



**BELMONT**  
COLLEGE

**BOARD OF TRUSTEES  
MEETING**

**June 25, 2026**

**6:00 p.m.**

**Belmont College**  
**District Board of Trustees Meeting**

June 25, 2026

6:00 p.m.

<b>AGENDA</b>
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<b>CALL TO ORDER</b>	Mrs. Elizabeth Gates, Chair	
<b>ROLL CALL</b>	Kristy Kosky	
<b>PLEDGE OF ALLEGIANCE</b>		
<b>INTRODUCTION OF VISITORS</b>	Mrs. Elizabeth Gates, Chair	
<b>APPROVAL OF AGENDA</b>	Mrs. Elizabeth Gates, Chair	
<b>APPROVAL OF MINUTES</b>	Mrs. Elizabeth Gates, Chair March 2026 Minutes	<b>A-1</b>
<b>OATH OF OFFICE</b>	Mr. James Tennant and Mr. Kurt Smith	
<b>EXECUTIVE SESSION</b>	Legal and Personnel	

**CONSENT AGENDA**

<b><u>Monitoring Activities</u></b>	<b>B</b>
1. February 2026 Financials	<b>B-1</b>
2. March 2026 Financials	<b>B-2</b>
3. April 2026 Financials	<b>B-3</b>
4. CCP Enrollment	<b>B-4</b>
5. Program Reviews	<b>B-5</b>
<b><u>Administrative Items</u></b>	<b>C</b>
1. 2026-2027 Budget	<b>C-1</b>
2. Course Fee Changes	<b>C-2</b>
<b><u>Board Items</u></b>	<b>D</b>
1. Election of New Board Members/Resolutions	<b>D-1</b>
2. Election of Officers	<b>D-2</b>
3. Election of Executive Committee	<b>D-3</b>
4. Foundation Board Representative	<b>D-4</b>
5. Heritage Tree Nominations	<b>D-5</b>
6. Employee Emeritus	<b>D-6</b>
7. New Course Approval	<b>D-7</b>
8. Completion Plan	<b>D-8</b>

<b>PRESIDENT'S REPORT</b>	Dr. Paul Gasparro
<b>COMMENTS FROM THE CHAIR</b>	Mrs. Elizabeth Gates, Chair

**COMMENTS FROM  
THE COLLEGE COMMUNITY**

**NEXT REGULAR MEETING**

August 8, 2026  
Belmont College – ATC  
9:00 a.m.

**ADJOURNMENT**

# **TAB A**

# **MINUTES**

# **TAB A-1**

# **MINUTES**

March 2026

**BELMONT COLLEGE**

**BOARD OF TRUSTEES MEETING**

**Minutes of March 26, 2026**

The regular meeting of the Belmont College District Board of Trustees was held at 6:00 p.m., on March 27, 2025, at Belmont College in the Board room.

Call to Order Mrs. Gates, Chair, called the meeting to order at 6:01 p.m.

Roll Call Allison Anderson – Present  
Cory DelGuzzo – Absent  
Elizabeth Gates - Present  
Mark Macri – Present  
Richard Myser - Present  
Anita Rice – Present  
Mark Romick – Absent  
Melissa Smithberger – Present  
Matt Steele – Present

There being a quorum, the meeting proceeded.

Attendance Janet Sempkowski, Heather Davis, Carrie White, Jerry Ball, Patricia Youmans, Chris Hoover, Leroy Gifford, Dr. Paul Gasparro and Kristy Kosky.

Introduction of Visitors Mrs. Gates welcomed Mr. Leroy Gifford of BHM CPA Group.

Approval of Agenda Mrs. Gates amended the agenda to move agenda item C-1, FY 2024-2025, Audit Report, to the top of the agenda, and added and Executive Session to discuss personnel.

Mrs. Gates then asked for a motion to approve the amended agenda.

Dr. Macri motioned, seconded by Mrs. Rice, to approve the amended agenda. All ayes; motion carried.

Approval of Minutes Mrs. Gates asked for a motion to approve the minutes of the January 2026 meeting.

Mrs. Smithberger motioned, seconded by Mrs. Anderson, to approve the minutes of the January 2026 meeting.

Ayes: Mrs. Anderson, Mrs. Gates, Dr. Macri, Mr. Myser, Mrs. Rice, Mrs. Smithberger.

Nays: None

Abstain: Mr. Steele

Ayes have the majority. Motion passed.

- FY 2024-2025 Audit Mr. Leroy Gifford presented the FY 2024-2025 Audit, noting no findings and a clean audit.
- Consent Agenda Monitoring Activities Janet Sempkowski provided an overview of Agenda Item B-1, December 2025 Financials and B-2, January 2026 Financials.
- Dr. Gasparro reviewed Agenda Item B-3, Gateway Math and English KPI's and Agenda Item B-4, Persistence and College Course Completion KPI's.
- Consent Agenda Administrative Items Mrs. Gates asked for clarification on Agenda Item C-2, Authorization of Then and Now Purchases. Dr. Gasparro reported that a change in personnel is what led to the missed date of the purchase order.
- Dr. Davis reviewed Agenda Item C-3, Curricular Approval Policy, noting that the policy is required by the State.
- Dr. White provided an overview of Agenda Item C-4, Course Fee Adjustments, noting that the fees are proposed for the new Police Science Program.
- Consent Agenda Board Items The Board reviewed Agenda Item D-1, the proposed Board of Trustees 2026-2027 Meeting Schedule, and agreed on August 8, 2026, for the Board Retreat/Evaluation of the President.
- Executive Session Mrs. Gates asked for a motion to enter into Executive Session for the purpose of discussing personnel.
- Mrs. Rice motioned, seconded by Mr. Steele to enter into Executive Session for the purpose of discussing personnel.  
All ayes; motion carried.  
Executive Session began at 7:16 p.m.
- A roll call vote was taken to come out of Executive Session.  
All ayes.  
Executive Session ended at 7:29 p.m.
- Consent Agenda Board Items Dr. Macri reported that Agenda Item D-2, Trustee Selection Committee/Resolutions/Elections, would be tabled and added to the May 28, 2026 Board meeting.
- Approval of Consent Agenda Mrs. Gates then asked for a motion to approve the consent agenda in its entirety.
- Mr. Myser motioned, seconded by Dr. Macri to approve the consent agenda in its entirety.

All ayes; motion carried.

President's Report Kristy Kosky provided a visual overview of the progress on the new Executive offices and Board room.

Dr. White provided updates on Academics.

Dr. Davis provided updates on Human Resources and IT and Facilities.

Dr. Gasparro presented two new commercials that will be released soon.

Comments from the Chair Mrs. Gates announced that there will be three commencement ceremonies this year.

Thursday, May 7<sup>th</sup> at 7:00 pm, Friday, May 8<sup>th</sup> at 4:00 pm  
and Friday, May 8<sup>th</sup> at 7:00 pm.

Board Members encouraged to attend.

Mrs. Gates reminded the Board members of their annual Financial Disclosure responsibility.

Mrs. Gates announced that Mrs. Anderson and Mr. Steele have announced that they will not be seeking reelection to the Board of Trustees and this will be their last meeting as a Board member. She thanked them for their service to the College and wished them well.

Comments from the College Community

N/A

Next Regular Meeting

May 28, 2026  
Belmont College- TBD  
6:00 p.m.

Adjournment

Mrs. Gates adjourned the meeting at 8:08 p.m.

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Elizabeth F. Gates, Chair

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Paul F. Gasparro, President

Date Approved: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

# CONSENT AGENDA

# **TAB B**

## **CONSENT AGENDA**

### Monitoring Activities

# **TAB B-1**

## **CONSENT AGENDA**

### **Monitoring Activities**

**February 2026 Financials**

**AGENDA ITEM B-1: FEBRUARY 2026 FINANCIALS**  
**Board of Trustees Meeting Date: June 25, 2026**

The cash position of the College as of February 28, 2026 is as follows:

* Checking Account Balance	\$	701,501.32
Certificates of Deposit	\$	2,416,247.39
STAR Ohio	\$	1,710,359.87
Savings	\$	178,814.56
Total Temporary Investments	\$	4,305,421.82
Total Cash and Temporary Investments	\$	5,006,923.14

\* Checking account balance includes:  
 General, Auxiliary, Restricted, Development, Endowment, and Plant Funds

The revenues and expenditures are as follows:

	<u>This Year</u> <u>% Recorded</u>	<u>% Year</u> <u>Completed</u>
Budgeted Revenues	79.9%	66.7%
Budgeted Expenditures	69.8%	66.7%

The Appropriated Fund Balances are as follows:

1. The General Fund Board Appropriated Fund Balances are \$ 213,409.15.
2. The General Fund Board Appropriated Start Up Fund Balance is \$ 76,334.03.

**RECOMMENDATION:** Recommended that the Board accept the financial information for February 2026 as presented.

**SUBMITTED BY:** Janet Sempkowski, Director of Finance & CFO

# **TAB B-2**

## **CONSENT AGENDA**

Monitoring Activities

March 2026 Financials

**AGENDA ITEM B-2: MARCH 2026 FINANCIALS**  
**Board of Trustees Meeting Date: June 25, 2026**

The cash position of the College as of March 31, 2026 is as follows:

* Checking Account Balance	\$	555,812.60
Certificates of Deposit	\$	2,424,785.14
STAR Ohio	\$	1,465,652.25
Savings	\$	176,970.44
Total Temporary Investments	\$	4,067,407.83
Total Cash and Temporary Investments	\$	4,623,220.43

\* Checking account balance includes:  
 General, Auxiliary, Restricted, Development, Endowment, and Plant Funds

The revenues and expenditures are as follows:

	<u>This Year</u> <u>% Recorded</u>	<u>% Year</u> <u>Completed</u>
Budgeted Revenues	83.5%	75%
Budgeted Expenditures	80.2%	75%

The Appropriated Fund Balances are as follows:

1. The General Fund Board Appropriated Fund Balances are \$ 213,409.15.
2. The General Fund Board Appropriated Start Up Fund Balance is \$ 76,334.03.

**RECOMMENDATION:** Recommended that the Board accept the financial information for March 2026 as presented.

**SUBMITTED BY:** Janet Sempkowski, Director of Finance & CFO

# TAB B-3

## CONSENT AGENDA

### Monitoring Activities

April 2026 Financials

**AGENDA ITEM B-3: APRIL 2026 FINANCIALS**  
**Board of Trustees Meeting Date: June 25, 2026**

The cash position of the College as of April 30, 2026 is as follows:

* Checking Account Balance	\$	278,416.71
Certificates of Deposit	\$	2,424,785.14
STAR Ohio	\$	1,470,228.35
Savings	\$	176,970.44
Total Temporary Investments	\$	4,071,983.93
Total Cash and Temporary Investments	\$	4,350,400.64

\* Checking account balance includes:  
 General, Auxiliary, Restricted, Development, Endowment, and Plant Funds

The revenues and expenditures are as follows:

	<u>This Year</u> <u>% Recorded</u>	<u>% Year</u> <u>Completed</u>
Budgeted Revenues	87.9%	83.3%
Budgeted Expenditures	87.8%	83.3%

=====  
 The Appropriated Fund Balances are as follows:

1. The General Fund Board Appropriated Fund Balances are \$ 213,409.15.
2. The General Fund Board Appropriated Start Up Fund Balance is \$ 76,334.03.

**RECOMMENDATION:** Recommended that the Board accept the financial information for April 2026 as presented.

**SUBMITTED BY:** Janet Sempkowski, Director of Finance & CFO

# **TAB B-4**

## **CONSENT AGENDA**

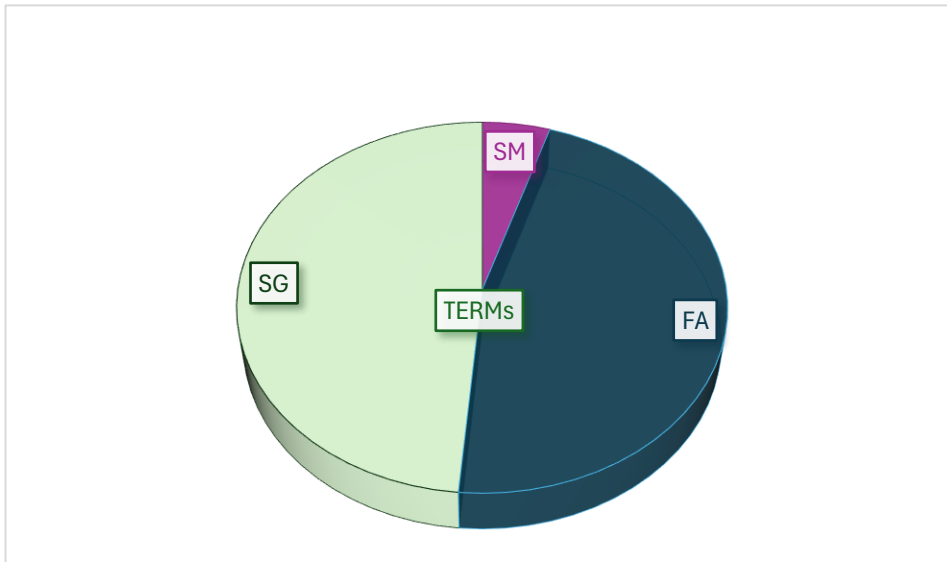
Monitoring Activities

CCP Enrollment

AGENDA ITEM B-4: CCP ENROLLMENT  
Board of Trustees Meeting Date: June 25, 2026

**BELMONT COLLEGE  
CCP STUDENTS ENROLLMENT 2025-2026**

TERM	ENROLLMENT	HOURS
SM	153	444
FA	1453	9718
SG	1518	10534



UNDUPLICATED

## BELMONT COLLEGE 2026 CCP STUDENTS BY SCHOOL

Row Labels	2026			2026 Total
	FA	SG	SM	
Barnesville High School	59	6	3	68
Bellaire High School	2	1		3
Belmont Career Center	5			5
Bridgeport Exempted Village School District	39	2	1	42
Buckeye Local High School	52	3		55
Buckeye Trail High School	7	1	2	10
Catholic Central High School	8	2		10
Champion High School	63	52		115
East Richland Christian HS	8	25		33
Edison High School	136	15	1	152
Gilmour Academy		1		1
Grand Valley High School		1		1
Great River Connections Academy	1			1
Harrison Central High School	67		1	68
High School - Home School	1		2	3
Howland High School	154	2	4	160
Hubbard High School	107	1	1	109
Indian Creek High School	99	8		107
Jackson Milton High School	31	4		35
Jefferson County J V S	36	9	2	47
Liberty High School	24	11		35
Mahoning County Career Tec Ctr	1			1
Martins Ferry School District	2		1	3
Monroe Central High School	58	5	4	67
Morgantown High School	1			1
Newton Falls High School		9		9
Ohio Virtual Academy	1		2	3
Poland Seminary High School	2			2
Quaker Digital Academy	1		1	2
River High School	23	2		25
Saint Clairsville High School	12			12
Shadyside Local School District	6			6
Southern Local High School	1			1
Steubenville High School	154	18	119	291
Swiss Hills Career Center	5	3	1	9
Toronto High School	89			89
Union Local High School	48	3	2	53
(blank)				
<b>Grand Total</b>	<b>1303</b>	<b>184</b>	<b>147</b>	<b>1634</b>

\*1634 is the UNDUPLICATED COUNT OF STUDENTS FROM EACH SCHOOL  
This reflects the total number of Actual Students for the year.

# TAB B-5

## CONSENT AGENDA

Monitoring Activities

Program Reviews

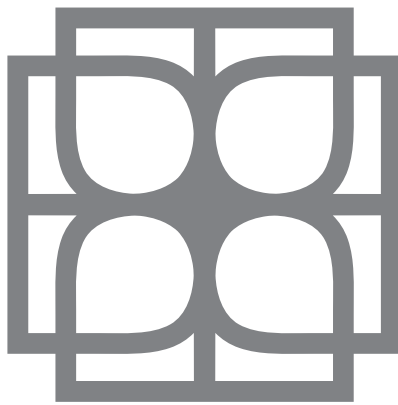
**AGENDA ITEM B-5: PROGRAM REVIEWS**  
**Board of Trustees Meeting Date: June 25, 2026**

The attached includes the Program Reviews for the following, as prescribed by the Ohio Department of Higher Education.

1. HVAC Tech
2. Laboratory Tech
3. Medical Assisting
4. Mental Health
5. Networking
6. EMS/Paramedic
7. Process Control
8. Teacher Education
9. Welding Tech

**RECOMMENDATION:** It is recommended that the Board approve the Program Reviews as submitted.

**SUBMITTED BY:** Carrie White, VP Academic Affairs



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Heating, Ventilation and Air Conditioning**

**Lead Reviewer (Title): Keith Kaczor, Director of Industrial Trades**

**Date of last review:**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program’s effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
- 2) The completed document will be returned, and a program review meeting will be scheduled.
- 3) The discussion at the program review meeting will follow this document.
- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Create blueprints and schematic diagrams for an industrial worksite.
	2. Analyze systems for effectiveness and efficiency.
	3. Analyze, test, troubleshoot and repair components, circuits and basic industrial systems.

## Program Review

### Program Review HVAC

<b>Program Enrollment</b>			
Variable	2022-2023	2023-2024	2024-2025
Enrollment	30	24	28
<b>Belmont Enrollment</b>	<b>909</b>	<b>1040</b>	<b>2310</b>

<b>Credit Hours</b>			
Variable	2022-2023	2023-2024	2024-2025
Average Credits Taken	11.6	8.12	8.8
<b>Belmont Average Credits</b>	<b>9.4</b>	<b>8.4</b>	<b>7.7</b>
Total Credits Taken	372	232	245
<b>Belmont Total Credits Taken</b>	<b>8579</b>	<b>8754</b>	<b>17704</b>

<b>Program Key Performance Indicators</b>			
Variable	2022-2023	2023-2024	2024-2025
FA-SG Retention Rate	57%	87%	78%
<b>Belmont FA-SG Retention Rate</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	16%	21%	3%
<b>% Belmont 12+ Credits 1<sup>ST</sup> Semester</b>	<b>38%</b>	<b>9%</b>	<b>.01%</b>
Graduates	4	6	11
<b>Belmont Graduates</b>	<b>180</b>	<b>219</b>	<b>382</b>
Graduation Rate of Year	13%	25%	39%
<b>Belmont Graduation Rate of Year</b>	<b>20%</b>	<b>21%</b>	<b>17%</b>
Avg. GPA	3.11	3.04	3.18
<b>Avg. Belmont GPA</b>	<b>3.09</b>	<b>3.04</b>	<b>3.15</b>

<b>Demographics</b>			
Variable	2022-2023	2023-2024	2024-2025
Female	<b>10%</b>	<b>0%</b>	<b>11%</b>
Male	<b>90%</b>	<b>100%</b>	<b>89%</b>
White	<b>97%</b>	<b>100%</b>	<b>100%</b>
Black or African American	<b>0%</b>	<b>0%</b>	<b>0%</b>
Asian or Pacific Islander	<b>0%</b>	<b>0%</b>	<b>0%</b>
American Indian/Alaska Native	<b>0%</b>	<b>0%</b>	<b>0%</b>
Hispanic	<b>3%</b>	<b>0%</b>	<b>0%</b>
Multiracial	<b>0%</b>	<b>0%</b>	<b>0%</b>
Unknown Race	<b>0%</b>	<b>0%</b>	<b>0%</b>
Full Time	<b>0%</b>	<b>0%</b>	<b>0%</b>
Part Time	<b>0%</b>	<b>0%</b>	<b>0%</b>

Non-CCP	0%	0%	0%
CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	74%	0%	0%
25 + Years Old	26%	0%	0%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

#### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### **Demographics:**

- Demographics will also be provided for each program.

- Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
  - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
  - Age will be broken down to <18, 18-24, and 25+ years old.
  - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
- The three most recent academic years will be utilized.

### Credit Hours:

#### Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

#### Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently, we have 1 FT instructor, 2 adjuncts and 1 lab assistant. This has been working. We continue teaching the schedule and growing Work Force classes. We currently have an exceptional pathways program that is increasing enrollment, and this would be wonderful to continue its success and not break momentum and keep continuity.**
2. Please list professional development and/or scholarly activities completed by faculty in the program.

#### **Adam Wheeler:**

- **Niagara IV training**
- **Quick Model (Building Heat Load Calculation and HVAC Design software training**
- **2-time attendee of HVAC Excellence annual Educators conference and training**
- **NAVAC Class on vacuum pumps for HVAC**
- **2 bachelor's classes, currently enrolled for a bachelor's degree program (Applied Management)**
- **EPA 608 Universal Refrigeration License training to teach and Proctor**
- **EPA 609 Universal License training to teach and Proctor**

- **HVAC Excellence 410a Certificate and proctor**
  - **HVAC Excellence Basic Refrigeration and Charging Procedures training and Proctor**
  - **HVAC Excellence Water Heaters Certification and Proctor**
  - **RSES Hydrocarbon Refrigeration Certification and Proctor**
  - **Several Podcasts relevant to HVAC**
3. Describe methods used to evaluate the program's offerings
- **Present program changes/updates to advisory board for input and evaluation**
  - **Team meetings to evaluate effectiveness**
4. What are the program's strengths or weaknesses in curriculum and instruction?
- a. Strengths
- **Mind Tap simulations**
  - **Embedded Industrial Credentials and Employment Ready Certifications**
- b. Weaknesses
- **Program was grant funded therefore no impact to budget.**
5. Describe curricular changes made in the program since the last review and the reasons for those changes.
- **Embedded Industry Recognized Credentials and Employment Ready Certifications in curriculum**
  - **Refocused internships to a capstone offering between 1<sup>st</sup> year and second students with an employment component**
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?
- **Aligned courses so there is a stackable 1-year certificate**
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
- **Students have an option of an internship or a capstone which includes an employment component**
  - **Student can continue working around classes after capstone or internships**
  - **Internships students have options with several places for commercial HVAC, residential HVAC or refrigeration companies**
  - **Capstone class includes include an employment component**
  - **Example of a capstone is with Sheetz. Students work 4.5 days a week installing rooftop units, refrigeration units in Sheetz convenient/gas stations. All expenses**

are paid including overnight accommodations across Ohio and Pennsylvania while earning \$24/hour. Then attend class at the end of the week.

- **Students install HVAC units in campus buildings and then maintain them.**
  - **HAC 2130 A/C Systems Maintenance**
  - **HAC 2133 Forced Air and Sheetmetal**
  - **HAC 1128 Piping and Installation Fundamentals**
  - **HAC 2146 Design Project HVAC**
  - **HAC 2288 Internship**
  - **HAC 2148 Capstone**

## Facilities, Technical Infrastructure, and Resources

8. Describe the program's current physical space and how it affects program delivery.

**The HVAC Program is currently in the leased Belco Building basement and sharing its classroom/lab space with the Building Preservation and Restoration Programs' wood shop. We are going to try and stagger classes this next semester.**

9. Describe the types of instructional and information technology resources used in the program.

- **The instructors use PowerPoint and Canvas**
- **There is screen sharing available**
- **Kahoot**
- **WIFI is weak and difficult to use the VR Interplay simulation program**
- **Podcasts and broadcasts of HVAC Influencers**
- **Cengage MindTap online Learning Platform**
- **Canvas**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. They also use the Kahoot program (when WIFI is available) for review. HVAC Excellence, an educational partner provides podcasts and influencers that are used regularly to introduce students to current trends, problems encountered in the field and to keep current with rule and code changes in the HVAC world. Cengage MindTap assists in learning and lab assignments. Canvas is an online communication platform that allows instructors to post assignments, grades as well communicating with the students.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**We are always updating curriculum, programming and opportunities for our students based upon our meetings with advisory committee members, the local community and the needs therein as well as potential employers for our students.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

- **A projected need is to be able to instruct in Building Automation and Controls. A computer-based program that "controls" a commercial buildings HVAC system.**

13. Do faculty and staff make use of college resources and support services available to all learners? **Faculty and instructors are aware of and do make available the resources on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas**
- **Cengage's MindTap**

## SWOT

1. What do you perceive as the internal strengths of the program?
  - **Excellent and passionate instructors**
  - **Involved advisory board members**
  - **Strong group of program partners and partnerships**
  - **Great connections with area school counselors, career navigators and school administrators**
  - **Great pathways programs**
  - **Strong relationship with recruiting and advising**
  - **STEM/CTE, Career Technical Education camps and events throughout the year**
  - **3-week Summer Camp for the trades, GRIT**
  - **Strong Capstone program with employment component**
  - **Embedded Industry Recognized Credentials and Employment Ready Credentials**
  - **Work Force Development HVACR classes to feed academic program**
  - **Nearly 100% placement of Graduates**
2. What do you perceive as the internal weaknesses of the program?
  - **Funding is always an issue to maintain and grow labs and equipment**

3. Are there any external opportunities for this program?
  - **Partnership with local trades groups**
  - **Develop a full fledged high school HVACR Program and relationship with the Career Center next door to increase enrollment through an articulation agreement.**
  - **Offer classes related to and the testing of the West Virginia State HVAC Technician Certification License**
4. What are the external threats to this program?
  - **West Virginia Community College**
  - **Online HVAC training**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **By all data HVACR is one of the largest need of employees. This is due to baby boomers retiring, increase level of technology in the HVACR area and the drive for comfort and equipment cooling efficiency. According to the US Bureau of Labor Statistics there will be and increase of jobs and the lack of employees making up those jobs in the next 8 years of 40,100 jobs. Every HVACR company can and is hiring presently. <https://www.bls.gov/ooh/installation-maintenance-and-repair/heating-air-conditioning-and-refrigeration-mechanics-and-installers.htm>**
  - **Advanced Manufacturing coming to Ohio**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
  - **Better Capstone opportunities for students**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.
  - Sid Loudin, [sloudin@rumerloudin.com](mailto:sloudin@rumerloudin.com)
  - Kellie Loudin [kloudin@rumerloudin.com](mailto:kloudin@rumerloudin.com)
  - Brandon Loudin [bloudin@belmontcollege.edu](mailto:bloudin@belmontcollege.edu)
  - William Burns [wburns@belmontcollege.edu](mailto:wburns@belmontcollege.edu)
  - Ed Mowrer [emowrer@belmontcollege.edu](mailto:emowrer@belmontcollege.edu)

- Debbie Wood [dwood@natequipment.com](mailto:dwood@natequipment.com)
- Kevin McGloughlin [kevin@gunnpeggelow.com](mailto:kevin@gunnpeggelow.com)
- Leah Eft [Leah.eft@edisonwildcats.org](mailto:Leah.eft@edisonwildcats.org)
- John Hercules [jhercules@heneumann.com](mailto:jhercules@heneumann.com)
- Michael Conner [MConner@oglebay.com](mailto:MConner@oglebay.com)
- Joe Mills [jmills@westliberty.edu](mailto:jmills@westliberty.edu)
- Mark Masten [mark.masten@tranetechnologies.com](mailto:mark.masten@tranetechnologies.com)
- Gary Horn [ghorn@stdair.com](mailto:ghorn@stdair.com)
- Sean Doyle [sdoyle@mckinleydelivers.com](mailto:sdoyle@mckinleydelivers.com)
- Steve Hancock Sheetmetal Union [steve@smart33.org](mailto:steve@smart33.org)
- Chad Thornburg Maintenance Director Wheeling Hospital WVU  
Medicine [chad.thornburg@wvumedicine.org](mailto:chad.thornburg@wvumedicine.org)
- Katelyn Schwab Trane company [katelyn.schwab@tranetechnologies.com](mailto:katelyn.schwab@tranetechnologies.com)
- Mark Grosso Sheetz [mgrosso@sheetz.com](mailto:mgrosso@sheetz.com)

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings)

The last advisory board meeting was scheduled for August 17 of 2023.

3. What changes have you made to your program related to advisory committee suggestions?

**Updated professional careers and internship opportunities.**

### Promotional Materials

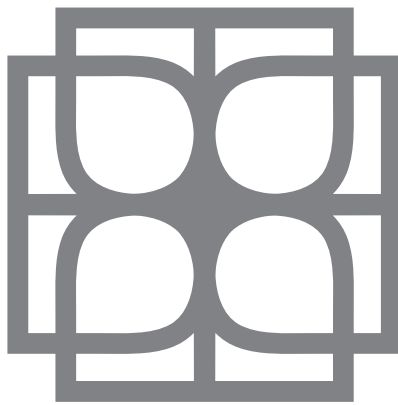
1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) Website-Yes
  - b) College Catalog - Yes
  - c) Program Brochures - Yes

### Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

**To continue to develop the program and work with local employers and advisors to stay current in the industry. To establish more apprenticeship opportunities and work closely with the local unions.**





# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Lab Tech**

**Lead Reviewer (Title): Carrie White, CAO**

**Date of last review: First 2 Year Review**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program’s effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
- 2) The completed document will be returned, and a program review meeting will be scheduled.
- 3) The discussion at the program review meeting will follow this document.
- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Collect, process, and analyze urine, blood, and other biological substances.
	2. Master the necessary techniques for performing routine clinical laboratory tests.
	3. Demonstrate professional behavior and apply legal and ethical responsibilities within the healthcare environment.
	4. Understand infection control protocols and properly apply all laboratory safety standards.

## Program Review Laboratory Technician LBT 2026

<b>Program Enrollment</b>			
Variable	2023-2024	2024-2025	2025-2026
Enrollment	17	28	32
<b>Belmont Enrollment</b>	<b>1040</b>	<b>2310</b>	<b>2315</b>

\*Enrollment counts Dual Credit HS

<b>Credit Hours</b>			
Variable	2023-2024	2024-2025	2025-2026
Average Credits Taken	14.82	15.30	13
<b>Belmont Average Credits</b>	<b>8.4</b>	<b>7.7</b>	<b>7.7</b>
Total Credits Taken	252	413	416
<b>Belmont Total Credits Taken</b>	<b>8754</b>	<b>17704</b>	<b>12542</b>

\*Credits are not counting Dual Credit Students

<b>Program Key Performance Indicators</b>			
Variable	2023-2024	2024-2025	2025-2026
FA-SG Retention Rate	88%	92.86%	93.33%
<b>Belmont FA-SG Retention Rate</b>	<b>73%</b>	<b>73%</b>	<b>34%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	12%	28.57%	9.38%
<b>% Belmont 12+ Credits 1<sup>st</sup> Semester</b>	<b>9%</b>	<b>1%</b>	<b>7%</b>
Graduates	0	6	4
<b>Belmont Graduates</b>	<b>219</b>	<b>382</b>	<b>288</b>
Graduation Rate of Year	0	21.43%	12.5%
<b>Belmont Graduation Rate of Year</b>	<b>21%</b>	<b>17%</b>	<b>12%</b>
Avg. GPA	2.89	2.98	3.44
<b>Avg. Belmont GPA</b>	<b>3.04</b>	<b>3.15</b>	<b>3.17</b>

\*This table uses total population for Graduate and Retention totals

<b>Demographics</b>
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Variable	2023-2024	2024-2025	2025-2026
Female	<b>94.18%</b>	<b>85.71%</b>	<b>96.9%</b>
Male	<b>5.82%</b>	<b>10.71%</b>	<b>0%</b>
White	<b>94.18%</b>	<b>85.71%</b>	<b>81.25%</b>
Black or African American	<b>0%</b>	<b>0%</b>	<b>0%</b>
Asian or Pacific Islander	<b>0%</b>	<b>0%</b>	<b>0%</b>
American Indian/Alaska Native	<b>0%</b>	<b>0%</b>	<b>0%</b>
Hispanic	<b>5.82%</b>	<b>7.14%</b>	<b>6.25%</b>
Multiracial	<b>0%</b>	<b>7.14%</b>	<b>6.25%</b>
Unknown Race	<b>0%</b>	<b>0%</b>	<b>6.25%</b>
Full Time	<b>94.18%</b>	<b>92.86%</b>	<b>59.38%</b>
Part Time	<b>5.82%</b>	<b>7.14%</b>	<b>40.62%</b>
Non-CCP	<b>100%</b>	<b>100%</b>	<b>100%</b>
CCP Student	<b>0%</b>	<b>0%</b>	<b>0%</b>
<18	<b>0%</b>	<b>0%</b>	<b>0%</b>
18-24 Years Old	<b>70.59%</b>	<b>71.43%</b>	<b>59.37%</b>
25 + Years Old	<b>29.41%</b>	<b>28.57%</b>	<b>40.63%</b>

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### Demographics:

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
  - The three most recent academic years will be utilized.

### Credit Hours:

#### Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

#### Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently, we have 1 FT instructor and 2 adjuncts, who already serve as full time faculty members at Belmont college, Dr. Suzanne Clutter, and Mr. Benjamin Fulton. We are currently advertising for another adjunct instructor. The program was initiated in 2022, Dr. Suzanne Clutter created and taught the curriculum**

**for the first 2 years. In 2024 we hired our first full time faculty member, Ellen Christakis, MLS.**

2. Please list professional development and/or scholarly activities completed by faculty in the program.

**The Lab Tech Program is supported by qualified faculty with advanced degrees in, as well as licensure certification and significant professional experience in the medical and research laboratory sectors. Additionally Faculty engage in continuous professional development, including licensure maintenance, conference participation and curriculum innovation.**

**Suzanne Clutter and Ellen Christakis are members of American Medical Technologist and attended the 2024 annual meeting in Pittsburgh, PA. We are scheduled to attend the 2025 meeting in Columbus, Oh.**

Full time faculty:

**Ellen Christakis, MLS (ACSP) Professor of Laboratory Sciences**

Adjunct/Support Faculty

**Dr. Suzanne Clutter, MLS, Ph.D. Professor of Laboratory and Natural Sciences**

**Mr. Benjamin Fulton, MS. Associate Professor of Natural Sciences**

3. Describe methods used to evaluate the program's offerings

- **Present program changes/updates to advisory board for input and evaluation**
- **Adminsitration and Faculty meetings to evaluate effectiveness**
- **Annual Faculty evaluations and observations**
- **Student evaluations of instruction**

4. What are the program's strengths or weaknesses in curriculum and instruction?

a. Strengths

- **Field is in high demand of technicians**
- **Currently the only program in the community**
- **Integration of theory and applied practice in a well equip on campus laboratory setting.**
- **Field placements providing real world experience**
- **Phlebotomy certification in the first year of curriculum**

b. Weaknesses

- **New program; only 1 graduating class**
- **Redesigned the curriculum after first 3 graduating classes as recommended by our advisory committee.**

5. Describe curricular changes made in the program since the last review and the reasons for those changes.

- **The curriculum was redesigned in order to allow students 5 days /week in their clinical rotations. The curriculum was initially designed to only allow for 3 days/week at their clinical rotations.**
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?
- **Yes, the phlebotomy certification was added as a stackable certificate to the applied associate degree in laboratory science.**
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
- **Students take LAB 2120/2125 Clinical/Seminar in their second year.**
  - **Student are assigned 4 different clinical rotations in the areas of Chemistry, Hematology, Blood Bank, and Microbiology**
  - **Students are placed by the instructor, following course completion, and a successful application into upto 4 of the following facilities**
    - **Wheeling Hospital**
    - **Trinity Hospital**

## Facilities, Technical Infrastructure, and Resources

- **Weirton Hospital**
  - **Barnsville Hospital**
  - **Reynolds Hospital**
  - **UPMC-Washington**
  - **Wetzel County Hospital**
8. Describe the program's current physical space and how it affects program delivery.
- The Lab Tech program is primarily housed in the Health Sciences building. The lab tech classroom/laboratory space is designated in HSC 202 with an attached prep room in HSC 204. Additionally HSC 206 houses the Anatomage Table which is part of the curriculum. In HSC 210, the Microbiology courses are taught and in HSC 108 is the Phlebotomy laboratory.**
9. Describe the types of instructional and information technology resources used in the program.
- **The instructors use PowerPoint and Canvas, and project lecture materials in all classrooms and laboratories**
  - **The college has 2 Anatomage Tables; Main 1025 and HSC 206.**
  - **The College has an American Medical Technologist (AMT) certification and Belmont students enrolled in the lab tech program are members with educational resources and benefits.**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. Canvas is an online communication platform that allows instructors to post assignments, grades as well communicating with the students.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**This is our first review.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

**The program needs a significant budget tied to the laboratory fees. In order to maintain safety, many perishable and PPE supplies are required each semester so students can work with real patient samples in order to simulate the clinical laboratory setting.**

13. Do faculty and staff make use of college resources and support services available to all learners?

**Faculty and instructors are aware of and do make available the recourses on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas LMS**

## SWOT

1. What do you perceive as the internal strengths of the program?
  - **Excellent and passionate instructors**
  - **Involved advisory board members**
  - **Strong group of program partners and partnerships**
  - **Great connections with area school counselors, career navigators and school administrators**
  - **Great pathways programs**
  - **Strong relationship with recruiting and advising**
2. What do you perceive as the internal weaknesses of the program?
  - **Significant growth and the inability to provide quality education to an incoming class of more than 12 students**
3. Are there any external opportunities for this program?
  - **Partnership with local medical, research, and industry laboratories.**
4. What are the external threats to this program?

- **West Virginia Community College also started a lab tech program the same year as ours. However we have graduated more students and have a larger incoming class this year.**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **The students participate in clinicals at local hospitals and clinical settings. So far, every graduating student has been offered jobs at at least one clinical site.**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
  - **Additional Laboratory Affiliations and Internship opportunities for students**
  - **Additional engagement with the community partners and advisors.**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.

Laboratory Technology Advisory Board:

Medical:

1. Maggie Pyles, WVU Medicine, Wheeling Hospital Laboratory Director
2. Giselle Bauer, WVU Medicine, Wheeling Hospital Chemistry Director
3. Rodney Hammer, WVU Medicine, Wheeling Hospital Hematology Director
4. John Tennant, WVU Medicine, Wheeling Hospital 1 Medical Park, Wheeling WV 26003. Attn: Laboratory
5. Marcus Cofield, UPMC, Academic Service Partnerships, Programs Manager UPMC Center for Nursing Excellence Forbes Tower Suite 10040 3600 Meyran Ave. at Forbes Pittsburgh, PA 15213 T: 412-647-6026 cofieldm@upmc.edu
6. Elise Leonard , Genesis Healthcare Systems, Laboratory Director [ELeonard@genesishcs.org](mailto:ELeonard@genesishcs.org)
7. Caylana Vance, MLS(ASCP)<sup>CM</sup> [cvance@genesishsc.org](mailto:cvance@genesishsc.org)

Industry:

1. Rachel Kramer, VP of Quality, at Barium Chemicals
2. Kayla Helser

Human Resource Manager  
**AMG Vanadium LLC**  
60790 Southgate Rd  
Cambridge, OH 43725 USA

Tel: 740-435-4609 | Cell : 740-995-9228 | [khelser@amg-v.com](mailto:khelser@amg-v.com)

3. Brandon Ryan, AMG Vanadium, Quality Process Lead
4. Brandie Cowden, Williams Energy, Supervisor for Operations,  
[Brandie.Ward@williams.com](mailto:Brandie.Ward@williams.com)

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings) Fall 2024

## Summary

- Suzanne Clutter provided follow-up details from the November 18 Laboratory Advisory Board meeting to Patricia Youmans.
- **Graduate hiring outcomes:**
  - WVU Medicine hired three Belmont graduates in May 2024 (two at Wheeling Hospital and one at Wetzel County Hospital).
  - UPMC hired one graduate at Washington Hospital.
- **Internships & industry partnerships:**
  - Representatives from Barium Chemicals, AMG Vanadium, Williams Energy, and Standard Labs expressed strong interest in internships and hiring, but internships are contingent on developing a water quality technician curriculum and hiring a chemistry instructor.
- **Advisory board planning:**
  - Additional members from Trinity and LabCorp are to be invited to the next advisory board meeting planned for May 2026; the exact date and time were to be set later by Suzanne Clutter and Ellen Christakis.
  - Minutes and agendas will be posted in Canvas on the HLC site.
- **Program next steps:**
  - A tour of AMG Vanadium originally considered for Spring 2026 was moved to Fall 2026 due to spring clinical placements.
  - A curriculum plan for an industry-based laboratory technician program will be developed with Belmont College administration and presented at a future board meeting.

- Target completion for the industry-based laboratory technician curriculum is December 2026, with related medical laboratory curriculum restructuring already planned for review by Academic Affairs in December 2025.

3. What changes have you made to your program related to advisory committee suggestions?
- **Connect more with advisors and community partners**
  - **We increased the number of clinical hours.**
  - **We added a Phlebotomy certificate in the first year.**

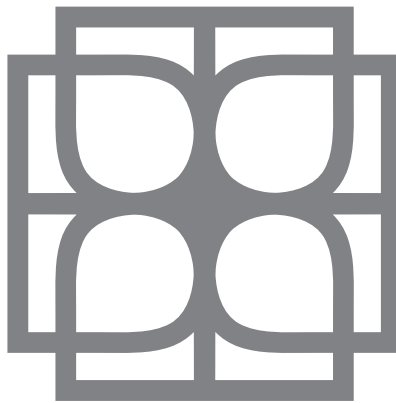
## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
- a) **Website - Yes**
  - b) **College Catalog - Yes**
  - c) **Program Brochures - Yes**
  - d) **Social Media - Yes**

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

N/A; This is our first program review.



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2026**

**Academic Program Title (CIP): Medical Assisting/Allied Health Administration Program**

**Lead Reviewer (Title): Amanda Piegan, MPA, CMA (AAMA)**

**Date of last review:**

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Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program's effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
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- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Apply general knowledge of anatomy and physiology, medical terminology, psychology, and sociology in the care of patients

	2. Implement good human relations skills including effective communication, confidentiality, accuracy, and dependability.
	3. Demonstrate competence in clinical procedures including patient histories, vital signs, preparing patients for exams, administering medications, performing point of care testing, and assisting doctors with physicals and minor surgery.
	4. Apply quality control measures in following health and safety policies and procedures to prevent illness and injury.
	5. Analyze, test, troubleshoot and repair-components of basic computers and diagnostic equipment for point of care testing.
	6. Demonstrate basic knowledge of medical business practices including medical coding and billing procedures.

### Program Review Allied Health Administration AHA 2026

Program Enrollment			
Variable	2023-2024	2024-2025	2025-2026
Enrollment	1	3	6
<b>Belmont Enrollment</b>	<b>1040</b>	<b>2310</b>	<b>2315</b>

\*Enrollment counts Dual Credit HS

Credit Hours			
Variable	2023-2024	2024-2025	2025-2026
Average Credits Taken	12	12.66	11.33
<b>Belmont Average Credits</b>	<b>8.4</b>	<b>7.7</b>	<b>7.7</b>
Total Credits Taken	12	38	68
<b>Belmont Total Credits Taken</b>	<b>8754</b>	<b>17704</b>	<b>12542</b>

\*Credits are not counting Dual Credit Students

Program Key Performance Indicators			
Variable	2023-2024	2024-2025	2025-2026
FA-SG Retention Rate	0	50%	100%
<b>Belmont FA-SG Retention Rate</b>	<b>73%</b>	<b>73%</b>	<b>34%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	0	0	0
<b>% Belmont 12+ Credits 1<sup>st</sup> Semester</b>	<b>9%</b>	<b>1%</b>	<b>7%</b>
Graduates	0	1	1
<b>Belmont Graduates</b>	<b>219</b>	<b>382</b>	<b>288</b>
Graduation Rate of Year	0	33.3%	16.7%
<b>Belmont Graduation Rate of Year</b>	<b>21%</b>	<b>17%</b>	<b>12%</b>
Avg. GPA	N/A	3.58	1.06
<b>Avg. Belmont GPA</b>	<b>3.04</b>	<b>3.15</b>	<b>3.17</b>

\*This table uses total population for Graduate and Retention totals

<b>Demographics</b>			
Variable	2023-2024	2024-2025	2025-2026
Female	<b>100%</b>	<b>100%</b>	<b>100%</b>
Male	<b>0%</b>	<b>0%</b>	<b>0%</b>
White	<b>100%</b>	<b>100%</b>	<b>100%</b>
Black or African American	<b>0%</b>	<b>0%</b>	<b>0%</b>
Asian or Pacific Islander	<b>0%</b>	<b>0%</b>	<b>0%</b>
American Indian/Alaska Native	<b>0%</b>	<b>0%</b>	<b>0%</b>
Hispanic	<b>0%</b>	<b>0%</b>	<b>0%</b>
Multiracial	<b>0%</b>	<b>0%</b>	<b>0%</b>
Unknown Race	<b>0%</b>	<b>0%</b>	<b>0%</b>
Full Time	<b>100%</b>	<b>66.7%</b>	<b>33.3%</b>
Part Time	<b>0%</b>	<b>33.3%</b>	<b>66.7%</b>
Non-CCP	<b>100%</b>	<b>66.7%</b>	<b>100%</b>
CCP Student	<b>0%</b>	<b>33.3%</b>	<b>0%</b>
<18	<b>0%</b>	<b>0%</b>	<b>0%</b>
18-24 Years Old	<b>0%</b>	<b>33.3%</b>	<b>0%</b>
25 + Years Old	<b>100%</b>	<b>66.7%</b>	<b>100%</b>

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### **Retention:**

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.

- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently competed academic years will be used.

Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

**Demographics:**

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
  - The three most recent academic years will be utilized.

**Credit Hours:**

Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.

The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes?

The Medical Assisting program incorporates both full-time and adjunct faculty to provide a broad range of expertise in health, sciences, and general education courses. This structure has been beneficial in supporting the variety of courses offered within the degree program. There is one dedicated coordinator who teaches the medical assisting specific courses.

2. Please list professional development and/or scholarly activities completed by faculty in the program.

Faculty engage in continuous professional development, including licensure maintenance, conference participation and curriculum innovation.

**Amanda Piegan**- taken and completed the ACUE Course in Effective Online Teaching Practices (ETOP) and received ACUE (Association of College and University Educators). Maintaining certification of Certified Medical Assistant (American Association of Medical Assisting) 60 continuing education units every 5 years. Fall and Spring forums provide faculty with the opportunities for education on a wide variety of topics.

3. Describe methods used to evaluate the program's offerings

- Student evaluations of instruction
- Feedback with advisory committee members each year
- Comparative analysis of other program offerings
- Academics Affairs committee members

4. What are the program's strengths or weaknesses in curriculum and instruction?

- a. Strengths

1. Accreditation through CAAHEP, under MAERB (Medical Assisting Education Review Board)
2. Graduates are work ready in under one year
3. Exceptional lab facilities and modern equipment
4. Offers medical, science, and general education courses
5. Experienced faculty and dedicated coordinator
6. Canvas LMS supports a variety of learning experiences

7. Many courses have an on campus and online option
    - b. Weaknesses
      1. Very fast paced program for students who are balancing work and family commitments
      2. Distance learning can present challenges for some students who struggle with time management
5. Describe curricular changes made in the program since the last review and the reasons for those changes.
  - a. Program was completed redesigned and implemented in fall 2024.
  - b. New program has been reaccredited through MAERB, illustrating compliance with the most recent standards (2022).
  - c. More online courses have been added as flexible options.
  - d. In 2025, courses were changed from two days per week to one longer day per week. This change reduced on campus courses in the first semester from four days per week to two days per week.
  - e. The seminar course is scheduled to run as hybrid in summer 2026 to provide students who are completing their 160 hours practicum more flexibility.
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review.
  - a. Additional online options and flex courses have been added.
  - b. Explore the use of more 8-week session classes in the future.
  - c. Seminar course was changed to hybrid.
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
  - a. Students are required to complete 4 shadow hours in MED 2555, Advanced Clinical Medical Assisting.
  - b. Students are required to complete 160 hour practicum during the semester semester, MED 2271 Practicum.
  - c. Affiliation agreements are in place for WVU, Trinity, Southeast, Drs. Urgent Care, Belmont County Health Department, among others so that students have a wide variety of ambulatory care settings to choose from to complete their practicum hours.

## Facilities, Technical Infrastructure, and Resources

8. Describe the program's current physical space and how it affects program delivery.
  - a. Classes for the medical assisting course and the majority of science courses are held at the college's Health Science Center. The physical space provides ample room for student learning along with equipment and supplies needed for successfully completing hands on skills.
  - b. The college's ATC provides classrooms for students for subjects such as allied health math and English.
  
9. Describe the types of instructional and information technology resources used in the program.
  - a. Canvas LMS is utilized for content in the form of PowerPoint, pdf, and videos. Links are provided to the publishers website for activities to promote learning.
  - b. Lecture with notes recorded in the students workbook are used throughout the medical assisting courses.
  - c. PowerPoint games such as Jeopardy and Kahoot are provided using screen sharing available to the Apple tvs at the HSC.
  - d. Hands on learning in the form of demonstrations and return demonstrations are important in learning the various skills such as vitals signs and ECGs.
  - e. Microsoft Teams meetings are utilized for live sessions, meetings, when needed.
  
10. How do these resources contribute to student success?
  - a. Canvas provides significant resources to facilitate student learning with a variety of assignment types. Instructors also add narrated PowerPoints, pdf files, resource links such as videos to provide opportunities to engage students in learning content.
  - b. The amount and variety of traditional learning, lecture and note taking, and supplemented with activities that engage students and promote understanding of course content.
  - c. The ability to have adequate lab space, equipment, and supplies gives students to knowledge and confidence to attain an entry level position upon graduation.

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

- a. Audiology equipment was purchased to provide students with the skill of performing a basic hearing screening.
- b. Multiple phlebotomy arms have been purchased to allow students to practice drawing blood.
- c. Upgraded urological equipment was purchased to allow students a more realistic experience inserting and removing a catheter.
- d. Additional instructor dual stethoscopes were incorporated into the shared lab resources.

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

- a. Increased budget-ensure students gain proficiency in skills
  1. The enrollment size has increased over the last few years with the change to the certificate program.
  2. Accreditation fees have increased for both CAAHEP/MAERB.
  3. One time use supplies, such as gloves or testing strips, have increased in cost.
  4. Shipping of supplies have increased significantly.
- b. Additional durable equipment-ensure students are work ready
  1. Updated ECG machine
  2. Additional blood pressure arms
  3. Phlebotomy arms need replaced every 2-3 years
  4. Mobile vital sign station

13. Do faculty and staff make use of college resources and support services available to all learners?

- a. Yes, the student success center is frequently utilized for a number of purposes. Other services also used.

14. Describe methods of course delivery utilized by the program.

- a. Canvas LMS
- b. In person traditional
- c. Lab experience
- d. Computer lab
- e. Online, email, Teams
- f. Clinical experience-practicum

## SWOT

1. What do you perceive as the internal strengths of the program?
  - a. Accreditation, with graduates able to take any of 5 national certifications
  - b. Excellent and experienced instructors
  - c. Exceptional classrooms, labs, and equipment
  - d. IT, advising and financial aid departments
  - e. Involved advisory board members, academic affairs committee members
  - f. Utilizing Canvas LMS
  - g. Significant job placement opportunities
2. What do you perceive as the internal weaknesses of the program?
  - a. Could have more updated or modern equipment
  - b. Online delivery can present challenges
  - c. Enrollment isn't significant to have an in person course and online option in some cases
3. Are there any external opportunities for this program?
  - a. Continued partnerships with area health care facilities
  - b. Continued high job placement rates
4. What are the external threats to this program?
  - a. Medical Assistants are not required to graduate from an accredited program to work in the field.
  - b. Competing programs, high school based, WVNCC, YSU-will have MA program
  - c. Higher paying majors and career options

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - a. Medical assisting is a fast-growing, in-demand career with steady job opportunities across the country. Employment of medical assistants is projected to grow 12 percent from 2024 to 2034, much faster than the average for all occupations. <https://www.bls.gov/ooh/healthcare/medical-assistants.htm>
  - b. Our employer surveys and conversations have been positive about our graduates. A frequent comment is that Belmont's students not only have

the technical skills but also have a high level of soft skills they don't see from other sources.

- c. I get frequently contacted by offices and organizations who specifically want Belmont's graduates.
  - d. All students seeking a position in the last 3 years have been able to find employment.
  - e. Many of our students use the medical assisting certificate as a starting point and continue their education in healthcare in fields such as radiology, nursings, or respiratory therapy.
2. What changes in your program do you anticipate related to employment opportunities for graduates?
- a. Increased demand for medical assistants, especially those who earn a national certification.

## Advisory Committee

1. List the current Advisory Committee for the program.

<b>Committee Member</b>	<b>Agency/Organization</b>
Kierstyn Elerick, current student	Belmont College, St. Clairsville OH
Katelin Fowler, RMA, Graduate Representative (2024) Shauna Studenc, AAS, Graduate Representative (2023) Cindy Smith, AAS, RMA, Graduate Representative (2022) Lisa Gatten, MA, RN Graduate Representative (1999)	Belmont Co Health Department, St. Clairsville, OH East Ohio Regional Hospital, Martins Ferry OH Trinity Health System, St. Clairsville, OH Southeast Healthcare, St. Clairsville, OH
Dr. Robert Wetzel	Board-certified Physician in Obstetrics & Gynecology, Trinity Health System
Shawnn Rice, RN, Office Manager Kimberly Hupp, CFNP Dr. Robert Wetzel Emily D'Aquila, Recruiter Lisa Gatten, MA, RN, Nursing Supervisor	Trinity Health System, St. Clairsville, OH Belmont Medical Care, St. Clairsville, OH Trinity Health System, St. Clairsville, OH WVU, Wheeling WV Southeast Healthcare, St. Clairsville, OH

Brittany Schaeffer, MA, BA, AAS, Teacher David Williamson, MIS Specialist II Timothy Mullins, Postal Clerk Vicki Falcone, M.Ed., School Counselor Amy Dunn, Financial Relationship Banker Tomisha Jenkins, RHIA, BS, HIA,	East Central Ohio ESC, St. Clairsville, OH Job and Family Services, St. Clairsville, OH United States Postal Service, Yorkville, OH Bridgeport High School, Bridgeport OH Huntington Bank, Bridgeport OH UPMC, Coder, Bellaire OH
Wendy Huffman, AS, Academic Specialist Ares Piegan, Patient Advocate	Belmont College, St. Clairsville, OH Martins Ferry, OH
Ellen Christakis, Phlebotomy Instructor Debbie Cresap, Coding Instructor	Belmont College, St. Clairsville, OH Belmont College, St. Clairsville, OH
Amanda Piegan, CMA (AAMA), MPA	Belmont College, St. Clairsville, OH
Karolyn Fox, MSN, RN, CCRN-K	Belmont College, St. Clairsville, OH

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings) Meeting scheduled 4-8-26
  - a. Previous dates, 4-2-25, 4-11-24, 4-6-23
  
3. What changes have you made to your program related to advisory committee suggestions?
  - a. Changed program to a certificate but kept the degree option.
  - b. Added a 2 + 2 program
  - c. Continuing to add more success stories and online media

## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a. Website - Yes
  - b. College Catalog - Yes
  - c. Program Brochures - Yes
  - d. Social Media – Yes
  - e. PowerPoint presentations for events

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

1. Updated program to a certificate
2. Reaccreditation
3. Update program content to align with new standards



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Mental Health**

**Lead Reviewer (Title): Carrie White, CAO**

**Date of last review:**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

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## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Demonstrate knowledge of major mental health theories and practices
	2. Apply counseling and communication skills effectively in diverse settings
	3. Uphold ethical principles and professional standards
	4. Document and manage client information accurately and confidentially
	5. Reflect critically on personal and professional growth

## Program Review Mental Health Technology

Program Enrollment			
Variable	2022-2023	2023-2024	2024-2025
Enrollment	27	27	24
<b>Belmont Enrollment</b>	<b>909</b>	<b>1040</b>	<b>2310</b>

Credit Hours			
Variable	2022-2023	2023-2024	2024-2025
Average Credits Taken	11.6	11.7	13.3
<b>Belmont Average Credits</b>	<b>9.4</b>	<b>8.4</b>	<b>7.7</b>
Total Credits Taken	312	316	320
<b>Belmont Total Credits Taken</b>	<b>8579</b>	<b>8754</b>	<b>17704</b>

Program Key Performance Indicators			
Variable	2022-2023	2023-2024	2024-2025
FA-SG Retention Rate	22%	33%	29%
<b>Belmont FA-SG Retention Rate</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	11%	15%	12%
<b>% Belmont 12+ Credits 1<sup>ST</sup> Semester</b>	<b>38%</b>	<b>9%</b>	<b>.01%</b>
Graduates	9	4	5
<b>Belmont Graduates</b>	<b>180</b>	<b>219</b>	<b>382</b>
Graduation Rate of Year	33%	15%	21%
<b>Belmont Graduation Rate of Year</b>	<b>20%</b>	<b>21%</b>	<b>17%</b>
Avg. GPA	3.74	2.29	2.28
<b>Avg. Belmont GPA</b>	<b>3.09</b>	<b>3.04</b>	<b>3.15</b>

Demographics			
Variable	2022-2023	2023-2024	2024-2025
Female	<b>81%</b>	<b>85%</b>	<b>83%</b>
Male	<b>19%</b>	<b>15%</b>	<b>13%</b>
White	<b>96%</b>	<b>96%</b>	<b>75%</b>
Black or African American	<b>0%</b>	<b>4%</b>	<b>8%</b>
Asian or Pacific Islander	<b>0%</b>	<b>0%</b>	<b>0%</b>
American Indian/Alaska Native	<b>0%</b>	<b>0%</b>	<b>0%</b>
Hispanic	<b>3%</b>	<b>0%</b>	<b>0%</b>
Multiracial	<b>4%</b>	<b>0%</b>	<b>0%</b>
Unknown Race	<b>0%</b>	<b>0%</b>	<b>17%</b>
Full Time	<b>0%</b>	<b>0%</b>	<b>0%</b>
Part Time	<b>0%</b>	<b>0%</b>	<b>0%</b>
Non-CCP	<b>0%</b>	<b>0%</b>	<b>0%</b>

CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	63%	59%	77%
25 + Years Old	37%	41%	33%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

#### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### **Demographics:**

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.

- Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
- Age will be broken down to <18, 18-24, and 25+ years old.
- Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
- The three most recent academic years will be utilized.

### Credit Hours:

#### Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

#### Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently, we have 1 FT instructor, 2-3 adjuncts as needed. The program was changed to a 100% online program.**
2. Please list professional development and/or scholarly activities completed by faculty in the program.

The Mental Health Program is supported by qualified faculty with advanced degrees in counseling, psychology, or social work, as well as significant professional experience in behavioral health. Faculty engage in continuous professional development, including licensure maintenance, conference participation and curriculum innovation.

Full time faculty:

**Kyong Millette** - taken and completed the ACUE Course in Effective Online Teaching Practices (ETOP) and received ACUE (Association of College and University Educators) credentials in 2004.

3. Describe methods used to evaluate the program's offerings
  - **Present program changes/updates to advisory board for input and evaluation**
  - **Adminsitration and Faculty meetings to evaluate effectiveness**
  - **Annual Faculty evalauations and observations**
  - **Student evaluations of instruction**
  
4. What are the program's strengths or weaknesses in curriculum and instruction?
  - a. Strengths
    - **Mental Health services**
    - **Integration of theory and applied practice**
    - **Emphasis on ethical and culturally responsive care**
    - **Field placements providing real world experience**
    - **Incorporation of trauma-informed and recovery oriented approaches**
    - **Added RBT (Autism Spectrum disorder and Behavioral Analysis) as recommended by the Advisory Board**
  
  - b. Weaknesses
    - **Additional budget funding is always a challenge**
  
5. Describe curricular changes made in the program since the last review and the reasons for those changes.
  - **Classes are 100% online for the program to accommodate students and faculty.**
  
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?
  - **Yes, more online classes are available.**
  
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
  - **Students have an option of an internship which includes an employment component**
  - **Student can continue working around classes after capstone or internships**
  - **Internships students have options with several places for mental health experiences.**

8. Describe the program's current physical space and how it affects program delivery.

**The Mental Health program is 100% online utilizing the Canvas student management system.**

9. Describe the types of instructional and information technology resources used in the program.

- **The instructors use PowerPoint and Canvas**
- **There is screen sharing available**
- **Podcasts and video**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. Canvas is an online communication platform that allows instructors to post assignments, grades as well communicating with the students.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**Going 100% online.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

**We are 100% online, so there are no facility needs. We continue to work closely with the Student Success Center for any student who need additional assistance in person or in the classroom.**

13. Do faculty and staff make use of college resources and support services available to all learners?

**Faculty and instructors are aware of and do make available the recourses on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas LMS**

## SWOT

1. What do you perceive as the internal strengths of the program?

- **Excellent and passionate instructors**
- **Involved advisory board members**
- **Strong group of program partners and partnerships**

- **Great connections with area school counselors, career navigators and school administrators**
  - **Great pathways programs**
  - **Strong relationship with recruiting and advising**
  - **2 + 2 programs leading to a bachelor's degree**
  - **Laptop giveaway to all new MHT/CDA students**
2. What do you perceive as the internal weaknesses of the program?
- **Budget and funding are always some internal challenges**
3. Are there any external opportunities for this program?
- **Partnership with local mental health groups**
4. What are the external threats to this program?
- **West Virginia Community College and other community colleges**
  - **Online courses and training**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
- **BLS link to Mental Health jobs: <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>**
  - **Students can gain employment in mental health counseling and chemical dependency areas.**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
- **New delivery system to enhance education and training**
  - **Additional Capstone and Internship opportunities for students**
  - **Additional engagement with the community partners and advisors.**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.

Randy	MacKendrick	Fox Run Center for Children & Adolescents
Megan	Talkington	Tri-County Help Center
Virginia	Shelhammer	Footsteps Christian Counseling
Holly	Weatherson	Belmont County Board of DD
Kayleen	Murray	Eastern Ohio Correctional Center
Lori	Bittingle	Belmont County JVS
Katie	Kendall	Kendall Behavioral Solutions

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings) Fall 2024
  
3. What changes have you made to your program related to advisory committee suggestions?
  - **Connect more with advisors and community partners**
  - **Offer drug counseling certificate**
  - **Added RBT to the curriculum**

## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) **Website - Yes**
  - b) **College Catalog - Yes**
  - c) **Program Brochures - Yes**
  - d) **Social Media - Yes**

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

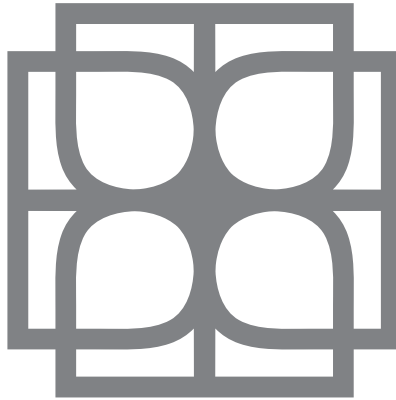
- **We have launched the certificate for Drug Treatment**
- **We are investigating launching a new certificate in Addition Studies and Trauma-Informed care**
- **We are working towards strengthening our alumni engagement and tracking**
- **We are looking towards pursuing grant funding for student support and program development, and have recently hired a professional grant writer for the college.**

- **We added RBT to the curriculum**

Mental Health and Education Advisory Board 8/21/2024

Attendees: Heather Davis, Summer Leoni,

1. Welcome and Introductions
2. Review of enrollment
  - a. MHT
  - b. CDCA
  - c. ECE
  - d. TED Program: first graduate at Muskingam University
3. Changes in curriculum
  - a. RBT in Mental Health
  - b. Education: Meshing schedules for ECE and TED. Adding an online course
4. Articulation Agreements
5. Grant opportunities for MHT/CDCA
6. Open Discussion
  - a. Adding RBT to Education
  - b. Add the Science of Reading into the Education Curriculum
  - c. Emphasizing the emotional pertinence to clinical settings (Each course already emphasizes emotional and mental awareness of working in the clinical setting)



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Networking**

**Lead Reviewer (Title): Carrie White, CAO**

**Date of last review:**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program’s effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
- 2) The completed document will be returned, and a program review meeting will be scheduled.
- 3) The discussion at the program review meeting will follow this document.
- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Understand the Windows operating systems and UNIX/LINUX
	2. Prepare to sit for the A+ (upgrade and repair) certification.
	3. Prepare to sit for the Microsoft Certified Systems Administrator certification
	4. Prepare to sit for the Network+certification
	5. Prepare to sit for the Cisco Certified Network Associate exam

## Program Review Networking 2026

<b>Program Enrollment</b>			
Variable	2023-2024	2024-2025	2025-2026
Enrollment	7	15	14
<b>Belmont Enrollment</b>	<b>1040</b>	<b>2310</b>	<b>2315</b>

\*Enrollment counts Dual Credit HS

<b>Credit Hours</b>			
Variable	2023-2024	2024-2025	2025-2026
Average Credits Taken	12.7	13.13	11.57
<b>Belmont Average Credits</b>	<b>8.4</b>	<b>7.7</b>	<b>7.7</b>
Total Credits Taken	89	197	162
<b>Belmont Total Credits Taken</b>	<b>8754</b>	<b>17704</b>	<b>12542</b>

<b>Program Key Performance Indicators</b>			
Variable	2023-2024	2024-2025	2025-2026
FA-SG Retention Rate	100	100%	71%
<b>Belmont FA-SG Retention Rate</b>	<b>73%</b>	<b>73%</b>	<b>34%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	0	20%	14%
<b>% Belmont 12+ Credits 1<sup>st</sup> Semester</b>	<b>9%</b>	<b>1%</b>	<b>7%</b>
Graduates	1	3	4
<b>Belmont Graduates</b>	<b>219</b>	<b>382</b>	<b>288</b>
Graduation Rate of Year	14.2%	20%	29%
<b>Belmont Graduation Rate of Year</b>	<b>21%</b>	<b>17%</b>	<b>12%</b>
Avg. GPA	3.16	3.15	2.27
<b>Avg. Belmont GPA</b>	<b>3.04</b>	<b>3.15</b>	<b>3.17</b>

\*This table uses total population for Graduate and Retention totals

<b>Demographics</b>			
Variable	2023-2024	2024-2025	2025-2026
Female	<b>0%</b>	<b>0</b>	<b>0</b>
Male	<b>100%</b>	<b>100%</b>	<b>100%</b>
White	<b>100%</b>	<b>100%</b>	<b>100%</b>
Black or African American	<b>0%</b>	<b>0%</b>	<b>0%</b>

Asian or Pacific Islander	0%	0%	0%
American Indian/Alaska Native	0%	0	0%
Hispanic	0%	0%	0%
Multiracial	0%	0%	0%
Unknown Race	0%	0%	0%
Full Time	71%	60%	71%
Part Time	29%	40%	29%
Non-CCP	100%	100%	100%
CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	29%	60%	50%
25 + Years Old	71%	40%	50%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

#### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### Demographics:

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
- The three most recent academic years will be utilized.

### Credit Hours:

#### Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

#### Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently, we have 1 FT instructor, 2-3 adjuncts as needed who are qualified to teach in their specialty areas.**
2. Please list professional development and/or scholarly activities completed by faculty in the program.

The Networking Program is supported by qualified faculty with advanced degrees in their specialized fields. Faculty engage in continuous professional development, conference participation and curriculum innovation.

Full time faculty:

**Henry Cardello ,B.A. West Virginia Wesleyan College; CISCO certified Network Associate; Cisco Certified Academy Instructor; COMP TIA A+, Comp. TIA Netwrk +**

3. Describe methods used to evaluate the program's offerings
  - **Present program changes/updates to advisory board for input and evaluation**
  - **Adminsitration and Faculty meetings to evaluate effectiveness**
  - **Annual Faculty evalauations and observations**
  - **Student evaluations of instruction**
  
4. What are the program's strengths or weaknesses in curriculum and instruction?
  - a. Strengths
    - **Integration of theory and applied practice**
    - **Field placements providing real world experience**
    - **Added CISCO Certifications as recommended by the Advisory Board**
  
  - b. Weaknesses
    - **In need of additional adjunct faculty with current industry experience.**
  
5. Describe curricular changes made in the program since the last review and the reasons for those changes.
  - **Courses are always under review to provide students the most up to date training in networking and technology.**
  
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?
  - **Yes, more online classes are available and accelerated courses are also available in accordance with State guidelines.**
  
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
  - **Students have an option of an internship which includes an employment component**
  - **Student can continue working around classes after capstone or internships**
  - **Internships students have options with several places for networking experiences.**

8. Describe the program's current physical space and how it affects program delivery.

**The Networking program has dedicated labs so that students get real world, hands on experiences. Students give end of semester capstone presentations for feedback by guests and administration.**

9. Describe the types of instructional and information technology resources used in the program.

- **The instructors use PowerPoint and Canvas**
- **Lab spaces for hands on work**
- **There is screen sharing available**
- **Podcasts and video**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. Canvas is an online communication platform that allows instructors to post assignments, grades as well communicating with the students. Lab spaces are important for immediate instructor feedback and directions.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**Software updates, new computers for lab activities, actively engaged with the advisory committee for resources.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

**Always needed in Networking is up to date technology and equipment for students to assume top employment upon graduation**

13. Do faculty and staff make use of college resources and support services available to all learners?

**Faculty and instructors are aware of and do make available the recourses on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas LMS**

## SWOT

1. What do you perceive as the internal strengths of the program?

- **Excellent and passionate instructors**

- **Involved advisory board members**
  - **Strong group of program partners and partnerships**
  - **Great connections with area employers**
  - **Great pathways programs**
  - **Strong relationship with recruiting and advising**
  - **2 + 2 programs leading to a bachelor's degree**
2. What do you perceive as the internal weaknesses of the program?
    - **Updating equipment and technology to keep up with industry**
  3. Are there any external opportunities for this program?
    - **Partnership with local technology and networking groups**
  4. What are the external threats to this program?
    - **West Virginia Community College and other community colleges**
    - **Online courses and training**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **BLS link to Networking Tech jobs can be found here:  
<https://www.bls.gov/oes/2023/may/oes151231.htm>**
  - **Students can gain employment in networking tech in Ohio and other states.**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
  - **New delivery system to enhance education and training**
  - **Additional Capstone and Internship opportunities for students**
  - **Additional engagement with the community partners and advisors.**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.  
 Neal Cleaver – Consumers National Bank  
 Elizabeth Gates – President of Omni Strategies Technology  
 John Grindley – Grindley Productions  
 John Klayko – Sr. Network Administrator at Murray Energy  
 Russell Larsen – Tech Engineer at Murray Corporation

Rob Materkoski – VP/Sr. Analyst at Technology Services Group  
Joe Monahan – Shooters Productions, Inc.  
Terry Taraiczak – CEO of Kinetic Networking  
Dave McLeod – Applications Analyst, JWS Steel

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings) Fall 2025  
**November 18, 2025**
  
3. What changes have you made to your program related to advisory committee suggestions?
  - **Connect more with advisors and community partners**
  - **Look into providing AI training in the future**

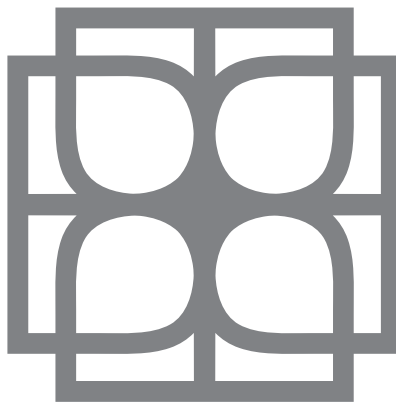
## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) **Website - Yes**
  - b) **College Catalog - Yes**
  - c) **Program Brochures - Yes**
  - d) **Social Media - Yes**

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

- **We are investigating launching a new certificate in AI**
- **We are working towards strengthening our alumni engagement and tracking**
- **We are looking towards pursuing grant funding for student support and program development, and have recently hired a professional grant writer for the college.**



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Emergency Medical Services Paramedic**

**Lead Reviewer (Title): Brock Snedeker**

**Date of last review: Unknown**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

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Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program’s effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

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- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	
	1. Obtain the ability to understand, apply, and evaluate clinical information required for managing and transporting acute medical and traumatic patients.
	2. Acquire hands-on proficiency with all technical skills relative to providing emergency medical care and transportation to critical and emergent patients.
	3. Demonstrate professional attitudes and behaviors that remain consistent with the

expectations of regional employers and the local medical community

### Program Review Emergency Medical Services-EMT

Program Enrollment			
Variable	2023-2024	2024-2025	2025-2026
Enrollment	27	22	5
<b>Belmont Enrollment</b>	<b>1040</b>	<b>2310</b>	<b>2315</b>

\*Enrollment counts Dual Credit HS

Credit Hours			
Variable	2023-2024	2024-2025	2025-2026
Average Credits Taken	10.9	8.7	3.6
<b>Belmont Average Credits</b>	<b>8.4</b>	<b>7.7</b>	<b>7.7</b>
Total Credits Taken	295	191	18
<b>Belmont Total Credits Taken</b>	<b>8754</b>	<b>17704</b>	<b>12542</b>

\*Credits are not counting Dual Credit Students

Program Key Performance Indicators			
Variable	2023-2024	2024-2025	2025-2026
FA-SG Retention Rate	22%	22%	50%
<b>Belmont FA-SG Retention Rate</b>	<b>73%</b>	<b>73%</b>	<b>34%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	0	4%	0
<b>% Belmont 12+ Credits 1<sup>ST</sup> Semester</b>	<b>9%</b>	<b>1%</b>	<b>7%</b>
Graduates	0	0	0
<b>Belmont Graduates</b>	<b>219</b>	<b>382</b>	<b>288</b>
Graduation Rate of Year	0	0	0
<b>Belmont Graduation Rate of Year</b>	<b>21%</b>	<b>17%</b>	<b>12%</b>
Avg. GPA	2.13	3.23	2.98
<b>Avg. Belmont GPA</b>	<b>3.04</b>	<b>3.15</b>	<b>3.17</b>

\*This table uses total population for Graduate and Retention totals

### Demographics

Variable	2023-2024	2024-2025	2025-2026
Female	67%	41%	60%
Male	33%	50%	40%
White	89%	73%	100%
Black or African American	7.5%	0%	0%
Asian or Pacific Islander	0%	0%	0%
American Indian/Alaska Native	0%	0%	0%
Hispanic	3.5%	4%	0%
Multiracial	0%	4%	0%
Unknown Race	0%	19%	0%
Full Time	56%	14%	0%
Part Time	44%	86%	100%
Non-CCP	100%	100%	100%
CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	48%	45%	0%
25 + Years Old	52%	55%	100%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

**GPA:**

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

**Demographics:**

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
  - The three most recent academic years will be utilized.

**Credit Hours:**

**Average Credit Hours Taken:**

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

**Total Credits Hour Taken:**

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? Here's a polished version of your response suitable for a paramedic program review:

The current staffing structure in the Belmont College paramedic program has had a positive impact on the program's ability to fulfill its mission and outcomes. The addition of a part-time

Coordinator and a part-time EMS Manager over the past year and a half has provided needed support and contributed to overall program organization and effectiveness. This structure has allowed the program to successfully meet its mission at this time.

However, as enrollment increases and program demands continue to grow, workload demands have become more noticeable. Periods of high activity can place strain on current staffing levels, which may impact efficiency and sustainability in the long term. To address this, it may be beneficial to consider transitioning the EMS Manager role to a full-time position in the future. This adjustment would help support continued program growth, maintain quality, and ensure the program can consistently meet its objectives as demand increases.

Overall, while the current structure is effective, strategic expansion of staffing may be necessary to sustain success moving forward.

1. Please list professional development and/or scholarly activities completed by faculty in the program.

The faculty has not engaged in formal scholarly activities such as research publications; however, they have actively participated in numerous CoAEMSP workshops. These workshops have contributed to professional development and have supported ongoing program improvement. Through this continued engagement, faculty remain current with accreditation standards, educational best practices, and industry expectations, which positively impacts the quality and effectiveness of the paramedic program.

2. Describe methods used to evaluate the program's offerings.

The college evaluates paramedic program offerings through a combination of internal and external assessment processes to ensure quality, effectiveness, and alignment with its mission. Internally, the program is reviewed through regular program assessments that include analysis of student outcomes such as retention rates, course completion, credentialing (NREMT) pass rates, and job placement. Faculty also participate in ongoing curriculum review to ensure content remains current with national standards and industry needs.

Additionally, student feedback is collected through course evaluations, which helps identify strengths and areas for improvement in instruction and program delivery. Advisory committees, made up of local EMS professionals and stakeholders, provide valuable input regarding workforce needs, program relevance, and graduate preparedness.

Externally, the program is evaluated through accreditation standards set by CoAEMSP, which requires continuous monitoring of outcomes, compliance with national benchmarks, and periodic self-studies and site reviews. Participation in workshops and accreditation updates further supports alignment with best practices.

Together, these evaluation methods allow the college to continuously assess and improve the paramedic program to ensure it meets educational standards and workforce expectations.

What are the program's strengths or weaknesses in curriculum and instruction?

The paramedic program's strengths include having highly qualified instructors who bring knowledge, experience, and professionalism to the classroom and clinical setting. Additionally,

the program benefits from a well-equipped and supportive facility, which enhances hands-on learning and skill development for students.

One identified weakness is that the program has relatively new staff, which can present challenges as team members work to establish processes, refine organization, and ensure consistency. As the staff continues to gain experience and further develop workflows, this area is expected to improve and strengthen overall program operations.

3. Describe curricular changes made in the program since the last review and the reasons for those changes.

One curricular change made in the paramedic program was the transition from Jones & Bartlett textbooks to Brady textbooks. This change was implemented to better align course materials with current industry standards, improve content clarity, and enhance student learning. The updated textbooks provide comprehensive, up-to-date information and resources that support both classroom instruction and practical application, contributing to overall student success in the program.

4. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?

There have been no course offering changes since the last review. We have added a hybrid option for students to take advantage of.

5. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.

The paramedic program maintains strong partnerships with local hospitals and fire departments to support externships, practicums, and internship opportunities. These collaborations provide students with valuable real-world experience in both clinical and field settings, allowing them to apply classroom knowledge, develop critical skills, and gain exposure to diverse patient care environments. These partnerships are essential in preparing students for successful entry into the EMS workforce and ensuring they meet program competencies and industry expectations.

## Facilities, Technical Infrastructure, and Resources

1. Describe the program's current physical space and how it affects program delivery.

The current physical space of the paramedic program is excellent and supports effective learning. The program is equipped with high-quality lab equipment, which enhances the delivery of coursework and allows students to engage in realistic, hands-on training. This well-resourced environment contributes positively to student skill development and overall program success.

2. Describe the types of instructional and information technology resources used in the program. How do these resources contribute to student success?

The paramedic program utilizes a variety of instructional and informational methods to support student learning and program organization. Canvas is used as the primary learning management system, allowing for course delivery, communication, assignment submission, and student tracking. Additionally, Platinum is used to monitor and document clinical and field experiences, ensuring accurate tracking of student competencies and required hours. Together, these systems enhance both the educational experience and program efficiency by providing structured, accessible platforms for students and faculty.

3. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

The paramedic program has made minor changes since the last review, including adjustments to the layout of the lab to better support instruction and student skill development. These changes have helped improve the functionality and flow of the learning environment. I was not serving as the EMS Coordinator during the previous review period, so I am unable to provide detailed information on other changes that may have occurred at that time.

4. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

The paramedic program has identified several needs to support continued growth and effectiveness. Due to an increase in class offerings and overall program demand, transitioning the EMS Manager position to a full-time role would help ensure adequate support for program operations, coordination, and student oversight. The program would benefit from updated training equipment, specifically the acquisition of a new simulation (SIM) mannequin. This would enhance hands-on learning opportunities, improve realism in training scenarios, and further support student competency development.

5. Do faculty and staff make use of college resources and support services available to all learners?

Faculty and staff actively utilize the college's resources and support services available to all learners. These resources help enhance instruction, support student success, and ensure that both faculty and students have access to the tools needed for effective teaching and learning.

6. Describe methods of course delivery utilized by the program.

The paramedic program utilizes a hybrid delivery format. Students are given the flexibility to attend lectures either in person or online, which supports diverse learning needs and schedules. However, all lab and skills sessions are conducted in person to ensure students receive essential hands-on training and demonstrate competency in practical skills. This blended approach allows for both accessibility and high-quality experiential learning.

## SWOT

1. What do you perceive as the internal strengths of the program?

I perceive our staff and hybrid option of the paramedic program internal strengths of the program

2. What do you perceive as the internal weaknesses of the program?

I don't perceive any weaknesses.

3. Are there any external opportunities for this program?

Growing demand for paramedics due to workforce shortages. Expansion of EMS roles (community paramedicine, mobile integrated healthcare), Aging population increasing need for emergency and pre-hospital care. Partnerships with local hospitals, EMS agencies, and fire departments for clinical placements and job pipeline.

4. What are the external threats to this program?

Competition from other paramedic/EMS training programs in the region. Declining interest in EMS careers due to stress, burnout, or low wages. High turnover in EMS agencies, affecting student placement and job pipelines.

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)

Employment opportunities for graduates of the Belmont College paramedic program are strong and expected to increase, both regionally and nationally.

The labor market for paramedics is currently stable with consistent demand:

- Paramedics are employed by ambulance services, hospitals, fire departments, and local governments, providing multiple employment pathways.
- Workforce data indicates ongoing job openings due to turnover, retirement, and career advancement, which sustains demand even when growth is moderate.

- National EMS workforce studies highlight staffing shortages and recruitment challenges, further increasing job availability for new graduates.

Local/Regional Insight (Ohio):

- Ohio labor market tools identify paramedics as part of in-demand healthcare occupations, with projections used specifically to guide training programs and workforce development.
  - Rural and semi-rural regions such as Eastern Ohio (Belmont County area) often experience greater need for EMS personnel, especially in volunteer and part-time agencies.
2. What changes in your program do you anticipate related to employment opportunities for graduates?

In response to strong and growing employment opportunities in the EMS field, the Belmont College paramedic program anticipates several changes to better prepare graduates for the evolving workforce:

- **Enhanced Use of Hybrid and Simulation-Based Learning**  
Building on the program’s hybrid format, increased use of high-fidelity simulation and technology will help students develop critical decision-making skills in a controlled environment.
- **Alignment with Industry and Certification Standards**  
The program will continue to adjust curriculum based on NREMT standards, state regulations, and advisory committee feedback to ensure graduates remain competitive in the job market.
- **Potential Program Growth and Recruitment Efforts**  
Due to high demand for paramedics, the program may explore increasing enrollment capacity and recruitment efforts to help meet regional workforce needs.

## Advisory Committee

1. List the current Advisory Committee for the program.

William Brocklehurst, Jeremy Morris, Brock Snedeker, Khelli DeBeni, Alex Gazdik, Same Groh, Jeremy Rife, Shane Smolenak, Matt Horton, Jeffrey Wodarczyk, Darby Copeland, Jamie Schwig, Brody Puskas (Student), Dave Heslop (Student)

2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings)

The last Advisory Committee meeting held was on 9-9-25 at 6 PM. I will attach the minutes.

[Click or tap here to enter text.](#)

3. What changes have you made to your program related to advisory committee suggestions?

Changes that were made to the program at the last advisory was our new Hybrid option for students in our courses.

Click or tap here to enter text.

## Promotional Materials

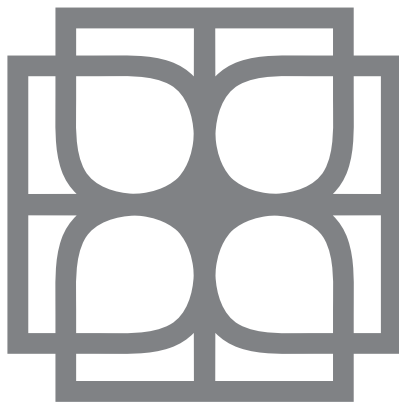
1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) Website (YES)
  - b) College Catalog (YES)

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

I wasn't envoled with the last program review.

Continue growing the program by meeting wih advisory committee, community members, employers and professionals in the field.



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (PCC): Process Control**

**Lead Reviewer (Title): Edward Mowrer**

**Date of last review: N/A**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program’s effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
- 2) The completed document will be returned, and a program review meeting will be scheduled.
- 3) The discussion at the program review meeting will follow this document.
- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. Demonstrate understanding of the theory and operation of basic industrial systems in a safe workplace environment.
	2. Demonstrate the ability to read and understand blueprints and schematic diagrams.
	3. Demonstrate the ability to install and connect components and program devices used in basic industrial systems.

	4. Demonstrate the ability to analyze, test, troubleshoot, and repair components and circuits used in basic industrial systems.

**Program Review Process Control**

<b>Program Enrollment</b>			
Variable	2022-2023	2023-2024	2024-2025
Enrollment	0	0	0
<b>Belmont Enrollment</b>	<b>909</b>	<b>1040</b>	<b>2310</b>

<b>Credit Hours</b>			
Variable	2022-2023	2023-2024	2024-2025
Average Credits Taken	0	0	0
<b>Belmont Average Credits</b>	<b>9.4</b>	<b>8.4</b>	<b>7.7</b>
Total Credits Taken	0	0	0
<b>Belmont Total Credits Taken</b>	<b>8579</b>	<b>8754</b>	<b>17704</b>

<b>Program Key Performance Indicators</b>			
Variable	2022-2023	2023-2024	2024-2025
FA-SG Retention Rate	0	0	0
<b>Belmont FA-SG Retention Rate</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	0	0	0
<b>% Belmont 12+ Credits 1<sup>st</sup> Semester</b>	<b>38%</b>	<b>9%</b>	<b>.01%</b>
Graduates	0	0	0
<b>Belmont Graduates</b>	<b>180</b>	<b>219</b>	<b>382</b>
Graduation Rate of Year	0	0	0
<b>Belmont Graduation Rate of Year</b>	<b>20%</b>	<b>21%</b>	<b>17%</b>
Avg. GPA	0	0	0
<b>Avg. Belmont GPA</b>	<b>3.09</b>	<b>3.04</b>	<b>3.15</b>

<b>Demographics</b>			
Variable	2022-2023	2023-2024	2024-2025

Female	0%	0%	0%
Male	0%	0%	0%
White	0%	0%	0%
Black or African American	0%	0%	0%
Asian or Pacific Islander	0%	0%	0%
American Indian/Alaska Native	0%	0%	0%
Hispanic	3%	0%	0%
Multiracial	0%	0%	0%
Unknown Race	0%	0%	0%
Full Time	0%	0%	0%
Part Time	0%	0%	0%
Non-CCP	0%	0%	0%
CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	0%	0%	0%
25 + Years Old	0%	0%	0%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

Demographics:

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
  - The three most recent academic years will be utilized.

Credit Hours:

Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently, we have, 4 adjuncts teaching our Electrical Courses including Process Control. Last year, May 2025, we lost our full-time instructor.**

**The program needs to have a full-time instructor to provide the best experience for our students.**

2. Please list professional development and/or scholarly activities completed by faculty in the program. **Adjunct instructors have taken training on Vacuum systems and advance Semiconductor manufacturing which support this program.**

Full time faculty: **None for the technical part of this certificate.**

3. Describe methods used to evaluate the program's offerings

- **Present program changes/updates to advisory board for input and evaluation.**
- **Administration and Faculty meetings to evaluate effectiveness.**
- **Annual Faculty evaluations and observations.**
- **Student evaluations of instruction.**

4. What are the program's strengths or weaknesses in curriculum and instruction?

a. Strengths:

- **Integration of theory and applied practice.**
- **Field placements providing real world experience.**
- **Vast number of local businesses supporting and hiring graduates.**

b. Weaknesses

- **Lack of instructors and continuity of training**

5. Describe curricular changes made in the program since the last review and the reasons for those changes.

- **Eliminated the C++ Programming and substituted it with an elective. This aligns our teaching with new requirements of our PLC class.**

6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?

- **Yes, see above**

7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.

- **Students have an option of an internship which includes an employment component should they wish to obtain a 2-year Instrumentation and Control degree.**
- **Internships students have options with several places for technical experiences should they wish to continue with a 2-year degree.**

## Facilities, Technical Infrastructure, and Resources

8. Describe the program's current physical space and how it affects program delivery.

**Three Electronics Labs are used for this program, all outfitted with new state of the art equipment.**

9. Describe the types of instructional and information technology resources used in the program.

- **The instructors use PowerPoint and Canvas**
- **There are labs, simulators and design projects to expose students to hands on applications of course materials.**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. Canvas is an online communication platform that allows instructors to post assignments, grades as well communicating with the students. Labs provide hands on experience.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**Vast number of new trainers and lab equipment have been purchased.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program? **Nothing at this time.**

13. Do faculty and staff make use of college resources and support services available to all learners?

**Faculty and instructors are aware of and do make available the resources on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas LMS**
- **Lecture**
- **Labs**

## SWOT

1. What do you perceive as the internal strengths of the program?

- **Strong group of program partners and partnerships.**
  - **Great pathways programs.**
  - **2 + 2 programs leading to a bachelor's degree.**
  - **Large demand locally for graduates with this training.**
2. What do you perceive as the internal weaknesses of the program?
    - **Lack of promotion and students.**
  3. Are there any external opportunities for this program?
    - **Partnership with local high schools.**
  4. What are the external threats to this program?
    - **Other local Colleges.**
    - **Lack of established ties with local High Schools.**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **Increasing labor market for the long term.**
  - **Local jobs do not require relocation.**
  - **Students can gain employment in many local Energy Industries.**
  - **Emerging Advanced Manufacturing positions will require these skills.**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
  - **Additional engagement with the community partners and advisors.**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.  
**Michael Sikora**  
**A.J. Smith**  
**John Chuchiak**
2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings) **Fall 2025**

3. What changes have you made to your program related to advisory committee suggestions?
  - **Revised the PLC course to better meet the needs of industry.**
  - **Made C++ Programming an elective course.**

## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) **Website - Yes**
  - b) **College Catalog - Yes**
  - c) **Program Brochures - No**
  - d) **Social Media - No**

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

**New Recommendation: Sunset Academic Degree due to no enrollment.**



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2026**

**Academic Program Title (CIP): Teacher Education**

**Lead Reviewer (Title): Carrie White, CAO**

**Date of last review:**

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## Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

In addition, the Higher Learning Commission (HLC) outlines criteria regarding academic program review in their [Criteria for Accreditation](#) including:

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Criterion 4. Teaching and Learning: Evaluation and Improvement. Core Component 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Criterion 5. Resources, Planning, and Institutional Effectiveness. Core Component 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

**IMPORTANT:** Please feel free to include additional information other than what is requested in this document to support the program's effectiveness.

## Timeline

- 1) Instructional programs will normally be reviewed every five years. This timeline may be altered based on program indicators and assessment results. Also, annual updates will be completed with each program in off years. These updates will include a discussion about data and the results of the previous program review.
- 2) New programs or programs that have undergone major revisions will be reviewed at the conclusion of the first full academic year of implementation.

## Program Review Guidelines

- 1) Data and questions will be sent to the appropriate person in advance of the meeting.
- 2) The completed document will be returned, and a program review meeting will be scheduled.
- 3) The discussion at the program review meeting will follow this document.
- 4) Recommendations will be made based on the data and discussions.
- 5) These recommendations will be turned into an action plan with parties responsible, due dates, and progress monitoring which will be reviewed at the annual update meetings.

## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:

	<ol style="list-style-type: none"> <li>1. Understand student learning and development and respect the diversity of the students they teach.</li> <li>2. Understand the content area for which they have instructional responsibility.</li> <li>3. Understand and use varied assessments to inform instruction, evaluate, and ensure student learning.</li> <li>4. Plan and deliver effective instruction that advances the learning of each individual student.</li> <li>5. Create learning environments that promote high levels of learning and achievement for all students.</li> <li>6. Collaborate and communicate with students, parents, and other educators, administrators, and the community to support student learning.</li> <li>7. Assume responsibility for professional growth, performance, and involvement as an individual as a member of a learning community.</li> </ol>
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**Program Review Teacher Education TED 2026**

<b>Program Enrollment</b>			
Variable	2023-2024	2024-2025	2025-2026
Enrollment	3	7	8
<b>Belmont Enrollment</b>	<b>1040</b>	<b>2310</b>	<b>2315</b>

\*Enrollment counts Dual Credit HS

<b>Credit Hours</b>			
Variable	2023-2024	2024-2025	2025-2026
Average Credits Taken	12.67	12.42	13.5
<b>Belmont Average Credits</b>	<b>8.4</b>	<b>7.7</b>	<b>7.7</b>
Total Credits Taken	38	87	108
<b>Belmont Total Credits Taken</b>	<b>8754</b>	<b>17704</b>	<b>12542</b>

\*Credits are not counting Dual Credit Students

<b>Program Key Performance Indicators</b>			
Variable	2023-2024	2024-2025	2025-2026
FA-SG Retention Rate	0	20%	100%
<b>Belmont FA-SG Retention Rate</b>	<b>73%</b>	<b>73%</b>	<b>34%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	0	0	12.5%

<b>% Belmont 12+ Credits 1<sup>st</sup> Semester</b>	<b>9%</b>	<b>1%</b>	<b>7%</b>
Graduates	1	5	1
<b>Belmont Graduates</b>	<b>219</b>	<b>382</b>	<b>288</b>
Graduation Rate of Year	33.33%	71.43%	12.5%
<b>Belmont Graduation Rate of Year</b>	<b>21%</b>	<b>17%</b>	<b>12%</b>
Avg. GPA	2.39	3.00	3.37
<b>Avg. Belmont GPA</b>	<b>3.04</b>	<b>3.15</b>	<b>3.17</b>

\*This table uses total population for Graduate and Retention totals

<b>Demographics</b>			
Variable	2023-2024	2024-2025	2025-2026
Female	<b>66.7%</b>	<b>85.71%</b>	<b>63.5%</b>
Male	<b>33.3%</b>	<b>14.29%</b>	<b>37.5%</b>
White	<b>100%</b>	<b>85.71%</b>	<b>75%</b>
Black or African American	<b>0%</b>	<b>0%</b>	<b>12.5%</b>
Asian or Pacific Islander	<b>0%</b>	<b>0%</b>	<b>0%</b>
American Indian/Alaska Native	<b>0%</b>	<b>0%</b>	<b>0%</b>
Hispanic	<b>0%</b>	<b>14.29%</b>	<b>0%</b>
Multiracial	<b>0%</b>	<b>0%</b>	<b>0%</b>
Unknown Race	<b>0%</b>	<b>0%</b>	<b>12.5%</b>
Full Time	<b>66.7%</b>	<b>57.14%</b>	<b>63.5%</b>
Part Time	<b>33.3%</b>	<b>42.86%</b>	<b>37.5%</b>
Non-CCP	<b>100%</b>	<b>100%</b>	<b>100%</b>
CCP Student	<b>0%</b>	<b>0%</b>	<b>0%</b>
<18	<b>0%</b>	<b>0%</b>	<b>0%</b>
18-24 Years Old	<b>33.3%</b>	<b>71.43%</b>	<b>75%</b>
25 + Years Old	<b>66.7%</b>	<b>28.57%</b>	<b>25%</b>

**Program Review Methodology for Data**

**Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

#### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### **Demographics:**

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.
    - Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
    - Age will be broken down to <18, 18-24, and 25+ years old.
    - Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.

- The three most recent academic years will be utilized.

**Credit Hours:**

Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.

The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes?

**Currently, we have 1 FT instructor.**

2. Please list professional development and/or scholarly activities completed by faculty in the program.

The Teacher Education Program is supported by qualified faculty with advanced degrees in education. Faculty engage in continuous professional development, conference participation and curriculum innovation.

Full time faculty:

**Summer Leoni- Beginning courses through Early EDU Alliance**

3. Describe methods used to evaluate the program's offerings

- **Present program changes/updates to advisory board for input and evaluation**
- **Administration and Faculty meetings to evaluate effectiveness**
- **Annual Faculty evaluations and observations**
- **Student evaluations of instruction**

4. What are the program's strengths or weaknesses in curriculum and instruction?
  - a. Strengths
    - **Providing an opportunity for students to complete their first two years towards a bachelor's degree**
    - **2+2 Agreements**
    - **Emphasis on culturally responsive teaching**
    - **Emphasis on inclusive classroom environments**
  - b. Weaknesses
    - **Enrollment- this is a newer program that we are continuing to find ways to promote**
5. Describe curricular changes made in the program since the last review and the reasons for those changes.
  - **This program is in the early stages and has been recently developed within the last three years. It is being implemented with a hybrid course sequence.**
6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?
  - **The course sequence involves hybrid and online offerings. The EDU tagged courses are not currently being offered as flex courses. Students can take flex courses for some of their general education requirements.**
7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.
  - **This program does not include a practicum because their practicum experience will be completed through their bachelor's program. There are in class activities that provide teaching opportunities in the class, at their workplace or with a demonstrator.**

## Facilities, Technical Infrastructure, and Resources

8. Describe the program's current physical space and how it affects program delivery.

**The course sequence involves hybrid and online offerings for EDU courses. This provides opportunities for in class learning experiences as well as flexibility with some online courses. The student course sequence has students on campus one day a week.**

9. Describe the types of instructional and information technology resources used in the program.

- **The instructors use PowerPoint and Canvas**
- **Canvas LMS**
- **Online videos**
- **Cengage Learning- MindTap**

10. How do these resources contribute to student success?

**Instructors use the PowerPoints that come with the curriculum, or they create their own. Canvas is an online communication platform that allows instructors to post assignments, grades, videos, as well communicating with the students. Cengage learning- MindTap provides activities aligned with the curriculum. For example, quizzes, exams, and video cases.**

11. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the last review.

**The courses are currently being updated with the newest editions of textbooks, and we are expanding our literacy opportunities to meet the needs of Ohio. For example, dyslexia learning activities and the science of reading learning activities.**

12. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?

**The program currently has enough support through the Education Lab and technology tools used to implement courses.**

13. Do faculty and staff make use of college resources and support services available to all learners?

**Faculty and instructors are aware of and do make available the recourses on campus to their students.**

14. Describe methods of course delivery utilized by the program.

- **Canvas LMS**
- **Cengage Learning-MindTap**

## SWOT

1. What do you perceive as the internal strengths of the program?
  - **Excellent and passionate instructors**
  - **Involved advisory board members**
  - **Great pathways programs**
  - **Strong relationship with recruiting and advising**
  - **2 + 2 programs leading to a bachelor's degree**
2. What do you perceive as the internal weaknesses of the program?
  - **Enrollment**
3. Are there any external opportunities for this program?
  - **Partnership with local education partners (schools, libraries, etc.)**
4. What are the external threats to this program?
  - **West Virginia Community College and other community colleges**
  - **Online courses and training**

## Post-Graduation Outcomes

1. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **Students can work as a paraprofessional with this degree**
  - **The main goal is continued education to a bachelor's program**
2. What changes in your program do you anticipate related to employment opportunities for graduates?
  - **Additional fieldwork in courses**
  - **Additional engagement with the community partners and advisors.**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.
2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings)
3. What changes have you made to your program related to advisory committee suggestions?
  - **Adding more literacy learning**
  - **Keeping up to date with course materials- new book editions**

## Promotional Materials

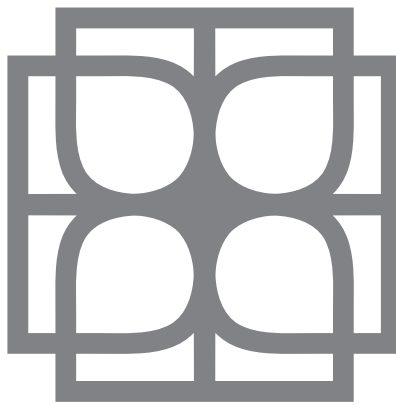
1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) **Website - Yes**
  - b) **College Catalog - Yes**
  - c) **Program Brochures - Yes**
  - d) **Social Media - Yes**

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

- **We are adding more literacy learning**
- **Keeping up to date with course materials- new book editions**

- **Creating more community partnerships**



# **BELMONT**

## **C O L L E G E**

### **Belmont College**

### **Academic Program Review**

**Review Year: 2025**

**Academic Program Title (CIP): Welding Technology**

**Lead Reviewer (Title): Keith Kaczor**

**Date of last review:**

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### Introduction

The purpose of Program Review is to evaluate the quality, productivity, and role of the program in the fulfillment of the College’s mission and strategic plan. The process encourages self-study and planning based upon program assessment results, addresses comparability among review reports, and strengthens linkages connecting the College’s strategic planning process with that of individual programs. Information developed during the review process shall be used in budgetary and planning decisions.

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## Data and Assessment

<b>Core Learning Outcomes:</b>	CLO 1. Communicates Effectively (Written and Oral)
	CLO 2. Think Critically and Creatively
	CLO 3. Learn Actively
	CLO 4. Accept Accountability
	CLO 5. Build Global/Multicultural/Diversity Awareness
<b>Program Student Learning Outcomes</b>	At the completion of the Program, the graduate will be able to:
	1. MIG, TIG and stick weld at the worksite along with oxy-acetylene welding and cutting.
	2. Knowledgeable of welding processes, welding testing, metal fabrication processes, and the use of jigs and fixtures.
	3. Operate MIG, TIG and stick welding machines, perform welding operations at a satisfactory level, identify various metals and their properties, perform weld tests, and build necessary jigs and fixtures.

## Program Review Welding

Program Enrollment			
Variable	2022-2023	2023-2024	2024-2025
Enrollment	15	19	25
<b>Belmont Enrollment</b>	<b>909</b>	<b>1040</b>	<b>2310</b>

Credit Hours			
Variable	2022-2023	2023-2024	2024-2025
Average Credits Taken	12.9	13.2	14.9
<b>Belmont Average Credits</b>	<b>9.4</b>	<b>8.4</b>	<b>7.7</b>
Total Credits Taken	194	251	372
<b>Belmont Total Credits Taken</b>	<b>8579</b>	<b>8754</b>	<b>17704</b>

Program Key Performance Indicators			
Variable	2022-2023	2023-2024	2024-2025
FA-SG Retention Rate	53%	84%	80%
<b>Belmont FA-SG Retention Rate</b>	<b>75%</b>	<b>73%</b>	<b>73%</b>
% 12+ Credits 1 <sup>ST</sup> Semester	27%	42%	0
<b>% Belmont 12+ Credits 1<sup>ST</sup> Semester</b>	<b>38%</b>	<b>9%</b>	<b>1%</b>
Graduates	2	4	7
<b>Belmont Graduates</b>	<b>180</b>	<b>219</b>	<b>382</b>
Graduation Rate of Year	13%	21%	28%
<b>Belmont Graduation Rate of Year</b>	<b>20%</b>	<b>21%</b>	<b>17%</b>
Avg. GPA	2.86	3.01	2.70
<b>Avg. Belmont GPA</b>	<b>3.09</b>	<b>3.04</b>	<b>3.15</b>

Demographics			
Variable	2022-2023	2023-2024	2024-2025
Female	20%	5%	12%
Male	80%	95%	88%
White	93%	95%	84%
Black or African American	0%	0%	0%
Asian or Pacific Islander	0%	0%	0%
American Indian/Alaska Native	0%	0%	0%
Hispanic	3%	0%	0%
Multiracial	0%	5%	8%
Unknown Race	7%	0%	8%
Full Time	0%	0%	0%
Part Time	0%	0%	0%
Non-CCP	0%	0%	0%

CCP Student	0%	0%	0%
<18	0%	0%	0%
18-24 Years Old	93%	89%	84%
25 + Years Old	7%	11%	16%

## **Program Review Methodology for Data**

### **Enrollment:**

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent complete academic years will be provided.
  - A student will be considered enrolled if they were enrolled in the program being reviewed for at least one semester during the academic year.

### **Key Performance Indicators:**

#### Retention:

- Retention will be calculated for Fall to Spring retention and Fall to Fall retention. Retention refers to a student enrolling in a subsequent semester after completing a semester.
- For Fall to Spring retention, students not enrolled during the Fall semester will not be included. Students that graduate in the Fall semester will also not be included in the calculation of retention.
- For Fall to Fall retention, students not enrolled in the prior year Fall semester will not be included. Additionally, if a student graduates in the prior year's Fall or Spring semester or the Summer semester of the second Fall year the student will not be included.
- The three most recently completed academic years will be used.

#### Graduation:

- Graduation will include all students who graduated in the program being reviewed during the academic year.
- The three most recently completed academic years will be utilized.

#### 12+ Credits in 1<sup>st</sup> Semester:

- All 1<sup>st</sup> time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1<sup>st</sup> academic semester enrolled at Belmont and in the program being reviewed.
- The three most recent academic years will be used.

#### GPA:

- GPA will be calculated as the average GPA for the student across all enrolled semesters in an academic year.
- The three most recent academic years will be shown.

### **Demographics:**

- Demographics will also be provided for each program.
  - Race/ethnicity, gender, age, full-time/part-time status, and CCP students will be included.

- Age will be calculated as the student's age for spring semester (i.e. the second-half of the academic year).
- Age will be broken down to <18, 18-24, and 25+ years old.
- Full-time/part-time status will be calculated using the average number of credits a student took during the academic year. If the average is 12+ credits the student will be considered full-time, and less than 12 credits will be considered part-time.
- The three most recent academic years will be utilized.

### **Credit Hours:**

#### Average Credit Hours Taken:

- Average credit hours taken will be calculated by finding the average credits taken for all enrolled terms in an academic year for each student.
- The average credits taken for the reviewed program will be based on the total number of credit hours and students over the course of the entire academic year and averaged out.
- The three most recent academic years will be shown.

#### Total Credits Hour Taken:

- Total credit hours taken will be calculated by summing up the total number of credit hours taken by all students in the reviewed program during the academic year.
- The three most recent academic years will be utilized.

## Teaching and Learning

1. How does the current staffing structure affect, positively or negatively, the program's ability to fulfill its mission and outcomes? **Currently there is one instructor for the program.**
2. Please list professional development and/or scholarly activities completed by faculty in the program.
  - **The instructor has 40+ years' experience and recently graduated with his associates degree. Then he became the programs FT faculty.**
  - **Instructional classes for programmed Plasma Table and Robotic Welding Arm**
3. Describe methods used to evaluate the program's offerings.

- **Practical testing**
- **Hands on training**
- **Observation**

4. What are the program's strengths or weaknesses in curriculum and instruction?

#### **Strengths**

- **Constant improvement of course offerings**
- **Practical experience of instructors**
- **Willingness to try new technology**
- **Strong high school CTE Program to feed credit program**
- **A few good active partnerships**
- **VoTech agreements in place**
- **New scholarships available**

#### **Weaknesses**

- **Delays in updating and adapting program location change**
- **Aging faculty**
- **Lack of new technology offerings**
- **Low number of partners and advisory board members**
- **Need additional scholarship opportunities**

5. Describe curricular changes made in the program since the last review and the reasons for those changes.

**We are always seeking collaboration with our advisory committee, professional partners and potential employers when making updates to curriculum and lab spaces.**

6. Describe any changes in course offerings since the last review. Are flex courses offered? Are more courses offered online compared to the last review?

- **Waiting on facility to be upgraded to implement CAD, CNC and CAM**
- **No flex or online presently. This would be difficult being a trades program needing labs**

7. Describe partnerships including co-ops, externships, practicums, or internships used by the program. Please list the specific course that include experiential learning.

- **Partnership with Ohio Heat Transfer**
- **They have provided scholarships and hired several graduates and students**
- **WAF 1110 Oxy Fuel Practices**
- **WAF 1116 Shielded Metal Arc Welding 1**
- **WAF1120 MIG I**
- **WAF 1123 TIG I**

- **WAF 1128 Weld Testing and Metallurgy**
- **WAF 2130 MIG II**
- **WAF 2136 SMAW II**
- **WAF 2140 Weld Fabrication**
- **WAF 2146 SMAW III**

## Facilities, Technical Infrastructure, and Resources

1. Describe the program's current physical space and how it affects program delivery.
  - **New location at the MTC building**
  - **New ventilation system**
  - **New Electrical system**
2. Describe the types of instructional and information technology resources used in the program. How do these resources contribute to student success?

**Instructors deliver course content and assignments in Canvas. There are Labs and design projects available to expose students to hands on applications. Students get to engage in campus activities and events demonstrating their skills and abilities to the public.**

3. Describe significant changes in the program's facilities, technical infrastructure, or other resources since the **last** review.
  - **The program moved buildings**
  - **Electrical upgrades to power the welding machines**
  - **Weld booths and welding tables fabricated**
  - **A facility renovated to accommodate the welding program**
  - **Solar panels installed to power up the weld machines**
  - **Addition of a Robotic Welding Arm and 2 plasma tables**
  - **Purchased grant funded welders, robotic welding arm and plasma cutters**
4. What are the program's projected needs in facilities, technology, or other resources, and how are these needs related to the goals of the program?
  - **Installed a ventilation system to ventilate welding exhaust**
  - **Purchase weld benders and stretchers to enhance the weld testing classes so students can test the strength of their welds**

5. Do faculty and staff make use of college resources and support services available to all learners? **Instructors recommend recourses that are available to students.**

6. Describe methods of course delivery utilized by the program.
  - **Online assignments**
  - **Hands on exams**
  - **Text based open book exams**

## SWOT

1. What do you perceive as the internal strengths of the program?
  - **Experienced faculty**
  - **Strong high school CTE program**
2. What do you perceive as the internal weaknesses of the program?
  - **Aging faculty**
  - **Lack of technology offerings**
  - **Need for contract training**
3. Are there any external opportunities for this program?
  - **Partnership with Ohio Heat Transfer**
  - **Students working part-time at Ohio Heat Transfer while attending Belmont College**
  - **Development of new employment opportunities and partnerships**
  - **New advanced manufacturing industries to area**
  - **Partnership with the Trades Union in the development of an associates degree for their apprentices**
  - **Including Jefferson County graduates in the Trustee Scholarship Program**
  - **Build on relationships with school counselors and career navigators**
4. What are the external threats to this program?
  - **West Virginia Community College**

## Post-Graduation Outcomes

5. Describe present and future employment opportunities in the occupational area for graduates from your program. (Note whether the labor market is stable, increasing, or decreasing. Use employer surveys, advisory committee meetings/surveys, and Bureau of Labor Statistics.)
  - **According to Ohio Means Jobs and ODHE there is an increase in employment opportunities.**
  - **Anticipation of a cracker plant and the construction of pipelines to and from**
  - **Anticipation of Data Centers and natural gas to electric generators for micro grids**
6. What changes in your program do you anticipate related to employment opportunities for graduates?

- **Addition of CAD for Welders**
- **Addition of High Technology Programming classes of CNC machines like plasma cutters and robotic welding arms**

## Advisory Committee

1. List the current Advisory Committee for the program. \*Please note, the advisory board is under review and welcoming new members in our local area. See back of catalog.
  - **Prasenjit Ray- Ohio Heat Transfer, Cincinnati Radiator**
  - **Todd Boyer- Ohio Heat Transfer**
  - **Jeff Caniff- AirGas**
  - **Local Pipefitters**
2. List the dates of all advisory committee meetings since last program review. (Attach minutes of meetings)

### **Welding Advisory Board Meeting 4/25**

#### **Attendance:**

Bryan East-Instructor for Welding, Belmont College

Lindsay Hess-High School Instructor, Belmont College

Jeremy Morris- Grant Writer, Work Force Development Education Coordinator Belmont College

Keith Kaczor- Director of Industrial Trades at Belmont College

Leah Klug- Academic Specialist and Student Affairs, Belmont College

Ray Prasenjit-Ohio Heat Transfer

Dr. Carrie White- Vice President of Academic Affairs/CAO Belmont College

3. What changes have you made to your program related to advisory committee suggestions?
  - **Pursuing adding CAD, CNC and CAM into instruction and a certificate**

## Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program mission and employment opportunities for students and graduates?
  - a) Website **Yes**
  - b) College Catalog **Yes**
  - c) Program Brochure **Yes**
  - d) Other

## Analysis and Recommendations

List the recommendations from the last program review and actions taken based on those recommendations.

**We continue to collaborate with local high schools, community partners, employers and advisory committee members to grow and improve our programming.**

# TAB C

## CONSENT AGENDA

Administrative Items

# **TAB C-1**

# **CONSENT AGENDA**

Administrative Items

2026 – 2027 Budget

## AGENDA ITEM C-1: 2026 - 2027 BUDGET

### Board of Trustees Meeting Date: June 25, 2026

Administration recommends the Board approve the proposed budget for Fiscal Year 2026-2027 of \$10,259,132. The following provides details of revenue and expenditure projections used to develop the Fiscal Year 2026-2027 general fund operating budget.

The primary revenue sources include tuition and State Share of Instruction (subsidy). These two revenue sources provide 97% of the Fiscal Year 2026-2027 budgeted revenue, with tuition and fees at 51% and subsidy at 46%.

- Tuition and fee projected revenue assumes College Credit Plus (CCP) enrollment will remain consistent with the prior year, while traditional student enrollment and credit hour production are projected to increase by 3%. The budget includes a total of 33,874 credit hours with 20,830 for CCP and the remaining 13,044 estimated for the traditional student population.
- The State Share of Instruction (subsidy) is an increase of \$909,331 over the actual amount received for 2025-2026 of \$3,859,600 for a total of \$4,768,931. This 23.6% projected increase in subsidy is based on an allocation estimate provided by the state on May 18, 2026. The increase is due to our increased enrollment in College Credit Plus (CCP). Projected subsidy for Fiscal Year 2026-2027 is based on actual FTEs for 2024 and 2025 and estimates for 2026. Therefore, we will now have two years (2025 and 2026) of increased CCP enrollment included in subsidy as compared to one in the prior year.

The Fiscal Year 2026-2027 budgeted operating expenditures are an estimated at \$9,639,552. The operating budget includes a 3% salary increase with salaries and benefits making up 74% of the total general fund operating expenditures. The budget also includes \$25,000 for anticipated health insurance increase for six months (January – June).

Administration recommends the Fiscal Year 2026-2027 year-end operating balances be Board Designated to strengthen institutional financial stability and support strategic priorities.

- The proposed Fiscal Year 2026-2027 general fund operating budget includes three transfers to Board Designated funds to advance College initiatives: HR Initiatives for \$259,790, Presidential and Board Initiatives \$100,000, and Program Start Up for \$259,790.

**RECOMMENDATION:** Recommend the Board approve the budget and transfers for Fiscal Year 2026-2027 as presented.

**SUBMITTED BY:** Janet Sempkowski, Director of Finance & CFO

Budget Summary

	<b>Proposed Budget 2026-2027</b>	
<b><u>Revenue</u></b>		
Subsidy-State Appropriation	4,768,931	46%
Tuition	2,949,212	29%
Other Student Fees	2,229,639	22%
Miscellaneous	311,350	3%
<b>Total Operating Revenue</b>	<b>\$ 10,259,132</b>	<b>100%</b>
<b><u>Expenses By Function</u></b>		
Instructional	3,705,883	38%
Public Service	2,500	0%
Academic Support	646,945	7%
Student Services	662,149	7%
Institutional Support	3,254,275	34%
Operations - Maintenance	936,300	10%
Grants	406,500	4%
Health Insurance Increase	25,000	0%
<b>Total Operation Expenses</b>	<b>\$ 9,639,552</b>	<b>100%</b>
<b><u>Transfers for Board-Designated Funds</u></b>		
HR Initiatives	259,790	
Presidential and Board Initiatives	100,000	
Program Start Up	259,790	
<b>Total Board Designated Funds</b>	<b>\$ 619,580</b>	
<b>Net</b>	<b>-</b>	

Revenue by Source

	<b>Proposed Budget 2026-2027 Revenue</b>	<b>Percentage Total Revenue</b>	<b>Subsidy Dept of Higher Ed</b>	<b>Tuition &amp; Fees</b>	<b>Misc</b>
ODHE - Subsidy	4,768,931	46.48%	4,768,931		
College Credit Plus Discount	(3,237,935)	-31.56%		(3,237,935)	
Tuition	4,259,656	41.52%		4,259,656	
General Course Fee	1,863,070	18.16%		1,863,070	
Technology Fee	846,850	8.25%		846,850	
Career Services Fee	135,496	1.32%		135,496	
Lab Fee	365,230	3.56%		365,230	
Student Life Fee	43,240	0.42%		43,240	
Auxiliary Fee	203,244	1.98%		203,244	
NonCredit Workforce Development	700,000	6.82%		700,000	
Temporary Investment Income	200,000	1.95%			200,000
Massage Therapy Clinic Income	11,500	0.11%			11,500
Other Student Fees	16,750	0.16%			16,750
Testing Center Income	20,000	0.19%			20,000
Campus Shop Overhead/Rental Incom	25,000	0.24%			25,000
Miscellaneous Income	36,000	0.35%			36,000
MathCounts & Science Fair Income	2,100	0.02%			2,100
			4,768,931	5,178,851	311,350
<b>Total Operating Revenue</b>	<b>\$ 10,259,132</b>	<b>100%</b>	<b>46%</b>	<b>51%</b>	<b>3%</b>

# **TAB C-2**

## **CONSENT AGENDA**

Administrative Items

Course Fee Changes

**AGENDA ITEM C-2: COURSE FEE ADJUSTMENTS**  
**Board of Trustees Meeting Date: June 25, 2026**

Every year program course fees are assessed to determine whether the fee recovers the cost of supplies and materials necessary to implement the curriculum.

The new Massage Therapy course fees are necessary to provide the students with portable massage tables so that they have the length of the program to practice techniques necessary to be successfully licensed in the State of Ohio when taking the MBLEX exam.

The additional fee to Massage Therapy is to cover the cost of the MBLEX exam which the students will take at the end of program completion to be licensed in the State of Ohio.

The following course fee adjustments are recommended effective Fall Semester 2026:

Course	Course Title	Current Fee	Proposed Fee
MTC 1110	Massage Therapy Techniques	\$48.00	\$220
MTC 1150	Massage Therapy Clinical	\$48.00	\$250

**RECOMMENDATION:** Recommend the Board approve the course fee adjustments as indicated above effective Fall Semester of the 2026-2027 academic year.

**SUBMITTED BY:** Dr. Carrie White, VP of Academic Affairs

# **TAB D**

## **CONSENT AGENDA**

Board Items

# **TAB D-1**

## **CONSENT AGENDA**

### **Board Items**

Election of New Board Members/Resolutions

**AGENDA ITEM D-1: ELECTION OF NEW BOARD MEMBERS/RESOLUTIONS**  
**Board of Trustees Meeting Date: June 25, 2026**

HB 33 of the 135th General Assembly changed the process under ORC Section 3357.05 on how nongubernatorial ("local") trustees are appointed to the Boards of Trustees for Ohio's technical colleges effective January 1, 2024.

Under the new process, a trustee selection committee shall review and appoint trustees, and the appointments are subject to the advice and consent of the Ohio Senate.

The Executive Committee of the college's board of trustees appointed three local business leaders as members of a selection committee, who in turn provided the two following recommendations to the Executive Committee for nomination and election to the Board of Trustees, for terms beginning April 19, 2026 -April 18, 2029.

Mr. James Tennant, Belmont County Ohio  
Mr. Kurt Smith, Harrison County Ohio

**RECOMMENDATION:** It is recommended that the Board of Trustees accept the appointments of Mr. James Tennant and Mr. Kurt Smith, to the Board of Trustees for a term beginning April 19, 2026 -April 18, 2029

**SUBMITTED BY:** Dr. Mark Macri, Mr. Mark Romick and Mrs. Anita Rice, Belmont College Board of Trustees Executive Committee.

**BELMONT COLLEGE BOARD OF TRUSTEES**



**BELMONT  
COLLEGE**

RESOLUTION 2026-1

**RESOLUTION TO APPOINT TRUSTEE**

**WHEREAS**, HB 33 of the 135<sup>th</sup> General Assembly changed the process under ORC Section 3357.05 on how non-gubernatorial (“local”) trustees are appointed to the Boards of Trustees for Ohio’s technical colleges effective January 1, 2024. Under the new process, a trustee selection committee shall review and appoint trustees and the appointments are subject to the advice and consent of the Ohio Senate; and

**WHEREAS**, the Executive Committee of the college’s board of trustees appointed three local business leaders as members of a selection committee, who in turn provided the recommendation of Mr. James Tennant, Belmont County, Ohio, to the Executive Committee for nomination and election to the Board of Trustees for a term beginning April 19, 2026 – April 18, 2029, and

**THEREFORE BE IT RESOLVED**, that the Board of Trustees of Belmont College hereby approves the appointment of Mr. James Tennant to the Board of Trustees for a term beginning April 19, 2026– April 18, 2029 and directs the President of Belmont College to submit a copy of this resolution to the Ohio Senate.

\_\_\_\_\_  
Dr. Mark Macri, Vice Chair  
Board of Trustees

\_\_\_\_\_  
Paul F. Gasparro, President  
Secretary to the Board of Trustees

\_\_\_\_\_  
Adopted

**BELMONT COLLEGE BOARD OF TRUSTEES**



**BELMONT**  
COLLEGE

RESOLUTION 2026-2

**RESOLUTION TO APPOINT TRUSTEE**

**WHEREAS**, HB 33 of the 135<sup>th</sup> General Assembly changed the process under ORC Section 3357.05 on how non-gubernatorial (“local”) trustees are appointed to the Boards of Trustees for Ohio’s technical colleges effective January 1, 2024. Under the new process, a trustee selection committee shall review and appoint trustees and the appointments are subject to the advice and consent of the Ohio Senate; and

**WHEREAS**, the Executive Committee of the college’s board of trustees appointed three local business leaders as members of a selection committee, who in turn provided the recommendation of Mr. Kurt Smith, Belmont County, Ohio, to the Executive Committee for nomination and election to the Board of Trustees for a term beginning April 19, 2026 – April 18, 2029, and

**THEREFORE BE IT RESOLVED**, that the Board of Trustees of Belmont College hereby approves the appointment of Mr. Kurt Smith to the Board of Trustees for a term beginning April 19, 2026– April 18, 2029 and directs the President of Belmont College to submit a copy of this resolution to the Ohio Senate.

\_\_\_\_\_  
Dr. Mark Macri, Vice Chair  
Board of Trustees

\_\_\_\_\_  
Paul F. Gasparro, President  
Secretary to the Board of Trustees

\_\_\_\_\_  
Adopted

# **TAB D-2**

## **CONSENT AGENDA**

Board Items

Election of Officers

**AGENDA ITEM D-2: ELECTION OF OFFICERS FOR 2026-2027**  
**Board of Trustees Meeting Date: June 25, 2026**

The Board will conduct the annual election of officers as stipulated in the Board of Trustees Policy Manual. The following officers should be elected:

- 1) Chairman
- 2) Vice-Chairman
- 3) Secretary
- 4) Treasurer

**RECOMMENDATION:** Recommended that the Board of Trustees elect the officers listed above.

**SUBMITTED BY:** Elizabeth F. Gates, Chair

# **TAB D-3**

## **CONSENT AGENDA**

### **Board Items**

**Election of Executive Committee**

**AGENDA ITEM D-3: ELECTION OF EXECUTIVE COMMITTEE FOR 2026-2027**  
**Board of Trustees Meeting Date: June 25, 2026**

The Board will need to elect an Executive Committee consisting of three current Board of Trustee members, for a term of July 1, 2026 – June 30, 2027.

**RECOMMENDATION:** It is recommended that the Board of Trustees elect an Executive Committee.

**SUBMITTED BY:** Mrs. Elizabeth Gates, Chairwoman, Board of Trustees.

# **TAB D-4**

## **CONSENT AGENDA**

### **Board Items**

Foundation Board Representative

**AGENDA ITEM D-4: FOUNDATION BOARD REPRESENTATIVE FOR 2026-2027**  
**Board of Trustees Meeting Date: June 25, 2026**

The Board will need to elect a representative to serve on the Foundation Board for a term of July 1, 2026 – June 30, 2027.

**RECOMMENDATION:** It is recommended that the Board of Trustees elect a representative to serve on the Foundation Board for a term of July 1, 2026 – June 30, 2027

**SUBMITTED BY:** Mrs. Elizabeth Gates, Chairwoman, Board of Trustees.

# **TAB D-5**

## **CONSENT AGENDA**

### **Board Items**

Heritage Tree Nominations

**AGENDA ITEM D-5: HERITAGE TREE NOMINATIONS**  
**Board of Trustees Meeting Date: June 25, 2026**

The leaves on the Heritage Tree bear the names of those individuals who have made extraordinary contributions to Belmont College. This tree celebrates our history and honors those groups and individuals who have contributed to the creation, growth, development, and spirit of the College. These individuals have provided leadership through the Board of Trustees and the administration, they have been employed as faculty and staff and they have shaped Belmont College into the institution it is today. Their names are etched on this tree as a dedication to the heritage they have provided us as we look forward toward a strong and successful tomorrow.

**RECOMMENDATION:** Recommend that the Board of Trustees consider nominations into the Heritage Tree.

**SUBMITTED BY:** Elizabeth F. Gates, Chair

# **TAB D-6**

## **CONSENT AGENDA**

Board Items

Employee Emeritus

**AGENDA ITEM D-6: EMPLOYEE EMERITUS**  
**Board of Trustees Meeting Date: June 25, 2026**

The Emeritus status is recommended as an honorary title for retired, former, or deceased full-time faculty and staff in recognition of meritorious service to students and the College. It is the policy of Belmont College to award the title of Emeritus to those retired, former, or deceased full-time faculty and staff who are determined to be deserving of the status.

For this 2026 year, Christopher Clantz, Professor of Biology, and Cynthia Yanez, Professor of English are both recommended for the title of **Professor Emeritus**.

Chris had a career that spanned more than three decades at Belmont College. Since joining in 1992, he has played an important role in the Natural Science program, teaching biology, anatomy and physiology, and life sciences. In addition to his work in the classroom, he has contributed through faculty leadership, committee service, and his involvement with the Ohio Academy of Science, including support of the District Science Fair hosted at Belmont. Chris has a BS in Zoology from The Ohio State University. He also has a BS in Biology Education and a MA in Biology from Kent State University

Cindi Yanez had a career that reflects more than two decades of dedicated service to Belmont College. Since joining the College in 2004, she has supported student success through her work in composition, communication, and writing, both in the classroom and online. She has also contributed her time and leadership to committees, curriculum development, and student organizations, including Phi Theta Kappa. Beyond campus, her work with local animal shelters and humane organizations has made a meaningful impact in the community. Cindi has a BBA in Marketing from Pace University and a MA in English from William Paterson University.

**RECOMMENDATION:** Recommended that the Board of Trustees award the title of Professor Emeritus to Christopher Clantz and Cynthia Yanez.

**SUBMITTED BY:** Paul F. Gasparro, President

# **TAB D-7**

## **CONSENT AGENDA**

### **Board Items**

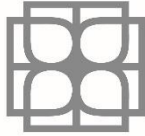
**New Course Approval**

**AGENDA ITEM D-7: NEW COURSE APPROVAL**  
**Board of Trustees Meeting Date: June 25, 2026**

The attached includes the American Civic Literacy course proposal as prescribed by the Ohio Department of Higher Education.

**RECOMMENDATION:** It is recommended that the Board approve the new course as submitted.

**SUBMITTED BY:** Carrie White, VP Academic Affairs



**BELMONT**  
COLLEGE

## STANDARD SYLLABUS

**Instructor:**

***Instructor Qualifications***

**Degree:**

**Certifications/Work Experience:**

**Course Name:** American Civic  
Literacy

**Course Number:** POLS XXXX

**Credit Hours:** 3

**Contact Hours:**

**Office Location:**

**FT Faculty Office Hours:**

**Phone Extension:**

**Instructor Email:**

### I. COURSE DESCRIPTION:

This course provides a comprehensive study of foundational American civic documents and ideas central to the development of the United States' political, legal, and economic systems. Through intensive engagement with primary source texts, students will develop civic literacy, critical thinking, and analytical skills.

This course fulfills state-mandated requirements for civic education and is embedded within the institution's general education framework to ensure breadth of knowledge and essential skill development, consistent with HLC expectations for undergraduate education.

### II. PREREQUISITE/CO-REQUISITE:

*None*

### III. COURSE OBJECTIVES:

This course supports institutional general education outcomes by promoting:

- Civic knowledge and engagement
- Critical thinking and analytical reasoning
- Written and oral communication
- Ethical reasoning and social responsibility

### IV. LEARNING OUTCOMES:

Upon successful completion, students will be able to:

1. **Knowledge (HLC 3.B.1):** Demonstrate comprehensive knowledge of foundational American civic documents.
2. **Analysis (HLC 3.B.2):** Analyze key political, philosophical, and economic arguments within primary texts.
3. **Application (HLC 3.B.3):** Apply constitutional principles to historical and contemporary issues.
4. **Critical Thinking (HLC 3.B.4):** Evaluate competing interpretations of liberty, equality, and governance.
5. **Communication (HLC 3.B.5):** Construct well-supported written and oral arguments using primary sources.
6. **Civic Engagement (HLC 3.B.6):** Articulate the role of civic responsibility in a democratic society.

**V. BELMONT COLLEGE CORE LEARNING OUTCOMES PHILOSOPHY:**

The following general education outcomes are cultivated in all students seeking an associate degree and/or Certificate. When appropriate and applicable to the course content, the faculty will integrate the outcomes competencies and goals and emphasize them in course activities and assignments.

Core Learning Outcomes:

- Communicate effectively (written, oral and reading)
- Think critically and creatively
- Learn actively
- Accept accountability
- Build global/multicultural diversity awareness

**VI. MATERIALS REQUIRED:**

Students are required to read, in their entirety:

- United States Constitution
- Declaration of Independence
- Selected essays (minimum of five) from The Federalist Papers
- Emancipation Proclamation
- Gettysburg Address
- Letter from Birmingham Jail
- Selected writings from The Wealth of Nations

**VII. SUPPLEMENTARY MATERIALS AVAILABLE:**

Students have access to academic and support services, including:

- Tutoring and writing assistance
- Library and research resources
- Accessibility services
- Academic advising

These services support student success across delivery modalities.

## VIII. INSTRUCTIONAL METHODS / INTELLECTUAL DIVERSITY:

This course will be delivered via CANVAS. CANVAS student tutorial link:  
[https://community.canvaslms.com/t5/Canvas-Guides/ct-p/canvas\\_guides](https://community.canvaslms.com/t5/Canvas-Guides/ct-p/canvas_guides)

## IX. COURSE REQUIREMENTS/POLICIES:

### ***Requirements for the Student:***

*In this space the instructor will state expectations for student behavior inside and outside the classroom that may contribute to successfully completing this course.*

### ***Special Class Requirements:***

*In this space the instructor will identify any special class requirements, as applicable. Such requirements may be clinical experience, outside class projects, extended lab work, and/or safety issues.*

### ***Artificial Intelligence (AI) Policy:***

Students may use AI tools as a learning aid, but AI should not replace the student's own thinking, understanding, and work unless explicitly allowed by the instructor.

Examples of AI tools include, but are not limited to:

- Text generation tools (e.g., ChatGPT)
- AI writing assistants (e.g., Grammarly)
- Image or media generators (e.g., DALL·E)
- Code-generation tools (e.g., GitHub Copilot)

Students are expected to:

- Use AI tools ethically and responsibly
- Follow instructor-specific guidelines regarding AI use in assignments
- Disclose when AI tools are used and cite accordingly
- Verify the accuracy of AI-generated information

Faculty members may establish course-specific AI guidelines, including fully allowing AI tools, allowing AI with disclosure, restricting AI for certain assignments, and/or prohibiting AI for specific assessments.

Please see College Catalog and Handbook for complete AI policy.

### ***Absence Policy:***

Students are strongly encouraged to attend all classes. Poor attendance will initiate at 'Early Alert' to be sent to administration indicating a concern for your final grade. A conference between the student and instructor regarding the student's future progress in the class may be scheduled at the student's request. This policy is a result of criteria established by student grants requiring attendance verification and by the efforts of Belmont College to provide academic quality.

The student is to notify the instructor within one week of his/her knowledge that he/she is unable to finish attending classes due to personal reason, job requirements, etc. It will be determined then, if it is in the best interest of the student to finish or drop the course. No consideration will be afforded students who fail to inform the instructor/professor in advance when a conflict of interest occurs.

***Make-Up Policy:***

All work must be completed during the time frame assigned in the course calendar. No make up work will be permitted after the deadlines.

***College Closure or Instructor Absence:***

If the College is closed due to inclement weather or other unforeseen circumstances or if an instructor is absent from class, student assignments for the class period will be posted on the course portal and/or emailed to students. Contingency plans are also provided in the course syllabus in the Major Areas of Study section if students lack internet access. Students will be responsible for completing the missed assignments according to the faculty member’s instructions. Students are encouraged to email the instructor for clarification of any assignments.

***Late Assignment Policy:***

Please discuss any make-up possibilities or late assignments with the instructor prior to the assignment due date. Late assignments are accepted at the discretion of the instructor.

***Classroom/Online Etiquette:***

Belmont College expects students to respect the rights and privileges of others, and to be responsible for self-conduct. See the College Catalog for the Student Code of Conduct. Students who engage in unacceptable behavior after a warning may be referred to the College administration and may receive an ‘F’ for the course. It is expected that the students will maintain an appropriate level of professionalism as outlined in the College Student Handbook. These rules are “be respectful and be polite to each other” and “be patient and considerate of others.”

***Withdrawal from Classes:***

Before withdrawing from classes, students should consult their instructor as well as other appropriate College offices. Withdrawing from classes may negatively impact a student’s financial aid award and his or her semester charges. To discuss financial aid, visit the Office of Student Financial Aid regarding the impact that withdrawing from your classes may have on your financial aid.

***Student Financial Responsibility:***

Students assume responsibility of full payment of tuition and fees generated from their registration and all charges for books, supplies, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as the result of the Office of Student Financial Aid or their third-party sponsor cancelling or reducing their award(s). Please remember that you must attend class or participate in online courses to remain eligible for Federal Student Aid.

**X. COURSE EVALUATION METHODS:**

**Assessment of Student Learning (HLC Criteria 4.A & 4.B)**

<b>Assessment Method</b>	<b>SLO Alignment</b>	<b>Purpose</b>
Weekly Quizzes	1, 2	Measure comprehension of readings
Discussion Participation	2, 4, 6	Evaluate critical engagement and discourse
Document Analysis Papers	2, 3, 5	Assess analytical and written communication skills

<b>Assessment Method</b>	<b>SLO Alignment</b>	<b>Purpose</b>
Midterm Exam	1, 2, 3	Evaluate foundational knowledge and application
<b>Cumulative Final Exam</b>	1–6	Direct measure of overall proficiency

**Benchmark for Success:**

- 70% of students will achieve a score of 70% or higher on the cumulative final exam.
- Results will be reviewed annually for continuous improvement.

**Program Assessment Use:**

Assessment data from this course will be aggregated and analyzed at the program and institutional levels to inform curriculum improvements and ensure alignment with general education outcomes.

**Course Requirements**

- Completion of all assigned readings is mandatory
- Active participation in discussions
- Submission of all written assignments
- Completion of the cumulative final exam (required to pass the course)

**Course Schedule (8 Weeks)**

**Week 1:** Declaration of Independence; Foundations of Liberty

**Week 2:** Constitution: Structure and Framework

**Week 3:** Federalist Papers: Governance and Federalism

**Week 4:** Adam Smith and Economic Foundations

**Week 5:** Emancipation Proclamation and Constitutional Change

**Week 6:** Gettysburg Address and National Identity

**Week 7:** Letter from Birmingham Jail and Civil Rights

**Week 8:** Review and Cumulative Final Exam

**Grading Policy**

A = 90–100%

B = 80–89%

C = 70–79%

D = 60–69%

F = Below 60%

## XI. Detailed Course Schedule

### Week 1 — Declaration of Independence & Foundations of Liberty *Required Readings*

- Entire Declaration of Independence
- Course syllabus and orientation materials

#### *Learning Focus*

- Natural rights philosophy
- Social contract theory
- Colonial grievances
- Foundations of liberty and self-government

#### *Assignments*

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Course Introduction Discussion	Introduce yourself and explain what civic responsibility means to you	Wednesday
Reading Quiz #1	Declaration of Independence comprehension quiz	Friday
Discussion Board #1	Analyze one grievance against King George III and connect it to modern civic issues	Sunday
Reflection Journal #1	1–2 page reflection on liberty and equality	Sunday

#### *Instructor Activities*

- Course orientation video
- CANVAS navigation support
- Overview of primary source analysis methods

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### Week 2 — Constitution: Structure and Framework *Required Readings*

- Entire United States Constitution
- Articles I–VII
- Bill of Rights

#### *Learning Focus*

- Separation of powers
- Checks and balances
- Federalism
- Constitutional interpretation

#### *Assignments*

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #2	Constitution terminology and structure	Friday
Discussion Board #2	Debate: Which branch of government is most powerful?	Sunday

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Document Analysis Paper #1	3–4 page analysis of one Constitutional principle	Sunday

### ***Major Skills***

- Constitutional interpretation
- Thesis development
- Evidence-based writing

## **Week 3 — Federalist Papers: Governance & Federalism**

### ***Required Readings***

Minimum five essays selected from:

- Federalist No. 10
- Federalist No. 39
- Federalist No. 51
- Federalist No. 70
- Federalist No. 78

### ***Learning Focus***

- Factions and representation
- Federal vs. state power
- Judicial review
- Executive leadership

### ***Assignments***

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #3	Federalist Papers concepts and authors	Friday
Discussion Board #3	Evaluate Madison's argument regarding factions	Sunday
Debate Preparation Assignment	Prepare argument defending federalism or anti-federalism	Sunday

### ***Suggested Interactive Activity***

- Virtual constitutional convention simulation

## **Week 4 — Adam Smith & Economic Foundations**

### ***Required Readings***

- Selected excerpts from *The Wealth of Nations*

### ***Learning Focus***

- Free markets
- Division of labor

- Economic liberty
- Relationship between economics and democracy

### ***Assignments***

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #4	Economic terminology and concepts	Friday
Discussion Board #4	Does economic freedom strengthen democracy?	Sunday
Midterm Exam Review	Study guide completion	Sunday

### ***Major Assessment***

<b>Assessment</b>	<b>Description</b>	<b>Due Date</b>
Midterm Exam	Covers Weeks 1–4 content	Sunday

## **Week 5 — Emancipation Proclamation & Constitutional Change**

### ***Required Readings***

- Entire Emancipation Proclamation

### ***Learning Focus***

- Civil War constitutional issues
- Executive authority
- Expansion of liberty
- Constitutional transformation

### ***Assignments***

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #5	Civil War and emancipation concepts	Friday
Discussion Board #5	Analyze Lincoln’s use of executive power	Sunday
Document Analysis Paper #2	3–4 page analysis of constitutional change during the Civil War	Sunday

### ***Writing Emphasis***

- Primary source citation
- Historical analysis
- Argument organization

## **Week 6 — Gettysburg Address & National Identity**

### ***Required Readings***

- Entire Gettysburg Address

### ***Learning Focus***

- National unity
- Equality and democracy
- Civic sacrifice
- Historical memory

## ***Assignments***

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #6	Gettysburg Address interpretation	Friday
Discussion Board #6	What does Lincoln mean by “a new birth of freedom”?	Sunday
Speech Analysis Assignment	Analyze rhetorical strategies in the Gettysburg Address	Sunday

## ***Presentations***

- Recorded student speech presentations

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## **Week 7 — Letter from Birmingham Jail & Civil Rights**

### ***Required Readings***

- Entire Letter from Birmingham Jail

### ***Learning Focus***

- Civil disobedience
- Justice vs. legality
- Moral responsibility
- Nonviolent protest

## ***Assignments***

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Reading Quiz #7	Civil rights concepts and arguments	Friday
Discussion Board #7	Is civil disobedience justified in a democracy?	Sunday
Final Reflection Paper	4–5 page civic engagement essay using multiple course texts	Sunday

## ***Major Skills***

- Comparative analysis
- Ethical reasoning
- Synthesis of primary sources

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## **Week 8 — Course Review & Final Examination**

### ***Required Activities***

- Comprehensive course review
- Study modules and review guides

### ***Learning Focus***

- Integration of civic themes
- Comparative constitutional analysis
- Contemporary application of civic principles

## **Assignments**

<b>Assignment</b>	<b>Description</b>	<b>Due Date</b>
Final Review Discussion	Reflect on most influential course reading	Wednesday
Comprehensive Study Guide	Completion required	Friday
Cumulative Final Exam	Covers all course objectives and learning outcomes	Sunday

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### **Assignment Weight Distribution**

<b>Assignment Type</b>	<b>Percentage</b>
Weekly Quizzes	20%
Discussion Boards	20%
Document Analysis Papers	25%
Midterm Exam	15%
Final Reflection Paper	10%
Cumulative Final Exam	10%

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### **Recommended Weekly Workflow for Students**

<b>Day</b>	<b>Suggested Activity</b>
Monday	Begin readings and lecture materials
Tuesday	Take notes and review study guides
Wednesday	Complete discussion participation
Thursday	Continue readings and writing assignments
Friday	Complete weekly quiz
Saturday	Finalize written assignments
Sunday	Submit all weekly assignments

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### **Major Course Milestones**

<b>Week</b>	<b>Milestone</b>
Week 2	First Document Analysis Paper
Week 4	Midterm Exam
Week 5	Second Document Analysis Paper
Week 7	Final Reflection Paper
Week 8	Cumulative Final Exam

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## **Academic Integrity (HLC 3.A)**

Students are expected to adhere to institutional standards of academic honesty. Violations will be addressed in accordance with institutional policy.

### **XII. STUDENT CONCERNS:**

*In this section the instructor will inform students how they are to respond to class procedure questions or concerns he/she may have.*

### **XIII. COLLEGE POLICIES:**

#### **a. Americans with Disabilities Act:**

It is the policy of Belmont College to provide reasonable accommodation to persons with disabilities. If you have a physical, mental, or learning disability and wish to request such accommodation, you must contact the Access Advisor or Student Services on the main campus.

**b. Academic Misconduct:**

The responsibility for academic honesty rests with the student. The College expects the student to submit papers, projects, and reports resulting from the student's own efforts. Work submitted in any form should reflect the exclusive effort of the student. It is assumed that mature learners do not practice cheating on quizzes, tests, or examinations. Plagiarism will not be tolerated at any time. Submitting another student's work as one's own, in part or in whole, is a dishonest practice. A student may not appropriate another person's work, whether published or not. Consequences for proved cases of dishonest practices may include:

- Zero percent being given for the test, examination, report, quiz, paper, project, or any other course requirement on which the cheating occurred; or
- Failure of course in which the offense occurred; or
- Dismissal from the College

**c. Code of Conduct:**

Belmont College expects students to respect the rights and privileges of others, and to be responsible for self-conduct. The full policy is available in the College Catalog on the Belmont College website.

**d. Faith Policy:**

Belmont College will provide reasonable accommodations regarding exams, absences, and other academic requirements for reasons of faith, religious and spiritual belief activities connected to religious denomination, church, and other spiritual organizations. Students are permitted up to three days of absences per semester for sincerely held faith/spiritual/belief reasons. This policy does not apply to required attendance in the clinical area setting.

Students must provide a list of up to three dates **within the first 7 days of the semester** to their faculty, of which dates will be absent. Faculty will accommodate and accept any missed assignments without penalty. For more information pertaining to this policy, please see the Assistant VP of Student Affairs or the College website for the full policy.

**e. EEOC**

We're an equal opportunity employer. All applicants will be considered for employment without attention to race, color, religion, sex, sexual orientation, gender identity, national origin, veteran or disability status.

**f. Other College Policies**

See the other policies enumerated in the current College Catalog on the Belmont College website.

**g. Miscellaneous:**

**i. Tips for Success:**

*In this section the instructor may include study tips/suggested behaviors to help students to be successful in the course.*

**ii. Support Services:**

Belmont College has a variety of support services for students, including online e-tutoring (<http://etutoring.org>), advising staff, the Library/Learning Commons, and the Charles W. Kocher Student Success Center (SSC). Inquire at the SSC

also about individualized tutoring assistance for all courses. The Library/Learning Commons offers help and materials to support learning. Material includes free use of computers and other equipment, as well as books, articles, videos, and multimedia resources. Materials are located within the library, accessed online using a library card, or easily requested from colleges and universities throughout Ohio through OhioLINK. Technical support is provided by the Support Desk at 740-695-9500 x1137 or by email at [supportdesk@belmontcollege.edu](mailto:supportdesk@belmontcollege.edu).

**BELMONT COLLEGE BOARD OF TRUSTEES**



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COLLEGE**

RESOLUTION 2026-3

**RESOLUTION TO APPROVE NEW COURSE**

**WHEREAS**, Following Ohio HB 96, State institutions of higher education shall develop a course in the subject area of American Civic Literacy that meets the requirements of [ORC Section 3345.382](#) and complies with the criteria, policies, and procedures established under [ORC Section 3333.16](#) and

**WHEREAS**, The board of trustees of each state institution of higher education has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution. Notwithstanding anything in section [3333.0420](#) of the Revised Code to the contrary, the board of trustees may not delegate the board's authority to adopt a curricular approval process under this section or to approve or reject academic programs.

**THEREFORE BE IT RESOLVED**, that the Board of Trustees of Belmont College hereby approves the new course, American Civic Literacy, as prescribed by the Ohio Department of Higher Education, and directs the President of Belmont College to submit a copy of this resolution to the Ohio Senate.

\_\_\_\_\_  
Elizabeth F. Gates, Chair  
Board of Trustees

\_\_\_\_\_  
Paul F. Gasparro, President  
Secretary to the Board of Trustees

\_\_\_\_\_  
Adopted

# **TAB D-8**

## **CONSENT AGENDA**

Board Items

Completion Plan

**AGENDA ITEM D-8: CAMPUS COMPLETION PLAN**  
**Board of Trustees Meeting Date: June 25, 2026**

The attached includes the Campus Completion Plan as prescribed by the Ohio Department of Higher Education.

**RECOMMENDATION:** It is recommended that the Board approve the Campus Completion Plan as submitted.

**SUBMITTED BY:** Carrie White, VP Academic Affairs



## BELMONT COLLEGE

*Note: This document was developed collaboratively by Community College Presidents, Chief Academic Officers, ODHE and OACC staff, as a recommended general framework for community colleges to use in updating their strategic Campus Completion Plans.*

**Purpose:** The purpose of this Campus Completion Plan is to develop a systemic improvement plan for institution-wide policy and practice change that reaches the departmental- and classroom-levels for direct impact on student persistence and completion by:

- Engaging system-wide expertise in all aspects of the Plan's development, implementation and assessment;
- Identifying policies and practices that are advancing the institution toward improved student completion rates;
- Discerning strategies and methods that are likely to demonstrate impact toward increased student persistence and completion;
- Prioritizing improvement focus areas based on probability for positive impact on current student persistence and completion;
- Engaging employers in completion efforts that align with workforce needs.

This document is to serve as a vehicle for campuses to articulate the outcome of a strategic process for improvement.

**Updating Campus Completion Plans:** Completion plans are intended to be continuous improvement documents that are owned by the institution's faculty, staff and board of trustees. This template has been organized to encourage inclusion of the following items:

- 1) Measures of progress toward student completion goals established in your 2022-2024 completion plan;
- 2) Updated student completion goals, with metrics, for the period between July 1, 2024 and June 30, 2026, including goals related to:
  - a. Increasing the percentage of new degree seeking students completing gateway mathematics and English courses within their first twelve months of study;
  - b. Reducing the number of students in and sections of stand-alone developmental education courses in math and English
  - c. Placing students on clear pathways to graduation or transfer (if that is their goal) and careers;



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- d. Outcomes for students aged 25 and over;
- e. Alignment to the state’s workforce development priorities.

As in past years, the template is designed based on Completion by Design’s Loss Momentum Framework, allowing colleges to plan efforts along the continuum of student progress—from “Connection” to “Successful First Year Entry” to “Student Progress” to “Completion”. Questions are provided preceding each section to stimulate discussion regarding the plan.

And, as in past years, the use of this template is voluntary.



## **BELMONT** COLLEGE

**A few questions to consider about...**

### **CONNECTION TO THE INSTITUTION**

- Who are our students?
- What efforts are underway at the college to help students in need of remediation become better prepared for college?
- How do we build relationships with K-12 schools? How do we engage with parents and community?
- What do we have in place to specifically connect with adult students? Offer PLA, offer Adult Diploma Program, Rep for CBE,
- What policies do we have that incentivize students to graduate from high school college ready? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the high school to college?
- What are pathways for College Credit Plus students?
- How does our institution orient students? How does our institution communicate learning expectations to our students? How does admissions, student support, registration, student life aid in this process?
- What instruments or data are used to place students into appropriate level coursework? How are these assessments linked with advising?
- How does co-requisite learning support the learning outcomes of the institution's gateway courses?
- Do we offer prior learning assessment for adult learners?
- Do we offer pathways into our institution by maximizing connection to Ohio Technical Centers through One Year Option and Career Tech Credit Transfer initiatives? Yes
- Do our current academic and student programs meet our students' needs and interests? How do we know? How do we help students select a career? Yes. We conduct a graduation survey and a post graduate survey.



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**CONNECTION**

**Outcomes from 2024-2026**

<b>Strategy/Goal:</b>	<b>Outcome:</b>	<b>Progress:</b>	<b>Measure:</b>	<b>Comments:</b>
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
Increase # of CCP students who matriculate to Belmont College.	18% rate of CCP students who attend Belmont College after graduation.	Belmont College has increased the number of students who took CCP courses with us and later enrolled full time during first semester. 2022 – 13 (12%) 2023 – 20 (16%) 2024 – 22 (15%) *2025 – 30 *2026 – 30 *Goals	The increase in students each year shows progress. We continue to monitor this and attempt to improve upon the current number.	Outreach to CCP Coordinators/GC was increased resulting in stronger relationships with CCP partners. In spring 2026, the College hired a Dean of Enrollment and Recruitment dedicated to outreach and assistance in recruitment and retention of CCP students.
Increase enrollment of age 25 and older.	7% increase in enrollment.	Adult student enrollment decreased over the last three years. 2022- 283 2023 – 238 2024 – 248 *2025 – 300 *2026 – 300 Goals	Number of students 25 years of age or older enrolled each semester.	Based on the data, we have already initiated several strategies to increase adult student enrollment. Part of the decrease is due to a decrease in population and the available jobs in the area.



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		Proportion of Adult Learners (Year to Year % Headcount Change)- 2022- 29% (-9%) 2023- 26% (-16%) 2024- 24% (4%)		We continue to review degree programs and formats that would increase adult enrollment, which includes creating new programs.
Implementation of new recruitment model.	The recruiting function has transformed over the last few years and is now under the Dean of Recruitment and Enrollement. Training implementation is planned for Fall 2026 for advising, recruiting, and communication.	The Dean of Recruitment and Enrolment has created a calendar of events and shared that with the campus community. Faculty and staff participate in enrollment events. A survey of prospective students is completed and has determined programs of interest.	This model will be measured by the number of applications and, ultimately, enrollment year over year. Additionally, the yield rate will also be reported.  Number of apps: 2022-1356 2023 –1205 2024 – 1460 2025 – 2831 *2026 -1163 One semester only  Enrollment: 2022-984 2023 –721 2024 – 840  Yield Rate: 2022-73% 2023 – 60% 2024 – 58%	Enrollment processes have been reviewed and adjusted to include behavioral messaging, purchasing of names from ACT, and a comprehensive communication plan with expanded recruiting programs. The addition of new programs and recruitment efforts has led to an increase in enrollment.

**2026 Improvement Focus Description: Expanded CCP pathways and recruitment efforts to increase enrollment.**

**Improvement Focus Current Status: The college continues to develop a health pathway and additional CCP pathways. Recruiting strategies for adult students are ongoing and a priority.**



# BELMONT COLLEGE

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline:</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable ?</b>
Increase student knowledge of degree pathways.	FYE 1110 is required for all new students. Course outcomes and assignments are targeted to understanding degree pathways.	Dean of Student Affairs; Dean of Enrollment and Recruitment ; and Dean of Academic Affairs.	Academic Advisors, FYE Instructors, and Dean of Enrollment and Recruitment .	Students successfully completing FYE 1110.	2022-93 (92%) 2023- 119 (87%) 2024- 95 (76%) 2025 – 53% 2026 – 50% *Note: Percentage reflects the pass rate of FYE 1110.	Ongoing.
Develop awareness of campus policies, LMS, and resources.	FYE 1110 is required for all new students. Course outcomes and assignments are targeted to understanding degree pathways.	Dean of Student Affairs; Dean of Enrollment and Recruitment ; and Dean of Academic Affairs.	Administrative Leadership Team.	Students successfully completing FYE 1110.	2022-93 (92%) 2023- 119 (87%) 2024- 95 (76%) 2025 – 53% 2026 – 50% *Note: Percentage reflects the pass rate of FYE 1110.	Ongoing.



# BELMONT COLLEGE

Increasing students' connection to Belmont College.	Created dedicated position to coordinate co-curricular processes.	Dean of Student Affairs; Dean of Enrollment and Recruitment; and Dean of Academic Affairs.	Manager of Success Center, Club Advisors.	Total number of student Organizations.	2022-2 2023-4 2024-4 2025-6 2026-6	Ongoing.
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**What additional information do we need?**

- 1. What programs adult learners are interested in.**
- 2. Number of CCP students who have matriculated to Belmont College.**
- 3. Best practices for recruiting and supporting adult students.**

**A few questions to consider about ...**



## **BELMONT** COLLEGE

### **FIRST-YEAR ENTRY**

- What are our gateway mathematics and English courses? How do students know which best fits their major?
- How will we increase the percentage of students completing their gateway mathematics and English courses in their first twelve months of study?
- What are we doing to reduce the number of stand-alone developmental courses that we offer?
- How do we advise and place students for efficient completion?
- Do students have options for structured degree pathways and/or meta-majors?
- Are students advised with default pathways to their chosen degree?
- How can we maximize credit accumulation?
- How do we help undecided students choose a career and educational path?
- How do we help students understand industry needs and high-demand areas?
- How are we advising students who intend to transfer for a bachelor's degree?
- How do we engage students within the college community?
- How do we ensure that student costs are transparent and student financial planning continuous?
- What policies do we have that incentivize students to persist from the first to second semester and from the first to second academic year with at least 12 credit hours? What policies and practices at the federal, state, and institutional levels are barriers to successful transition from the first to second year?
- How do we help students who are underprepared for their course of study?
- How do we address the differences in learning styles? How do we address students with special needs? (students with disabilities, seniors, commuters, parents)
- How do we connect students with social services to address food and housing insecurity, transportation or childcare needs?



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COLLEGE

**FIRST-YEAR ENTRY**

**Outcomes from 2024-2026**

<b>Strategy/Goal:</b>	<b>Outcome:</b>	<b>Progress:</b>	<b>Measure:</b>	<b>Comments:</b>
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
Continue to cater to various learning styles to engage students in the learning process.	Continue to review textbook costs, accessibility and availability.  e-Campus implemented for more digital options.  Faculty assigned to take ACUE training on an annual and rotating basis.	Many courses have transitioned to OER or more affordable textbook options and offer digital textbooks.	Student cost for course materials.  Avg. cost for new textbooks \$75  Avg. cost for used textbooks \$65  Avg. cost for rental textbooks \$55  Avg. cost for eBook \$69.49  *Note that the data for textbook cost is only for 2026.	We continue to look for opportunities to lower costs for students. Ongoing.
Implement andragogy strategies to attract and retain adult learners.	Designing program modalities to accommodate adult learners including online and flex programs and short-term certificates.  Increase funding sources to attract and retain adult learners.	Creation of new programs and scheduling options.  Implementation of Adult Learner scholarship.	Increase in number of students 25 or older.	Belmont College is focused on recruiting more adult students and providing the supports needed for successful completion of a certificate or degree.



# BELMONT COLLEGE

<p>Revised the FYE Student Success Course to include compliance, cultural competence, and enhanced understanding of degree planning.</p> <p>New student orientation process to engage students and augment their success completed.</p>	<p>FYE a requirement for all new students in all programs.</p> <p>Online registration.</p>	<p>Based on retention data, the FYE course is now required for new students and transfers with 12 hours or fewer.</p>	<p>Number of students completing FYE.</p> <p>2022-93 (92%) 2023- 119 (87%) 2024- 95 (76%) 2025 – 53% 2026 – 50%</p> <p>*Note: Percentage reflects the pass rate of FYE 1110.</p>	<p>FYE courses were redesigned to help students prepare their schedule for the next semester and schedule a meeting with an advisor.</p>
<p>Revise the transfer advising process.</p> <p>Implement Franklin transfer tool.</p> <p>Webpage dedicated to articulation agreements and transfer information is available on College website.</p>	<p>Maintain a transfer rate of 7% to 4- year institutions.</p>	<p>Our transfer rate has decreased over the past three years.</p>	<p>The transfer rate to a 4- year institution.</p> <p>2022-5% 2023- 6% 2024- 7% 2025 – 4%</p>	<p>We are marketing the benefits of starting at Belmont College and transferring to a four- year institution.</p> <p>These efforts are ongoing.</p>
<p>Augment co-curricular activities and events to engage students.</p>	<p>We now offer more programming and student and community engagement events.</p>	<p>The Dean of Student Affairs, Dean of Enrollment and Recruitment and the Manager of Success Center are now responsible for increasing the amount of co-curricular activities.</p>	<p>Number of college organizations has grown and continues to expand.</p>	<p>A process for organizations has been launched. Students are surveyed about activities of interest and activities are planned accordingly.</p>



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**2026 Improvement Focus Description: Ensure equity and inclusion of all students in student supports and activities.**

**Improvement Focus Current Status: Data being collected, reviewed, and utilized through CLO assessment. This is an ongoing process.**

<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Review Trustee's Scholarship and other scholarship criteria to ensure equitable distribution of funds.	Scholarship funds reappropriated to allow for emergent expenses for students in need.	Dean of Student Affairs, VPAA.	Financial Aid.	Equitable distribution of scholarship funds.	Review of Scholarship opportunities.	Ongoing.



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Develop intrusive advising strategies to include financial discussions.	Conduct professional development for academic advisors.	Dean of Student Affairs and Dean of Enrollment and Recruitment.	Recruiter and Academic Advisors.	Increase in number of students completing the FAFSA.	Number of FAFSA's received:	Ongoing.
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**How can we assist our student services staff members to feel competent and engaged with the strategies?**

- 1. Ensure they are all included in the planning process for these strategies.**
- 2. Provide professional development to enhance their knowledge of current strategies.**
- 3. Provide progress reports to all stakeholders.**



## **BELMONT** COLLEGE

A few questions to consider about ...

### **STUDENT PROGRESS**

- What measures do we collect and track to ensure that students are staying on track?
- How and when do we intervene with students to keep them on track?
- How do we engage students with meaningful workforce connections and experiences?
- How transparent and accessible are our programs of study?
- Why do our students fall behind or leave? How do we know?
- What policies do we have that incentivize students to stay on track? What policies at the federal, state, and local levels are barriers to students' ability to persist?
- How do we ensure alignment between instructional and student support services and among institutional interventions and programs?
- How do we determine the preparation of students for specific programs?
- How does our institution support student learning?
- How do we determine and address learning support needs of the students?



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**PROGRESS**

Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
Assist students to choose and enter a pathway.	Students will choose a major or program of study in their first term.  Ongoing.	Continued participation in SSLI to stay abreast of advising best practices.  Training and professional development of advisors.  Advisors and Recruiter continue to be trained on placement for development and co-requisite courses.	Completion rates by access category and term.  Adult Learner: 2022- 18% 2023- 19.8% 2024- 24%  Race/Ethnicity: 2022-6% 2023- 0% 2024- 22.58%  Underprepared Math: 2022-18% 2023- 14.6% 2024- 22.5%	The college continues to use FL to FL retention rates as an indicator.  New math and English developmental courses implemented in spring 2020 along with co-requisite courses. These continued to be evaluated and offered each semester.  Number of students completing developmental courses. Developmental-Math: 2022- 119 (76.2%) 2023- 86 (86.3%) 2024- 42 (69.2%)  English: 2022- 92 (77.7%) 2023- 55 (86.5%) 2024- 32 (86.2%)



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				<p>Co-requisite: Math: 2022- 22 (86.4%) 2023- 10 (100%) 2024- 4 (100%)</p> <p>English: 2022- 12 (72.7%) 2023- 18 (87.5%) 2024-0</p> <p>*Number of students enrolled in courses shown with pass rate of D or higher shown in parentheses.</p>
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			<p>Pell Eligible:</p> <p>2022-22%</p> <p>2023- 16.7%</p> <p>2024-25.7%</p> <p>Overall FL to FL retention rate.</p> <p>2022-89%</p> <p>2023- 92%</p> <p>2024- 93%</p> <p>Overall FL to SG retention rate.</p> <p>2022-74%</p> <p>2023- 80%</p> <p>2024- 82%</p> <p>Number of new degree-seeking students completing math/English gateway courses in the first 12 months.</p> <p>English</p> <p>2022-82 (96%)</p> <p>2023- 229 (91%)</p> <p>2024- 332 (94%)</p> <p>Math</p> <p>2020-177 (80%)</p> <p>2021- 135 (82%)</p> <p>2022- 161 (81%)</p> <p>2023- 243 (93%)</p> <p>2024- 251 (92%)</p>	
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			<p>*Note percentages for Math and English reflect pass rate for students taking the gateway course within 30 credits of entering Belmont College.</p>	
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<p>Assess whether students are on or off the pathway plan every term.</p> <p>Intervene early if off-pathway and provide coaching/advising/support services across the curriculum. Advisors will conduct outreach to students performing in the lowest 25%.</p>	<p>Students will persist in the major from term to term and year to year.</p> <p>Ongoing.</p>	<p>Training of advisors.</p> <p>Revised academic early-alert system and interventions in progress. Partnership with RAND.</p> <p>Redesigned Student Success Center for the purpose of pathway persistence.</p>	<p>Completion rates by access category and term.</p> <p>Adult Learner:</p> <p>2022-18%</p> <p>2023- 19.8%</p> <p>2024- 24%</p> <p>Race/Ethnicity:</p> <p>2022-6%</p> <p>2023- 0%</p> <p>2024- 22.58%</p> <p>Underprepared Math:</p>	<p>See comments above.</p>
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			2022-18% 2023- 14.6% 2024- 22.5% Pell Eligible: 2022-22% 2023- 16.9% 2024- 25.7% Overall FL to FL retention rate. 2022-89% 2023- 92% 2024- 93%	
Determine and address student support needs every term.		Developing of new online and hybrid pathways for part-time students.	Overall FL to SG retention rate. 2022-74% 2023- 80% 2024- 82% Number of new degree-seeking	



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			<p>students completing math/English gateway courses.</p> <p>English 2022-82 (96%) 2023- 229 (91%) 2024- 332 (94%)</p> <p>Math 2022- 161 (81%) 2023- 243 (93%) 2024- 251 (92%)</p> <p>*Note percentages for Math and English reflect pass rate for students taking the gateway course within 30 credits of entering Belmont College.</p>	
<p>Embed experiential learning in every program and ensure all students participate.</p>	<p>Most students will participate prior to graduation where applicable.</p>	<p>Many programs continue to include and expand experiential learning.</p>	<p>Number of students in experiential learning by type, term, and program.</p>	<p>Some programs have fully integrated experiential learning while others continue to revise courses. Experiential learning opportunities will be built into the new program review process. This will ensure programs are moving toward increased opportunities for students.</p>



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<p>Continue to participate in Student Success Leadership Training (SSLI).</p> <p>Utilize the Retention Management System to track students across the curriculum if possible.</p>	<p>Cross functional team.</p>	<p>Continue to participate in SSLI.</p> <p>Make-up of team continues to change due to turnover at the college. However, team has been able to move forward with initiatives.</p>	<p>SSI, CCSSE, student evaluation of instruction. Also completed Trellis, financial health survey.</p>	<p>The college has completed CCSSE. Results being implemented where applicable.</p>
<p>Continue to develop online advising and tutoring functions.</p> <p>Utilize technology to keep students on-plan versus scheduling them for available courses.</p>	<p>Implementation of new database system ongoing.</p>	<p>Canvas fully implemented for course instruction.</p> <p>Participate in Ohio's e-Tutoring initiative. Ongoing hiring and training of tutors.</p>	<p>Ongoing.</p>	<p>Canvas training sessions for new faculty ongoing.</p> <p>Utilizing Canvas for other functions including CLO and course assessment.</p> <p>College continues to implement APIs where applicable.</p>
<p>Promote 12 credit hours per term as full-time at Belmont college. Ongoing.</p> <p>Ensure student costs are transparent. Student cost sheets.</p> <p>Ensure continuous student financial planning and fiduciary responsibility ongoing.</p>	<p>Tuition packages approved by Board of Trustees.</p> <p>Plan for implementing "Fifteen to Graduate" ongoing.</p>	<p>Tuition packages being evaluated.</p> <p>"15 to Graduate" being implemented by Dean of Student Affairs and Advisors.</p>	<p>Evidence of implementation.</p> <p>Number of average credit hours per full time student.</p> <p>2022-9</p> <p>2023-9</p> <p>2024-9</p> <p>2025 - 12</p>	<p>Ongoing.</p>



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2026 Improvement Focus Description: Continuous Improvement

Improvement Focus Current Status: Maintain retention rates. Increase persistence, graduation, and transfer rates.

Focus:	Strategy:	Leadership:	Others:	Outcome:	Measure:	Timeline
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Map and communicate program/career pathways.	<p>Assist students to choose and enter a pathway.</p> <p>Assess whether students are on or off the pathway plan every term.</p> <p>Intervene early if off- pathway and provide advising and support services across programs.</p> <p>Determine and address student support needs every term.</p> <p>Design part- time pathways.</p>	Dean of Student Affairs, Dean of Academic Affairs, VPAA	<p>Advisors, FT Faculty</p> <p>Guide students into majors early and advise on a timely basis.</p> <p>Faculty to check- in with students and monitor progress.</p>	<p>Students will choose a major in the first term.</p> <p>Students will persist in the major from term to term and year to year.</p> <p>Students will have a clear career pathway upon completion.</p>	<p>Completion rates.</p> <p>2022-16%</p> <p>2023- 12%</p> <p>2024- 14%</p> <p>Overall FL to FL and FL to SG retention rates.</p> <p>Overall FL to FL-</p>	Annually by term and academic year.



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					2022-89%	
					2023- 92%	
					2024- 93%	
					Overall FL to SG-	
					2022-74%	
					2023- 80%	
					2024- 82%	
					Number of new degree-seeking students completing math/English gateway courses.	
					English	
					2022-82 (96%)	
					2023- 229 (91%)	
					2024- 332 (94%)	
					Math	
					2022- 161 (81%)	
					2023- 243 (93%)	
					2024- 251 (92%)	
					*Note percentages for Math and English reflect pass rate for	



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					students taking the gateway course within 30 credits of entering Belmont College.	
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<p>Provide faculty and staff training to influence goal attainment and engage students in meaningful workforce connections.</p>	<p>Continue to participate in Student Success Leadership Training through SSLI and SSTF. Ongoing.</p> <p>Create and utilize a new Retention Management System to track students across the curriculum.</p> <p>Currently in process.</p> <p>Provide ongoing training through ACUE and Quality Matters.</p>	<p>Dean of Student Affairs, Dean of Academic Affairs</p>	<p>Dean of Student Affairs, Dean of Academic Affairs, Director of Workforce, SSLI, and SSTF teams</p>	<p>Faculty and staff engagement in student success.</p> <p>Number of students moving directly into the workforce.</p> <p>Graduation Survey</p>	<p>SSLI, Noel Levitz, CCSSE.</p> <p>New Graduation Survey is being implemented to gauge the number of students that move directly into the workforce.</p>	<p>Every other year.</p>
<p>Enhance the use and effectiveness of technology to support advising, coaching,</p>	<p>Canvas fully implemented. Ongoing</p>	<p>Dean of Academic Affairs</p>	<p>Director of IT, Advisors,</p>	<p>Number of students, faculty, and staff knowledge</p>	<p>Implementation and tracking.</p>	<p>Ongoing</p>



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institution, and college support services.	online training for full- and part-time faculty.		FT Faculty	ble of and proficient in Canvas.		
Increase student required number of credit hours per term and provide students incentives to complete in a timely manner.	<p>Promote 15 credit hours per term as full-time at Belmont college.</p> <p>Ongoing</p> <p>Ensure student costs are transparent.</p> <p>Ongoing.</p> <p>Ensure continuous student financial planning and fiduciary responsibility.</p> <p>Ongoing.</p>	<p>Dean of Student Affairs, Dean of Enrollment and Recruitment,</p> <p>Dean of Academic Affairs</p>	<p>Dean of Student Affairs,</p> <p>Dean of Enrollment and Recruitment, Dean of Academic Affairs</p>	<p>Tuition packages.</p> <p>Plan for implementing “15 to Graduate.”</p>	<p>Average number of credit hours per student.</p> <p>2022-9</p> <p>2023- 9</p> <p>2024-9</p>	Ongoing.

**How can we assist our faculty and staff to feel competent and engaged with the strategies?**

- 1. Ensure all stakeholders are included in the planning process for these strategies.**
- 2. Provide professional development to enhance their knowledge of current strategies.**
- 3. Provide progress reports to all stakeholders.**



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A few questions to consider about ...

### **STUDENT COMPLETION**

- Do students have the opportunity to earn meaningful embedded certificates along the way to an associate degree?
- How can we increase credit attainment and help more students complete their credentials more quickly?
- Do we automatically award certificates when required coursework is completed? Do we align certificate programs to degrees?
- How do we assist students with college to career transition?
- How do we assist students who will be transferring to universities to complete bachelor's programs? Do we understand their success once they've transferred?
- What policies do we have that incentivize students to complete a goal or certificate in a timely manner? What policies and practices at the federal, state, and institutional levels are barriers to successful completion?
- Do our registration and withdrawal policies support completion?
- How do we know that students who complete our certificates and degrees have met our learning expectations?



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**COMPLETION**

**Outcomes from 2024-2026**

<b>Strategy/Goal:</b>	<b>Outcome:</b>	<b>Progress:</b>	<b>Measure:</b>	<b>Comments:</b>
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
Restructure academic support services.	Maintain overall FA-SG retention rate of 75%.  Maintain overall FA-FA retention rate of 90%.	KPI Dashboard is now on Belmont College's website.	Overall FL to FL Retention: 2022-89% 2023- 92% 2024- 93% Overall FL to SG Retention: 2022-74% 2023- 80% 2024- 82%	Academic Support Services restructure is complete. Student support services reports to the Dean of Student Affairs.
Assist students in the transition from college to career or from Belmont College to a four-year institution.	Maintain transfer rate of 7% to 4- year institutions.	Our transfer rate has decreased over the past three years.	The transfer rate to 4-year institutions. 2022-5% 2023-6% 2024-7%	We are looking into the reasons for the decrease in transfer rates. Additionally, we are marketing the benefits of starting at Belmont College and transferring to a four-year institution. Stackable certificates and industry recognized credentials have



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				assisted in getting people into the workforce. We implemented programs with local high schools for those students to receive industry recognized credentials for welding, HVAC and STNA through BC.
Auto-confer credentials and degrees.	Increase completion rate by 15%.	Belmont College increased certificates awarded each year over the last three years.  2022-125 2023-91 2024-93	Total number of certificates awarded.	The auto-conferred numbers are proportionate to the decrease in enrollment.  Degrees and credentials are now auto-conferred.

2026 Improvement Focus Description: Ongoing revision of assessment process.

Improvement Focus Current Status: Implement data and assessment processes that support the strategies to increase student enrollment and completion.



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<b>Focus:</b>	<b>Strategy:</b>	<b>Leadership:</b>	<b>Others:</b>	<b>Outcome:</b>	<b>Measure:</b>	<b>Timeline</b>
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Continue to Implement a career services plan from entry to job search.	Formalize the plan to ensure all students have access to the services.	Dean of Student Affairs	Manager of Testing Services and Success Center	To better prepare students for their coursework as well as career through career services.	Enhance our services by increasing the resources available to students and implementing these resources in FYE.	Ongoing.
Evaluate the IR/IE models to determine effectiveness in managing process improvement of college.	Streamline data request process. Ongoing.	President's Staff		Formalized data reporting process.  Readily available data for stakeholders. In process.	Success will be measured by the completion of this formalized process.  The IR department has developed self-service reports, dashboards and regularly scheduled reports for stakeholders.	Ongoing.



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Continue to improve assessment plan for academic programs.		EVP, VPAA	Assessment Academy Team	<p>A revised assessment cycle that provides meaningful data that is used for continuous quality improvement.</p> <p>Successful completion of the HLC Assessment Academy.</p>	<p>Completion of assessment redesign and HLC Assessment Academy.</p> <p>Revision completed for program review.</p> <p>Creation of new assessment to continue with assigned coordinator.</p> <p>Data collection is currently underway.</p>	<p>Assessment cycle ongoing. Program and course assessment was piloted Fall 2024. CLO have been established and continue to be completed each semester.</p>
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**What are our next steps?**

1. Utilize dashboards in decision making.
2. Formalize schedule of data reports.
3. Enhance assessment by including ancillary areas.



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**A few questions to consider about**

**OTHER ASPECTS OF COMPLETION SUCCESS**

- What does the disaggregated data tell us about completion rates for different populations?
- How do we reshape our institution to build sustainable models of successful programs?
- How do we select and cultivate external linkages?
- Are our courses and program streams offered in student-friendly ways? What is our institution doing to create a culture to support success and completion? How do we engage people across employee categories and provide professional development to support change? How does our college manage process improvement?
- What else can we do?



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## **BELMONT** COLLEGE

### **WORKFORCE**

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.”

As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List: <https://topjobs.ohio.gov/wps/portal/gov/indemand/list> and [http://omj.ohio.gov/OMJResources/MasterList\\_Education.stm](http://omj.ohio.gov/OMJResources/MasterList_Education.stm) and the eleven JobsOhio key industries (listed at <http://jobs-ohio.com>).

JobsOhio industry clusters and labor market information for each occupation: <http://omj.ohio.gov/OmjResources/OccupationsByIndustry.stm>. Six JobsOhio regions: <http://jobs-ohio.com/network/>.

The eleven key industries are:

1. Advanced Manufacturing
2. Aerospace and Aviation
3. Automotive
4. Autonomous Mobility
5. Energy and Chemicals
6. Financial Services
7. Food and Agribusiness
8. Healthcare
9. Logistics and Distribution
10. Military and Federal
11. Technology

These information links as well as the Workforce Tools located on <https://workforcedatools.chrr.ohio-state.edu/> assist higher education institutions with the identification of the emerging and growing occupations in an effort to coordinate degree and certificate offerings in their region.

**A few questions to consider about WORKFORCE**



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- Based on our College service area, which of the 6 JobOhio regions do we serve?
- Which of the 11 JobsOhio key industries are addressed in our current curriculum and programing?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list? and other labor market information for each occupation?
- What are the job training needs of our community based on our regional economic development network?
- How do we connect our students needing employment with our employers needing an educated workforce?
- What are our current program advisory committees recommending to improve our curriculum and what new programs do they endorse?
- How have we linked our curriculum and programing to the OhioMeans Jobs In-Demand Jobs list?
- How do we align our credit on non-credit offerings?

## WORKFORCE

### Outcomes from 2024-2026

Strategy/Goal:	Outcome:	Progress:	Measure:	Comments:
<b>What did you plan to improve?</b>	<b>What did you establish as your outcome?</b>	<b>What progress did you make towards strategy/goal?</b>	<b>What were measures of progress/success?</b>	<b>What contextual points are worth noting?</b>
<p>Expand Workforce Contract Training.</p> <p>Hired a full-time coordinator position to offer contract training. This position will be promoted to Director of Workforce on July 1, 2026.</p>	<p>The number of people trained through WFD and the different offerings compared to previous years.</p>	<p>CDL classes are starting every 3-4 weeks and the pipeline of students is growing, based upon the increased awareness of the program in the community along with fostering the college's relationship with the area OMJ offices.</p> <p>Expanded CDL training with opening of new test site.</p>	<p>Increased number of people being trained.</p> <p>2021 – 29 Students            2022 – 51 Students            2023 – 29 Students            2024 – 47 Students            2025 – 52 Students            2026 – 34 Students (this number includes students from January 2026 to May 2026)</p>	<p>There is much potential for CDL growth due to the OMJ office relationships (WIOA Funding), the ODHE CDL Student Aid Program, and Short Term Grant opportunities. The ability to stack these funding options is making training more attainable.</p>



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		<p>Will offer Class B training.</p> <p>Other programs continue to build: EMS, Fire, Home Inspection, Flooring, Welding, HVAC, Heavy Equipment, etc.</p>		
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Expand job placement strategies for Workforce completers.	Increased number of completers placed in a job.	Currently, approximately 85% of completers are employed.	Number of completers Belmont College connects with a job.	Completers are employed with local, regional, and national companies. Recruiters from many of these companies speak to students while enrolled to ensure they know about the different types of jobs/careers that are available.
Creation of a Workforce Development Advisory Boards.  Ongoing.	Use input from the board members to guide WFD offerings.	The list of potential members is being review.	New offerings that are offered through Workforce Development.	Board members are from local industry, health care facilities, chambers of commerce to provide feedback to expand non-credit offering through the WFD department.



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**Improvement Focus Description:** Increase WFD non-credit classes, contract training, and CDL enrollment.

**Improvement Focus Current Status:** Currently, WFD is offering non-credit classes, limited contract training, and CDL classes and input will be used from Advisory Board to boost enrollment in the above areas.

Focus:	Strategy:	Personnel:	Others:	Outcome:	Measure:	Timeline:
<b>Improvement Objective (College Strategy/Intervention Objectives)</b>	<b>What will we do differently? What are the action steps for intervention?</b>	<b>Who will be responsible (title)?</b>	<b>Who will need to support /bolster the change and how (titles)?</b>	<b>What will be our outcome indicator of success?</b>	<b>How will we measure success?</b>	<b>What is our timetable?</b>
Identify knowledge and skill gap between the current workforce and future workforce needs.	Take information from Advisory Boards to determine employer needs, ensuring Belmont College is offering training that is relevant to future needs.  Streamlined workforce by placing it within academics.	EVP, Workforce Coordinator/Director, Academic Specialist	EVP, Faculty/Instructors who teach in the content area	The number of people who are trained through the updated curriculum.	Increased number of people enrolling in training.	Ongoing.



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Enhance incumbent worker training for reskilling and upskilling.	Work with local employers to identify future needs for training.	EVP, Director of Workforce Development.	EVP, Director of Workforce Development.	The number of employees who are trained.	Increased number of people enrolling in the Training.	Ongoing.
Promote CDL Funding options to potential students	Develop a financial aid dashboard to show students what funding options are available for CDL training that include OMJ Funding, Short Term Grants, ODHE Student Aid program, and bank loans.	EVP, Director of Workforce Development, Marketing.	EVP, Director of Workforce Development, Marketing.	The number of students who enroll in the CDL program who use the various funding options.	Increased CDL Enrollment	CDL webpage has been updated. Marketing materials have been updated. Ongoing.

**What are our next steps?**

1. Schedule advisory board meetings and gather information regarding local workforce needs.
2. Create webpage for potential CDL students showing all funding options.
3. Attending local events to promote Belmont College training options.