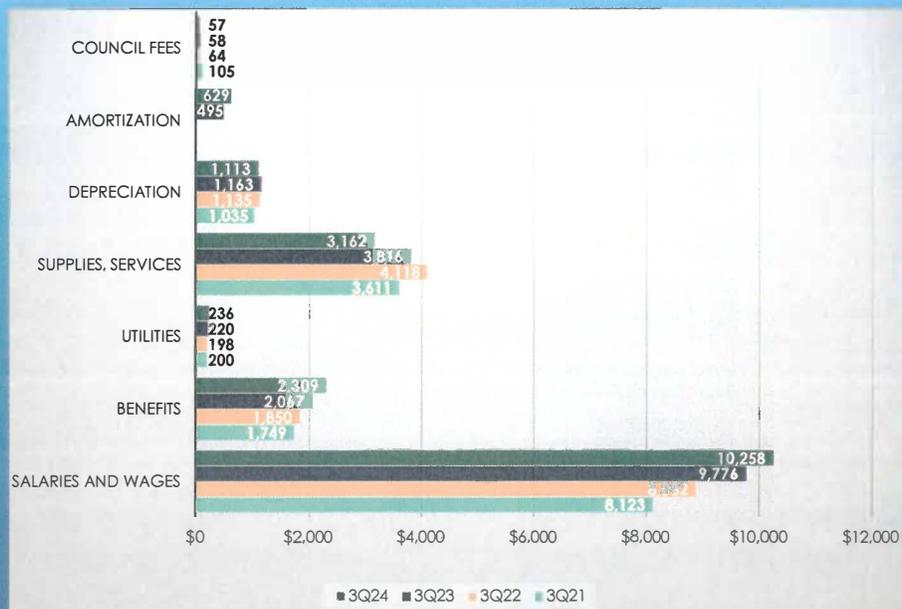
REVENUE TRENDS – WF AND OTHER (IN THOUSANDS)

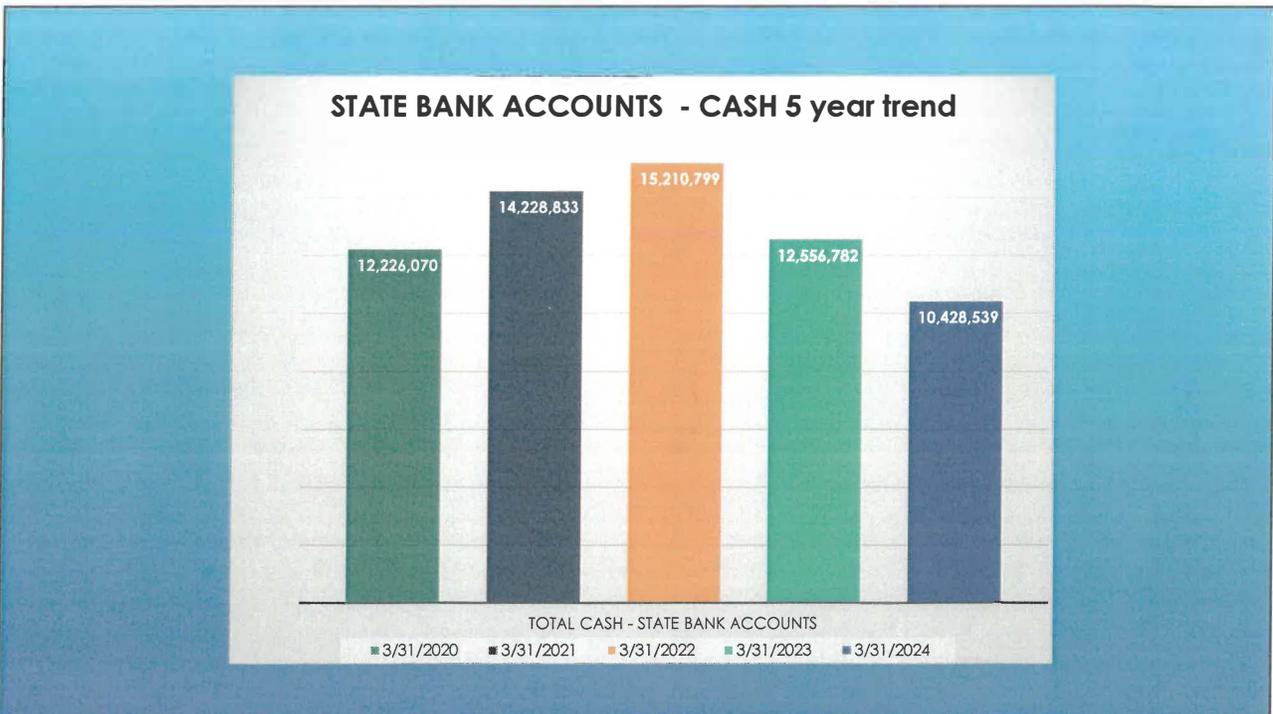
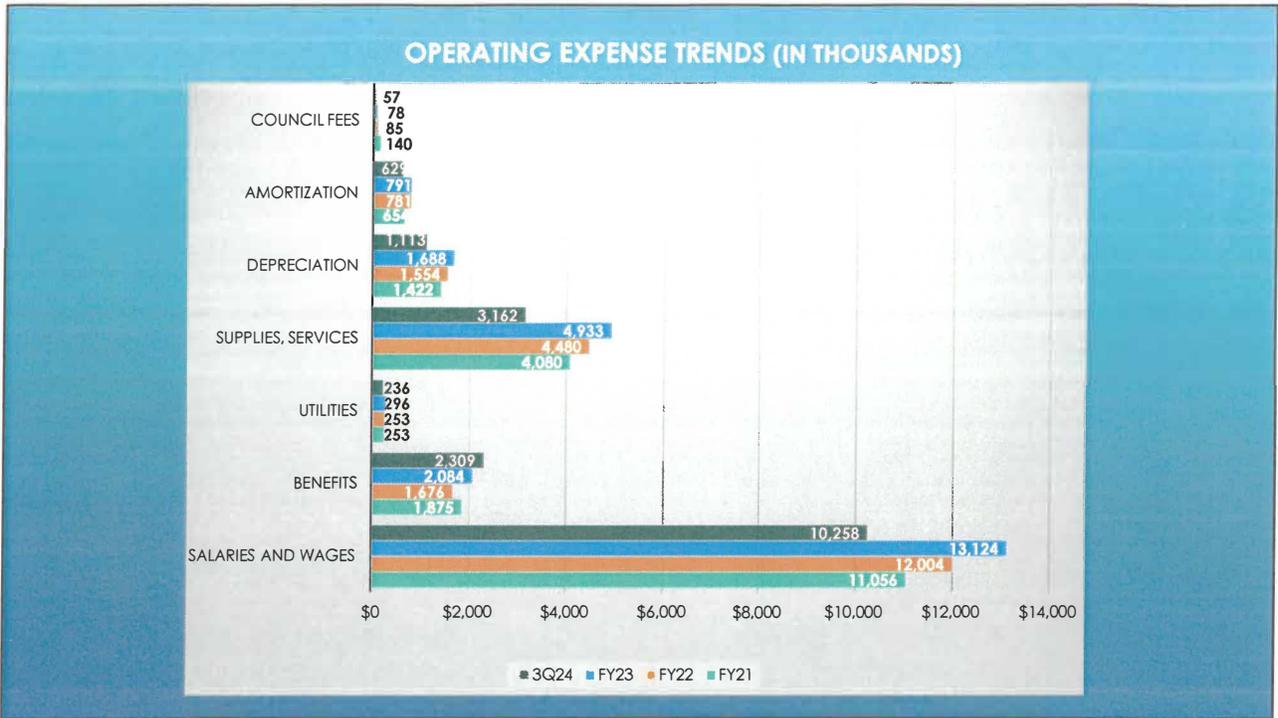


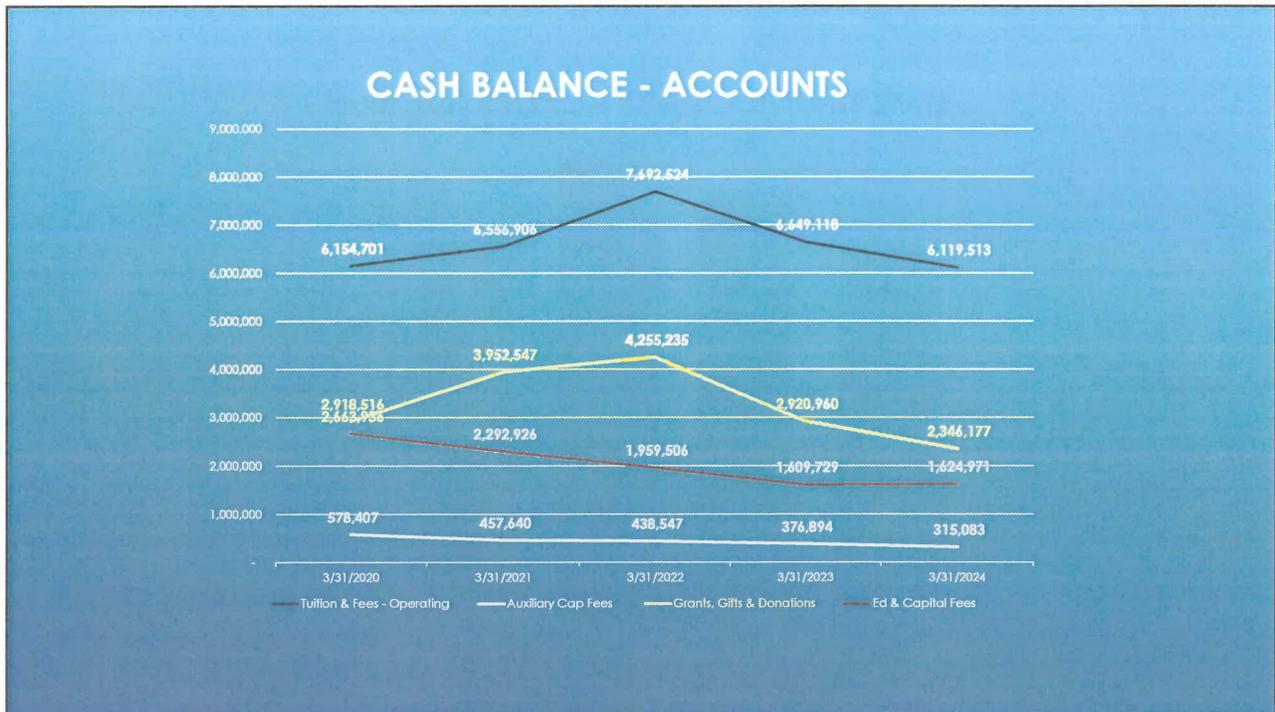
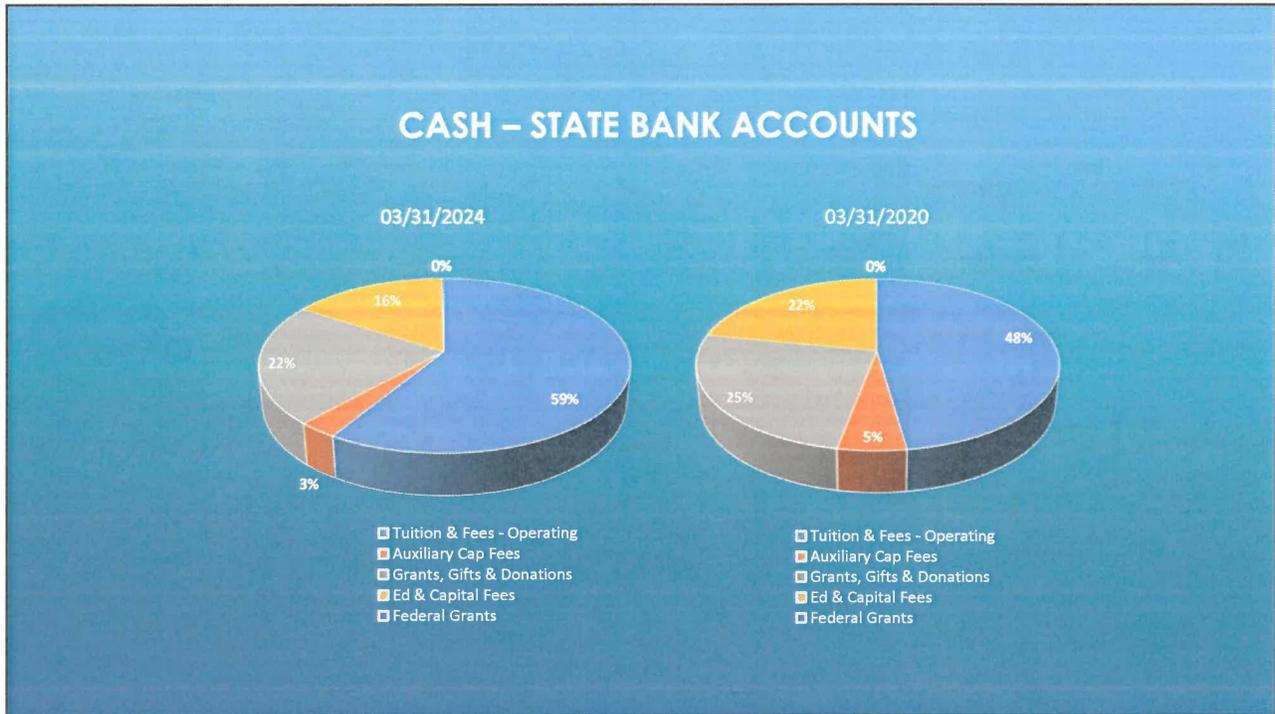
### REVENUE TRENDS – WF AND OTHER (IN THOUSANDS)

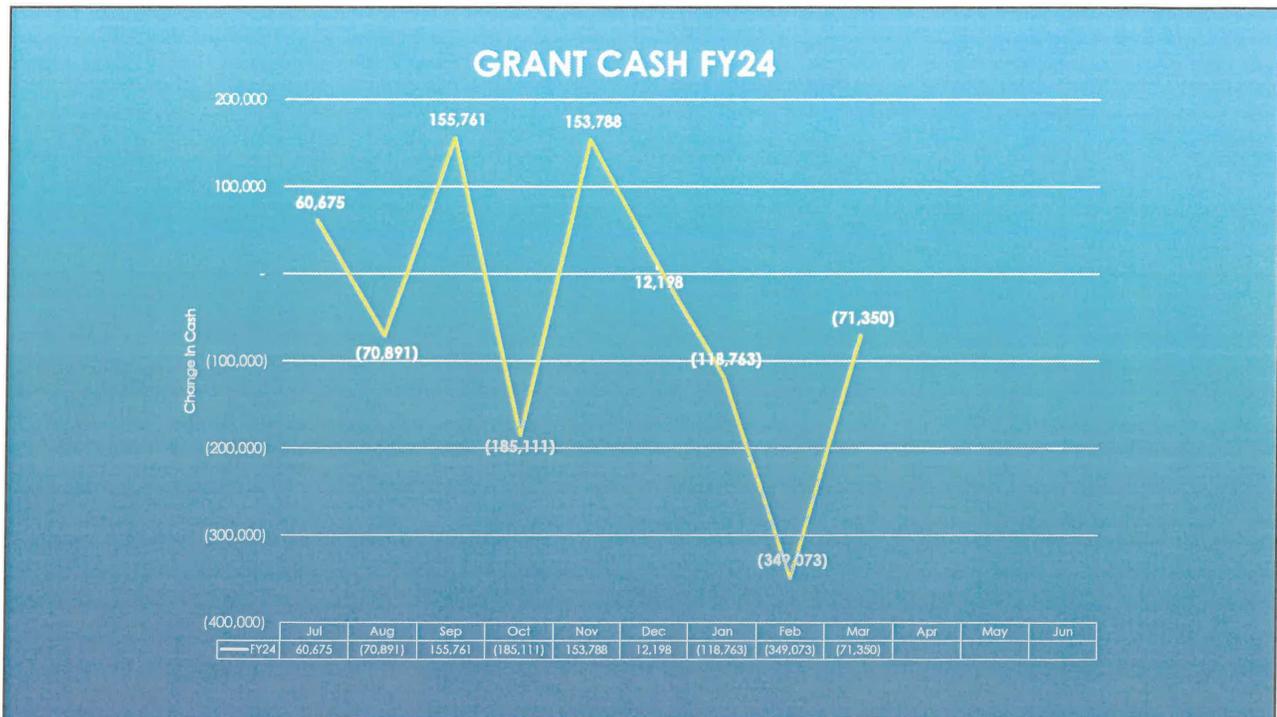
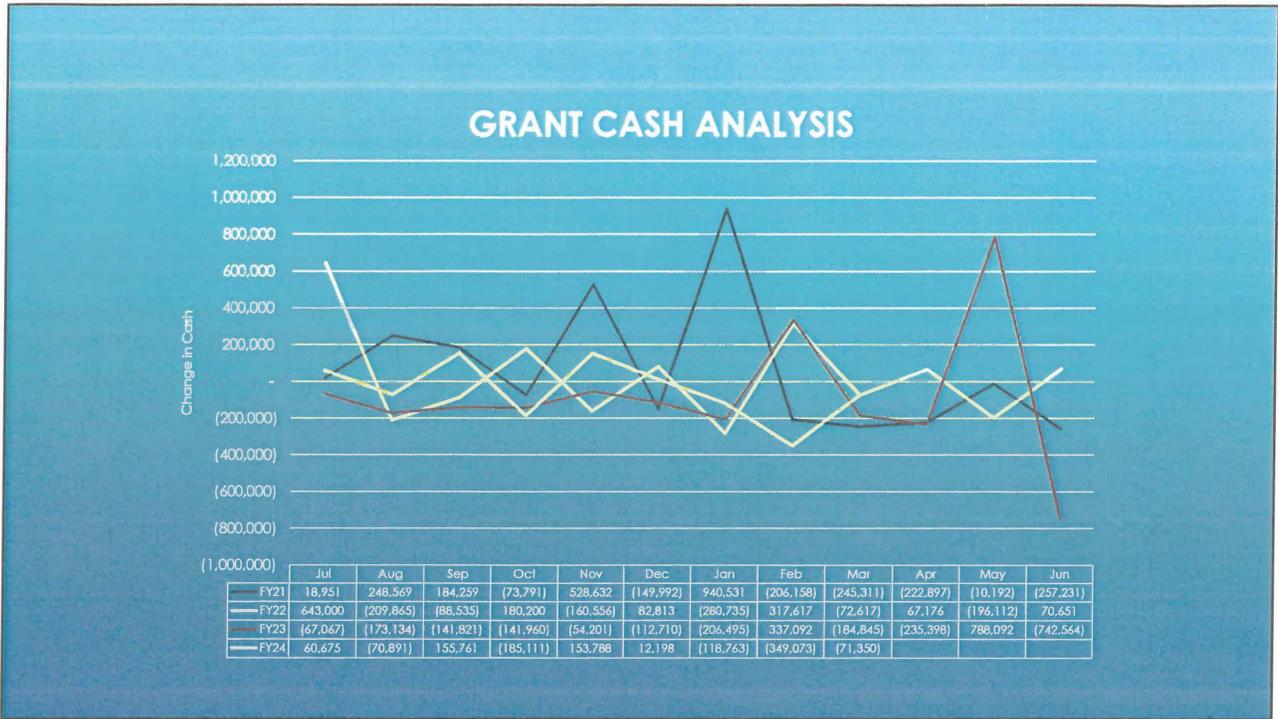


### OPERATING EXPENSE TRENDS (IN THOUSANDS)









## QUICK RATIO

### MEASURES:

\*SHORT-TERM LIQUIDITY

\*DOLLAR AMOUNT OF LIQUID ASSETS  
AVAILABLE

FOR EACH DOLLAR OF CURRENT  
LIABILITIES

$$* \frac{(\text{CASH} + \text{A/R})}{\text{CURRENT LIABILITIES}}$$

\*1.5 QR = \$1.50 CASH TO COVER  
EACH \$1 OF LIABILITIES

## DAYS CASH ON HAND

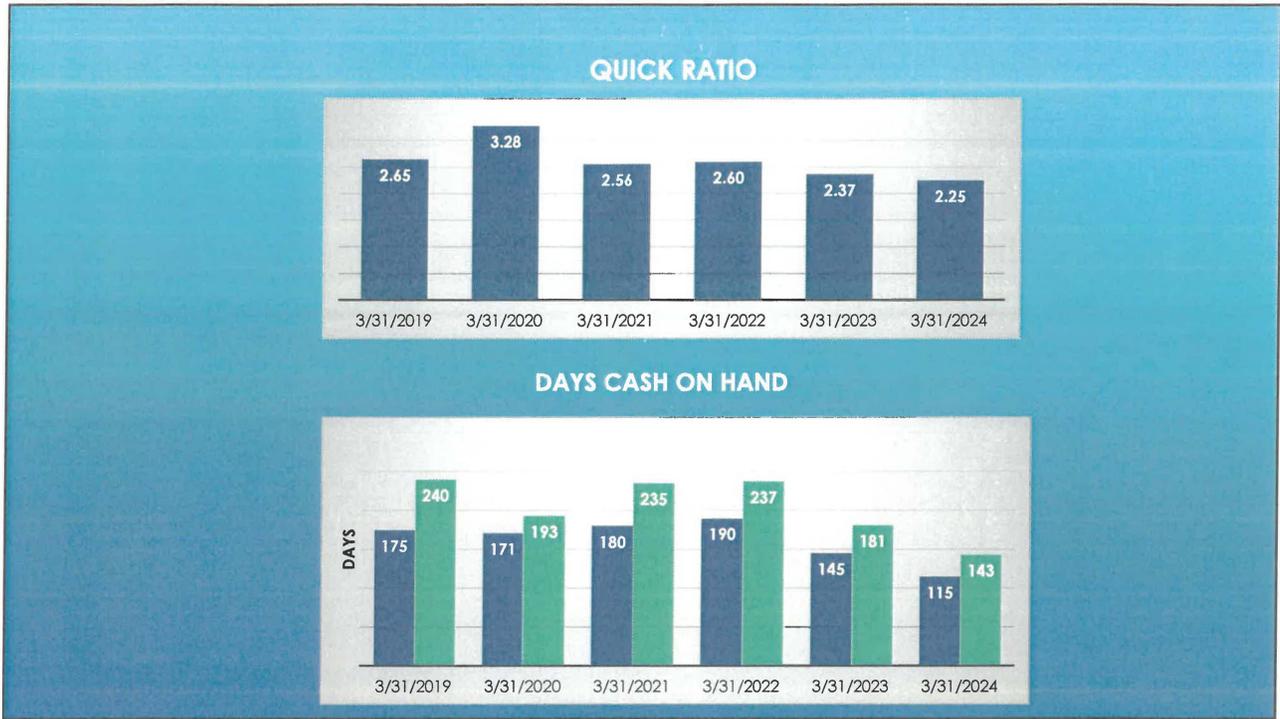
### MEASURES:

\*NUMBER OF DAYS THE COLLEGE CAN  
PAY

EXPENSES WITH THE CURRENT CASH  
ON HAND

$$* \frac{\text{OPERATING CASH}}{\text{CASH EXPENSES PER DAY}}$$

\*EXCLUDES DEPRECIATION, FINANCIAL  
AID, UNUSUAL ONE-TIME EXPENSES



## REVENUES & EXPENSES

STATEMENT OF REVENUES, EXPENSES & CHANGE IN NET POSITION  
FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	Budget	% Actual to Budget	FY 2023	% Actual to FY 2023
<b>Operating Revenues:</b>					
Tuition & Fees	\$6,930	\$6,902	100%	\$6,644	104%
Contracts & Grants:					
Federal	1,217	1,176	103%	1,101	111%
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Private	298	113	264%	160	186%
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Other Operating Rev	99	180	55%	93	106%
<b>Total Operating Revenues</b>	<b>\$12,002</b>	<b>\$11,873</b>	<b>101%</b>	<b>\$11,561</b>	<b>104%</b>

## REVENUES & EXPENSES

STATEMENT OF REVENUES, EXPENSES & CHANGE IN NET POSITION  
FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	Budget	% Actual to Budget	FY 2023	% Actual to FY 2023
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Council Fees	57	116	49%	58	98%
Other Operating Expenses	-	-	-	-	-
<b>Total Operating Expenses</b>	<b>\$22,941</b>	<b>\$21,422</b>	<b>107%</b>	<b>\$22,038</b>	<b>104%</b>

## REVENUES & EXPENSES

STATEMENT OF REVENUES, EXPENSES & CHANGE IN NET POSITION  
FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	Budget	% Actual to Budget	FY 2023	% Actual to FY 2023
<b>Operating Loss</b>	<b>\$(10,939)</b>	<b>\$(9,549)</b>	<b>115%</b>	<b>\$(10,477)</b>	<b>104%</b>
<b>Nonoperating Rev/(Exp):</b>					
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Interest Expense – Leases & SBITA	(88)	-	-	(84)	105%
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HEERF Grant Fed Rev - Student	-	-	-	-	-
HEERF Grant Fed Rev –Institutional	19	-	-	1,509	1%
<b>Net Nonoperating Rev</b>	<b>\$9,563</b>	<b>\$9,500</b>	<b>101%</b>	<b>\$9,906</b>	<b>97%</b>
Capital Pymts Made on Behalf of the College	-	-	-	-	-
Capital Asset Donations	20	-	-	-	-
<b>Incr (Decr) in Net Position</b>	<b>\$(1,356)</b>	<b>\$(49)</b>	<b>2767%</b>	<b>\$(571)</b>	<b>237%</b>

## ASSETS & LIABILITIES

### STATEMENT OF NET POSITION AS OF MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	FY 2023	Change
<b>Current Assets:</b>			
Cash, Equivalents	\$10,503	\$12,665	\$(2,162)
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<b>Total Assets &amp; Deferred Outflows</b>	<b>\$34,530</b>	<b>\$38,183</b>	<b>\$(3,653)</b>

## ASSETS & LIABILITIES

### STATEMENT OF NET POSITION AS OF MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	FY 2023	Change
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Leases Payable – Current Portion	512	594	(82)
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<b>Total Current Liabilities</b>	<b>5,487</b>	<b>5,946</b>	<b>(459)</b>
<b>Noncurrent Liabilities:</b>			
Net OPEB Liability (Asset)	126	(39)	165
Net Pension Liability	25	38	(13)
Leases Payable – Long Term	3,652	4,163	(511)
SBITA Payable – Long Term	121	-	121
<b>Total Noncurrent Liabilities</b>	<b>3,924</b>	<b>4,162</b>	<b>(238)</b>
<b>Deferred Inflows-SCA</b>	<b>21</b>	<b>27</b>	<b>(6)</b>
<b>Deferred Inflows-Pension Related</b>	<b>32</b>	<b>37</b>	<b>(5)</b>
<b>Deferred Inflows-OPEB Related</b>	<b>609</b>	<b>1,375</b>	<b>(766)</b>
<b>Net Position</b>	<b>\$24,457</b>	<b>\$26,636</b>	<b>\$(2,179)</b>
<b>Total Liabilities, Deferred Inflows &amp; Net Position</b>	<b>\$34,530</b>	<b>\$38,183</b>	<b>\$(3,653)</b>

## CASH FLOWS

### STATEMENTS OF CASH FLOWS FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	FY 2023	Change
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>			
Student Tuition & Fees	\$6,765	\$6,507	\$258
Contracts and Grants	4,441	3,487	954
Payments to & on behalf of Employees	(12,206)	(11,919)	(287)
Payments to Suppliers	(3,470)	(3,706)	236
Payments to Utilities	(236)	(219)	(17)
Payments for Scholarships/Fellowships	(5,177)	(4,443)	(734)
Auxiliary Enterprise Charges	268	252	16
Fees Retained by Commission	(57)	(58)	1
Other Receipts-net	99	93	6
Federal Student Loan Program – Receipts	2,186	2,175	11
Federal Student Loan Program – Payments	(2,186)	(2,175)	(11)
<b>Net Cash used in Operating Activities</b>	<b>\$(9,573)</b>	<b>\$(10,006)</b>	<b>\$433</b>

## CASH FLOWS

### STATEMENTS OF CASH FLOWS FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	FY 2023	Change
<b>CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:</b>			
State Appropriations	\$5,728	\$5,878	\$(150)
Federal Pell Grant	2,978	2,361	617
Federal HEERF Grant	-	1,229	(1,229)
<b>Net Cash Provided by Noncapital Financing Activities</b>	<b>8,706</b>	<b>9,468</b>	<b>(762)</b>
<b>CASH FLOWS FROM CAPITAL FINANCING ACTIVITIES:</b>			
Purchases of Capital Assets	(72)	(830)	758
Fees Assessed by the Commission	(2)	(2)	-
Principal Paid – Leases & SBITA	(575)	(441)	(134)
Interest Paid – Leases & SBITA	(88)	(84)	(4)
<b>Net Cash Used in Capital Financing Activities</b>	<b>\$(737)</b>	<b>\$(1,357)</b>	<b>\$620</b>

## CASH FLOWS

STATEMENTS OF CASH FLOWS  
FOR THE 9 MONTHS ENDED MARCH 31, 2024 AND 2023

(In thousands)	FY 2024	FY 2023	Change
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>			
Interest on Investments	\$351	\$221	\$130
<b>INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>\$(1,253)</b>	<b>\$(1,674)</b>	<b>\$421</b>
CASH AND CASH EQUIVALENTS- July 1	\$11,756	\$14,339	\$(2,583)
CASH AND CASH EQUIVALENTS- Mar 31	\$10,503	\$12,665	\$(2,162)

QUESTIONS