BELMONT
COLLEGE

BOARD OF TRUSTEES MEETING

May 25, 2023

6:00 p.m.

Belmont College
District Board of Trustees Meeting
May 25, 2023
6:00 p.m.

AGENDA

CALL TO ORDER	Mrs. Elizabeth Gates, Chair	
ROLL CALL	Kristy Kosky	
PLEDGE OF ALLEGIANCE		
INTRODUCTION OF VISITORS	Mrs. Elizabeth Gates, Chair	
APPROVAL OF AGENDA	Mrs. Elizabeth Gates, Chair	
APPROVAL OF MINUTES	Mrs. Elizabeth Gates, Chair	**A**
	March 2023 Minutes	**A-1**
	CONSENT AGENDA	
	Monitoring Activities	**B**
	1. March 2023 Financials	**B-1**
	2. April 2023 Financials	**B-2**
	3. CCP Enrollment	**B-3**
	4. Program Reviews	**B-4**
	Administrative Items	**C**
	1. 2023-2024 Budget	**C-1**
	2. Tuition Increase	**C-2**
	3. Industrial Trades Course Fee Changes	**C-3**
	Board Items	**D**
	1. Election of Officers	**D-1**
	2. Heritage Tree Nominations	**D-2**
	3. Emeritus Recommendation	**D-3**
	4. Trustees Scholarship Revision	**D-4**
PRESIDENT'S REPORT	Dr. Paul Gasparro	
COMMENTS FROM THE CHAIR	Mrs. Elizabeth Gates, Chair	
COMMENTS FROM THE COLLEGE COMMUNITY		
NEXT REGULAR MEETING	June 22, 2023 Belmont College – ATC 6:00 p.m.	
ADJOURNMENT		

TAB A

MINUTES

TAB A-1

MINUTES

March 2023

BELMONT COLLEGE

BOARD OF TRUSTEES MEETING

Minutes of March 23, 2023

The regular meeting of the Belmont College District Board of Trustees was held at 6:00 p.m., on March 23,2023, at Belmont College in the Board room.

Call to Order	Mrs. Gates, Chair, called the meeting to order at 6:02 p.m.
Roll Call	Allison Anderson – Present Cory DelGuzzo – Present Elizabeth Gates – Present Mark Macri – Present Anita Rice – Present Mark Romick – Present Melissa Smithberger - Present Matt Steele - Present There being a quorum, the meeting proceeded.
Attendance	Bridgette Dawson, Jesse Gipko, Heather Davis, Matt Williamson, Julie Keck (remote), Regina Lukich, Dr. Paul Gasparro and Kristy Kosky (remote).
Introduction of Visitors	N/A
Approval of Agenda	Mrs. Gates pulled consent agenda item B-1, Gateway Math and English KPI's, for further discussion. Mrs. Gates then asked for a motion to approve the agenda. Mr. DelGuzzo motioned, seconded by Mrs. Rice, to approve the agenda. All ayes; motion carried.
Approval of Minutes	Mrs. Gates asked for a motion to approve the minutes of the January 2023 meeting. Mrs. Rice motioned, seconded by Mr. Romick, to approve the minutes of the January 2023 meeting. All ayes; motion carried.
Executive Session	Mrs. Gates asked for a motion to enter into Executive Session for the purpose of discussing Security.

Mr. DelGuzzo motioned, seconded by Mrs. Anderson, to enter into Executive Session.

A roll call vote was taken.
All ayes; motion carried.
Executive Session began at 6:06 p.m.

Mrs. Gates asked for a motion to come out of Executive Session.
Dr. Macri motioned, seconded by Mr. Steele, to come out of Executive Session.

A roll call vote was taken.
All ayes; motion carried.
Executive Session ended at 6:29 p.m.

Approval of Consent Agenda

Agenda item B-1, Gateway Math and English KPI's was opened for discussion. Matt Williamson, Bridgette Dawson and Dr. Gasparro provided an overview of the report.

Mr. Steele asked that the Board discuss Agenda Item D-1, Board of Trustees Meeting Schedule 2023-2024, to schedule the date for the August 2023 Board Retreat/Evaluation of the President.

After discussion, the Board decided on August 12, 2023, 9:00 a.m. – 3:00 p.m., for the Board Retreat/Evaluation of the President, to be held at Oglebay Resort and Conference Center.

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

Mr. DelGuzzo motioned, seconded by Mrs. Smithberger, to approve the consent agenda.
All ayes; motion carried.

President's Report

Dr. Gasparro asked the visitors in attendance to introduce themselves and explain their roles with the College.

Dr. Gasparro provided an update on the Burn Building and the Industrial Trades Building.

Heather Davis, newly appointed to the Belmont College Foundation Board, gave an overview of the Foundation Board meeting, which was held March 22, 2023. She also provided an update on new programs.

Comments from the Chair	Mrs. Gates reminded the Board members of their requirement to submit their annual financial disclosure and reminded them of the upcoming commencement ceremonies on May 4th and 5th, 2023.
Comments from the College Community	N/A
Next Regular Meeting	May 25, 2023 Belmont College – Board Room 6:00 p.m.
Adjournment	Mrs .Gates asked for a motion to adjourn the meeting. Mr. DelGuzzo motined. Mrs. Gates adjourned the meeting at 7:38 p.m.

Elizabeth F. Gates, Chair

Paul F. Gasparro, President

Date Approved: _____ / _____ / _____

CONSENT AGENDA

TAB B

CONSENT AGENDA

Monitoring Activities

TAB B-1

CONSENT AGENDA

Monitoring Activities

March 2023 Financials

AGENDA ITEM B-1: MARCH 2023 FINANCIALS
Board of Trustees Meeting Date: May 25, 2023

The cash position of the College as of March 31, 2023 is as follows:

* Checking Account Balance	$	677,047.77
Certificates of Deposit	$	2,900,405.76
STAR Ohio	$	3,508,568.53
Savings	$	455,557.14
Total Temporary Investments	$	6,864,531.43
Total Cash and Temporary Investments	$	7,541,579.20

* Checking account balance includes:

General, Auxiliary, Restricted, Development, Endowment, and Plant Funds

The revenues and expenditures are as follows:

	This Year % Recorded	% Year Completed
Budgeted Revenues	78.5%	75.0%
Budgeted Expenditures	72.0%	75.0%

The Appropriated Fund Balances are as follows:

1. The General Fund Board Appropriated Fund Balances are $326,806.85.
2. The General Fund Board Appropriated Start Up Fund Balance is $96,745.18.
3. The Unexpended Plant Board Appropriated Fund Balance is $835,344.16.

RECOMMENDATION: Recommended that the Board accept the financial information for March 2023 as presented.

SUBMITTED BY: Judi McMullen, Vice President Organizational Effectiveness

TAB B-2

CONSENT AGENDA

Monitoring Activities

April 2023 Financials

AGENDA ITEM B-2: APRIL 2023 FINANCIALS
Board of Trustees Meeting Date: May 25, 2023

The cash position of the College as of April 30, 2023 is as follows:

* Checking Account Balance	$	401,111.89
Certificates of Deposit	$	2,906,479.54
STAR Ohio	$	3,523,114.88
Savings	$	451,072.14
Total Temporary Investments	$	6,880,666.56
Total Cash and Temporary Investments	$	7,281,778.45

* Checking account balance includes:

General, Auxiliary, Restricted, Development, Endowment, and Plant Funds

The revenues and expenditures are as follows:

	This Year % Recorded	% Year Completed
Budgeted Revenues	82.9%	83.3%
Budgeted Expenditures	78.3%	83.3%

The Appropriated Fund Balances are as follows:

1. The General Fund Board Appropriated Fund Balances are $ 326,358.10.

2. The General Fund Board Appropriated Start Up Fund Balance is $96,745.18.

3. The Unexpended Plant Board Appropriated Fund Balance is $ 758,969.16.

RECOMMENDATION: Recommended that the Board accept the financial information for April 2023 as presented.

SUBMITTED BY: Judi McMullen, Vice President Organizational Effectiveness

TAB B-3

CONSENT AGENDA

Monitoring Activities

CCP Enrollment

AGENDA ITEM B-3: CCP ENROLLMENT

Board of Trustees Meeting Date: May 25, 2023

CCP Enrollment by Year

High School	2022-2023		2021-2022		2020-2021		2019-2020	
	FA	SG	FA	SG	FA	SG	FA	SG
Avella Area	0	0	0	0	1	0	0	0
Barnesville High School	11	21	12	10	20	17	27	26
Beallsville High School	4	4	0	6	3	0	0	1
Bellaire High School	1	5	2	1	1	2	2	2
Bridgeport High School	23	18	1	1	1	1	2	2
Buckeye Local High School	13	12	8	8	0	0	1	1
Buckeye Trail High School	1	1	1	1	0	0	0	0
Caldwell High School	0	0	0	0	1	0	0	0
East Richland Christian High School	9	12	4	13	11	12	13	14
Harrison Central High School	53	53	47	43	39	35	56	49
Home School	1	1	1	1	0	0	0	0
Martins Ferry High School	5	3	2	1	0	0	2	2
Monroe Central High School	23	21	17	16	18	17	12	11
Ohio Connections Academy	0	0	0	0	0	0	1	0
Ohio Virtual Academy	0	0	2	2	1	1	1	0
Olney Friends School	0	0	0	0	1	1	1	1
River High School	40	28	34	23	15	19	10	13
Saint Clairsville High School	5	6	5	3	9	11	3	6
Saint John Central High School	0	0	0	0	1	0	0	0
Shadyside High School	2	2	1	1	0	0	1	1
Union Local High School	39	29	55	49	26	22	26	25

TAB B-4

CONSENT AGENDA

Monitoring Activities

Program Reviews

AGENDA ITEM B-4: PROGRAM REVIEWS

Board of Trustees Meeting Date: May 25, 2023

BELMONT
COLLEGE

Belmont College
Academic Program Review

Review Year: 2023
Academic Program Title (CIP): Civil Engineering (CET)
Lead Reviewer (Title):
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

Core Learning Outcomes:	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
Program Student Learning Outcomes	At the completion of the Belmont College Civil Engineering Degree Program, the graduate will be able to:
	1. Demonstrate and understand surveying techniques and be able to use AUTO CAD in a working environment.
	2. Demonstrate the ability to integrate computing skills in engineering applications.
	3. Analyze and solve engineering problems in the areas of: water treatment and transit, earth projects, highway construction, and statics.

	4. Be familiar with and perform common engineering lab tests for water, soil, and concrete.

2022-2023 Program Review (CET)

Program Applications and Yield

Variable	2019-2020	2020-2021	2021-2022
Number of Applications	16	11	12
Number Applicants Enrolled	9	5	7
Yield %	56%	45%	58%
Belmont Yield %	**40%**	**36%**	**40%**

Program Enrollment

Variable	2019-2020	2020-2021	2021-2022
Enrollment	30	26	23
Belmont Enrollment	**1138**	**1003**	**983**

Program Key Performance Indicators

Variable	2019-2020	2020-2021	2021-2022
FA-SG Retention Rate	87%	75%	90%
Belmont FA-SG Retention Rate	**78%**	**74%**	**76%**
FA-FA Retention Rate	39%	45%	55%
Belmont FA-FA Retention Rate	**86%**	**93%**	**90%**
Graduation Rate	27%	35%	26%
Belmont Graduation Rate	**18%**	**18%**	**16%**
% 12+ Credits 1st Semester	89%	100%	82%
% Belmont 12+ Credits 1st Semester	**40%**	**27%**	**43%**
GPA	2.71	2.65	2.67
Belmont GPA	**2.77**	**2.65**	**2.76**

Gateway Courses

Course	2019-2020	2020-2021	2021-2022
Took English Language (ELA)	30%	42%	22%
Belmont Took ELA	**33%**	**31%**	**33%**
Passed ELA	56%	64%	80%
Belmont Passed ELA	**74%**	**70%**	**77%**
Took Math	47%	31%	35%
Belmont Took Math	**31%**	**32%**	**36%**
Passed Math	93%	69%	100%
Belmont Passed Math	**86%**	**79%**	**81%**

Took FYE	17%	12%	26%
Belmont Took FYE	**9%**	**7%**	**10%**
Passed FYE	80%	100%	100%
Belmont Passed FYE	**88%**	**65%**	**87%**

Credit Hours

Variable	2019-2020	2020-2021	2021-2022
Average Credits Taken	12.3	12.1	12.1
Belmont Average Credits Taken	**9.9**	**10.1**	**9.7**
Total Credits Taken	675	496	558
Belmont Total Credits Taken	**19640**	**17843**	**10400**

Demographics

Variable	2019-2020	2020-2021	2021-2022
Female	7%	8%	4%
Male	93%	92%	96%
White	97%	100%	100%
Black or African American	0%	0%	0%
Asian or Pacific Islander	0%	0%	0%
Hispanic	0%	0%	0%
Multiracial	3%	0%	0%
Unknown Race	0%	0%	0%
Full Time	53%	50%	57%
Part Time	47%	50%	43%
Non-CCP Student	100%	88%	100%
CCP Student	0%	12%	0%
<18 Years Old	0%	0%	0%
18-24 Years Old	87%	73%	83%
25+ Years Old	13%	27%	17%

Program Review Methodology for Data

Applications and Yield:

- Applications for a specific program (i.e. student's major) are collected for an entire academic year/term. This is then cross referenced with enrollment to verify that the student was enrolled at Belmont during that academic year. Total number of applicants along with total number enrolled and percent enrolled from applicants will be included.
- The three most recent completed academic years will be shown.

- Note pre-nursing students are listed as ASG majors with a second major or minor as nursing. This will be accounted for in the presented data.
- A student will be counted in the yield aspect of the data as long as they were enrolled at Belmont for 1 semester in the program being reviewed.

Enrollment:

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent completed 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 1st Semester:

- All 1st time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1st 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.

Gateway Courses:

English Language (ELA):

- The total number and percent of students in the reviewed program that are enrolled in a college level ELA course will be shown. Additionally, the percent of students that pass an ELA course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be used.

Math:

- The total number and percent of students in the reviewed program that are enrolled in a college level Math course will be shown. Additionally, the percent of students that pass a Math course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be utilized.

First Year Experience (FYE):

- The total number and percent of students in the reviewed program that are enrolled in FYE will be shown. Additionally, the percent of students that pass FYE with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- 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 current staffing is strong. The instructors are well rounded and have a goal of teaching content that covers all of the fundamental aspects of Civil Engineering. Consistency is essential to the program.

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

Research Methods in Engineering

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

Students' post semester evaluations are used. In addition to that the enrollment numbers are looked at the end of each year. The student enrollement is down as compared to last year.

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

The curriculum is strong and the students are introduced to all of the major content in Civil Engineering. They are also exposed to programs used in the industry. Instruction is provided in such a way that students have ample time to learn difficult content. In most of the classes the students have weekly quizzes which help the instructors to gauge their teaching and make the needed adjustments.

For some of the courses the textbooks need to reviewed. There is also a need to add an Introduction to Civil Engineering course which could be useful for the incoming students.

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

One major change in the civil engineering program includes turnover. We had a long-term professor and department lead retire. With his retirement, we were able to hire a full-time faculty member, Faisal Cheema. Faisal brings a wealth of experience and knowledge to the program. He has both his bachelors and graduate degree in engineering and is currently pursuing his doctorate in engineering. With Faisal joining the engineering team, he has had several recommendations for the program and we will work on make the changes in the next year.

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?

No flex courses have been added this review schedule. We have been offering several of the courses in an online format. This has been due to the turnover and need for faculty. The online courses in this area have been successful and has been a great change to the program offerings.

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

Civil Engineering students have the option to complete an internship or a capstone project. In history, the students have chosen to complete the capstone project. Students have experienced several fieldtrips/external experiences. In just this last year, students have toured/visited the local water plant located in Wheeling, WV and have completed several surveying opportunities in the field.

Facilities, Technical Infrastructure, and Resources

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

The classrooms are large and contain lab equipment.There are also two computer labs containing 25 computers and each computer is equipped with all of the programs taught in Civil Engineering.

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

The students have the option of using the tutoring center and the computer lab containing MS Office and Autocad.

There are also several study sessions before a test. These study sessions are held outside the normal class hours and are optional. In addition to that resources such as Socrative are used to gauge the success of each lecture.

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

No changes since the last review.

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 facilties look fairly good for this academic year. However, there will be more meeting with the employers and new technology may be added the next academic year.

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

Yes, the faculty and staff make use of the college resources and try to help the students engage in activities that help with the understanding of content. Students are encouraged to use the library resources, attend extra sessions and use the computer lab for added assistance.

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

Courses are delivered via lecture and lab format. Group work is encouraged in the classroom as students work in parts to solve complex problems. The results are analyzed to see how they fit in to the bigger picture. Before each lesson some background knowledge is presented to the students as a source of review. Students are given ample time to complete the projects, they also have the chance to review their errors on quizzes. The tests are generally taken during the class period and the final exams cover the conetent taught throughout the semester.

SWOT

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

The students are hardworking and enjoy being part of the program. This academic year five students have spoken about taking more Engineering classes and double major which shows their desire to learn. The instructors are well rounded and have a good relationship with the students. The students feel confident about their ability to tackle difficult problems.

There are meetings with the employers each semester and several of the employers are interested in employing Belmont students. The employers are invited as guest lectuerers and the students connect very well with the employers.

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

Several classes have less than 10 students. The enrollement numbers have been going down for the last few years. There is a need to advertise the program at the high school level. There is also a need to highlight the success stories in a quantifiable way.

The courses taught do not have much Calculus in them so the students who want to transfer over to a 4 year university and major in Civil Engineering may not be able to transfer some of the credits.

3. Are there any external opportunities for this program?

There are a number of employment opportunities in the field of construction, water treatment and civil engineering. Students also have the opportunity to continue their education at a 4-year university.

4. What are the external threats to this program?

The enrollement numbers are down compared to last year. The current labor market is strong but if the employers stop hiring at some time in future then it could impact the program.

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.)

There are a number of opportunities in the fields of Water Treatment, Civil Engineering and Construction. According to the Bureau of Statistics the number of jobs in the construction industry have been increasing. The recent labor shortage also opens up an excellent opportunity for the students. However, the rise in interest rates may slow down the job market.

2. What changes in your program do you anticipate related to employment opportunities for graduates?

Students are likely to be exposed to more water engineering related content.

Advisory Committee

1. List the current Advisory Committee for the program.

Fred Bennett, PE
Belmont County Engineer
St. Clarisville OH

John Chuchiak, Electrical Engineer
Bayer Corporation
New Martinsville, WV

Peter Clark, PE
Hammontree & Associates, LTD
St. Clairsville OH

Charles Dawson, Professor
Belmont College
St. Clairsville OH

Charles Dixon
OOGEEP
Granville, OH

Dr. Ben Bitt, Professor
Belmont College
St. Clairsville OH

Edward Mowrer, PE
Belmont College
St. Clairsville OH

Christy Palmer
Commerical Vehicle Group
Shadyside, OH

AJ Smith
Hull & Associates
St. Clairsville OH

Terry Thomas, PE
Bayer Business and Technology Services, LLC
Pittsburgh PA

Jeff Turner
AEP Ohio
St. Clairsville OH

Jeff Vaughn
Vaughn, Coast & Vaughn
St. Clairsville OH

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

N/A

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

Although an advisory board meeting was not held, Ed Mowrer has remained in close contact with employers to discuss industry needs. One change is the need for water quality technicians in the state. As a result, water quality technician will be a new degree (under civil engineering) and will begin August of 2023.

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
   b) College Catalog
   c) Program Brochure
   d) Other

   The program is fairly visible on the all of these.

Analysis and Recommendations

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

Civil Engineering continues as a solid program. Many new ideas have been discussed – with the addition of our new faculty member, Faisal Cheema. New ideas:

1. Add an Introduction to Civil Engineering course to the degree template.
2. Add calculus to the curriculum to better prepare transfer engineering students.

BELMONT
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Belmont College
Academic Program Review

Review Year: 2023
Academic Program Title (CIP): Energy and Natural Resources (ENR)
Lead Reviewer (Title): Edward Mowrer Energy Institute - Manager
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.

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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.
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

Core Learning Outcomes:	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
Program Student Learning Outcomes	At the completion of the Belmont College Energy and Natural Resources Degree Program, the graduate will be able to:
	1. Demonstrate and understand surveying techniques and be able to use CAD in a working environment.
	2. Demonstrate the ability to integrate computing and mapping skills in engineering applications.
	3. Analyze and solve engineering problems in the areas of statics, hydraulics and hydrology.
	4. Be familiar with the production, transportation and utilization of local energy resources.

	5. Participate in an internship experience or capstone course that will enable each student to make the connection between theory and practice.

2022-2023 Program Review (ENR)

Program Applications and Yield

Variable	2019-2020	2020-2021	2021-2022
Number of Applications	4	6	2
Number Applicants Enrolled	0	1	1
Yield %	0%	17%	50%
Belmont Yield %	**40%**	**36%**	**40%**

Program Enrollment

Variable	2019-2020	2020-2021	2021-2022
Enrollment	4	5	6
Belmont Enrollment	**1138**	**1003**	**983**

Program Key Performance Indicators

Variable	2019-2020	2020-2021	2021-2022
FA-SG Retention Rate	100%	25%	100%
Belmont FA-SG Retention Rate	**78%**	**74%**	**76%**
FA-FA Retention Rate	67%	0%	0%
Belmont FA-FA Retention Rate	**86%**	**93%**	**90%**
Graduation Rate	25%	0%	50%
Belmont Graduation Rate	**18%**	**18%**	**16%**
% 12+ Credits 1st Semester	100%	-	100%
% Belmont 12+ Credits 1st Semester	**40%**	**27%**	**43%**
GPA	2.61	3.04	3.11
Belmont GPA	**2.77**	**2.65**	**2.76**

Gateway Courses

Course	2019-2020	2020-2021	2021-2022
Took English Language (ELA)	50%	0%	50%
Belmont Took ELA	**33%**	**31%**	**33%**
Passed ELA	50%	-	67%
Belmont Passed ELA	**74%**	**70%**	**77%**
Took Math	75%	20%	33%
Belmont Took Math	**31%**	**32%**	**36%**
Passed Math	67%	80%	100%

Belmont Passed Math	**86%**	**79%**	**81%**
Took FYE	25%	0%	17%
Belmont Took FYE	**9%**	**7%**	**10%**
Passed FYE	100%	-	0%
Belmont Passed FYE	**88%**	**65%**	**87%**

Credit Hours

Variable	2019-2020	2020-2021	2021-2022
Average Credits Taken	9.6	13.5	10.0
Belmont Average Credits Taken	**9.9**	**10.1**	**9.7**
Total Credits Taken	67	81	100
Belmont Total Credits Taken	**19640**	**17843**	**10400**

Demographics

Variable	2019-2020	2020-2021	2021-2022
Female	25%	20%	17%
Male	75%	80%	83%
White	75%	100%	100%
Black or African American	25%	0%	0%
Asian or Pacific Islander	0%	0%	0%
Hispanic	0%	0%	0%
Multiracial	0%	0%	0%
Unknown Race	0%	0%	0%
Full Time	50%	40%	33%
Part Time	50%	60%	67%
Non-CCP Student	100%	100%	100%
CCP Student	0%	0%	0%
<18 Years Old	0%	0%	0%
18-24 Years Old	75%	80%	83%
25+ Years Old	25%	20%	17%

Program Review Methodology for Data

Applications and Yield:

- Applications for a specific program (i.e., student's major) are collected for an entire academic year/term. This is then cross referenced with enrollment to verify that the student was enrolled at Belmont during that academic year. Total number of applicants along with total number enrolled and percent enrolled from applicants will be included.
- The three most recently completed academic years will be shown.

- Note pre-nursing students are listed as ASG majors with a second major or minor as nursing. This will be accounted for in the presented data.
- A student will be counted in the yield aspect of the data as long as they were enrolled at Belmont for 1 semester in the program being reviewed.

Enrollment:

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recently completed 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 1st Semester:

- All 1st time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1st 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.

Gateway Courses:

English Language (ELA):

- The total number and percentage of students in the reviewed program that are enrolled in a college level ELA course will be shown. Additionally, the percentage of students that pass an ELA course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be used.

Math:

- The total number and percentage of students in the reviewed program that are enrolled in a college level Math course will be shown. Additionally, the percentage of students that pass a Math course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be utilized.

First Year Experience (FYE):

- The total number and percentage of students in the reviewed program that are enrolled in FYE will be shown. Additionally, the percentage of students that pass FYE with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- 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 Hours 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?

   Recently there has been a turnover of several full-time instructors. New full-time and adjunct hires have brought a fresh perspective to their areas of expertise and are offering new concepts to our students.

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

   Faculty attend industry conferences annually and participate in local and national trade organizations to be current with industrial trends and new technology. In addition, the College hosts several trade conferences and training programs which include our students allowing them to be exposed to employers and latest industry trends.

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

   Job placement and feedback from employers. We use a vast amount of local industry talent to assist in our experiential learning by offering guest speakers, site visits and internships.

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

   Flexibility to the needs of local industry. We could place twice the number of graduates if we had the students.

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

   N/A

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?

   This is a new program, and it is constantly being updated to incorporate changes in the energy industry. A limited number of nontechnical courses are offered online.

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

   We have many partners in the energy industry that offer equipment, funding, tours, and internship opportunities. Several adjunct instructors come from the energy industry.

Facilities, Technical Infrastructure, and Resources

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

   Classes are taught in a traditional classroom environment. Lab space overflows to outside projects such as surveying, oil rigs, construction of solar arrays, building auditing for non-profits, and Net-Zero building construction.

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

   We use several on-line programs furnished by Government funded energy labs (NETL & NREL) as part of our curriculum. These resources provide tools that the students can take with them as they enter the working world.

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

   N/A

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?

   No additional facilities are required, however some of the lab projects may involve grant funded construction of energy projects like solar arrays and energy efficient buildings. These projects are designed and built by students and are incorporated into college facilities.

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

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

   Classroom lectures, labs, student projects, external speakers, field trips and tours.

SWOT

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

   Meets the needs of local industry.

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

   Lack of students and inadequate pipeline of potential students coming from local High Schools.

3. Are there any external opportunities for this program?

   More recruitment from local schools. Many local industry organizations are partnering with us to promote energy jobs and steer students towards our programs but there is still a perception driven by local Guidance counselors that students need to go off to a 4-year institution.

4. What are the external threats to this program?

   Changes in the national political environment are sending mixed messages to potential students and their families. We do not anticipate that these changes will reduce the demand for our students, in fact, they most likely will increase the demand for this program. However, the perception on some traditional areas of energy may dissuade potential students from entering the program. Long term population attrition will influence all programs. Belmont County lost 5.8% of its population over the past 11 years and surrounding counties have had a greater loss (JobsOhio figure 4-28-23).

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 labor market is growing, and our graduates are in high demand. We could easily place two or three times the graduates into jobs if we had the students. This past year a company recruiter traveled from South Dakota to solicit students. We regularly receive requests from the Cleveland/ Columbus areas to recruit our grads. Currently unemployment in our region is 3.8% and there approximately 3,000 unfilled positions, of all types, in Belmont County (JobsOhio figures 4-28-23).

2. What changes in your program do you anticipate related to employment opportunities for graduates?

   More emphasis on internships.

Advisory Committee

1. List the current Advisory Committee for the program.

   The Technical Advisory Committee is listed in the College Catalogue.

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

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

   This degree was developed based upon the requests of our industry partners.

Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program's 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.

N/A

BELMONT
COLLEGE

Belmont College
Academic Program Review

Review Year: 2023
Academic Program Title (CIP): Industrial Electronics
Lead Reviewer (Title): Edward Mowrer Energy Institute - Manager
Date of last review: April 2017

Table of Contents

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.
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Data and Assessment

Core Learning Outcomes:	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
Program Student Learning Outcomes	At the completion of the Belmont College Industrial Electronics Degree Program, the graduate will be able to:
	1. Demonstrate understanding of the theory and operation of basic industrial systems.
	2. Demonstrate the ability to read and understand blueprints and schematic diagrams.
	3. Demonstrate the ability to install and connect components and circuits used in basic industrial systems.

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

2022-2023 Program Review (IET)

Program Applications and Yield

Variable	2019-2020	2020-2021	2021-2022
Number of Applications	10	6	15
Number Applicants Enrolled	6	3	9
Yield %	60%	50%	60%
Belmont Yield %	**40%**	**36%**	**40%**

Program Enrollment

Variable	2019-2020	2020-2021	2021-2022
Enrollment	17	18	17
Belmont Enrollment	**1138**	**1003**	**983**

Program Key Performance Indicators

Variable	2019-2020	2020-2021	2021-2022
FA-SG Retention Rate	93%	69%	69%
Belmont FA-SG Retention Rate	**78%**	**74%**	**76%**
FA-FA Retention Rate	53%	23%	38%
Belmont FA-FA Retention Rate	**86%**	**93%**	**90%**
Graduation Rate	12%	39%	12%
Belmont Graduation Rate	**18%**	**18%**	**16%**
% 12+ Credits 1st Semester	78%	100%	91%
% Belmont 12+ Credits 1st Semester	**40%**	**27%**	**43%**
GPA	3.14	2.66	3.08
Belmont GPA	**2.77**	**2.65**	**2.76**

Gateway Courses

Course	2019-2020	2020-2021	2021-2022
Took English Language (ELA)	29%	11%	47%
Belmont Took ELA	**33%**	**31%**	**33%**
Passed ELA	80%	0%	88%
Belmont Passed ELA	**74%**	**70%**	**77%**
Took Math	59%	28%	47%
Belmont Took Math	**31%**	**32%**	**36%**
Passed Math	100%	72%	100%
Belmont Passed Math	**86%**	**79%**	**81%**

Took FYE	18%	0%	29%
Belmont Took FYE	**9%**	**7%**	**10%**
Passed FYE	100%	-	100%
Belmont Passed FYE	**88%**	**65%**	**87%**

Credit Hours

Variable	2019-2020	2020-2021	2021-2022
Average Credits Taken	11.3	10.8	13.7
Belmont Average Credits Taken	**9.9**	**10.1**	**9.7**
Total Credits Taken	158	347	370
Belmont Total Credits Taken	**19640**	**17843**	**10400**

Demographics

Variable	2019-2020	2020-2021	2021-2022
Female	0%	0%	6%
Male	100%	100%	94%
White	100%	89%	94%
Black or African American	0%	0%	0%
Asian or Pacific Islander	0%	0%	0%
Hispanic	0%	6%	6%
Multiracial	0%	6%	0%
Unknown Race	0%	0%	0%
Full Time	71%	56%	76%
Part Time	29%	44%	24%
Non-CCP Student	100%	100%	100%
CCP Student	0%	0%	0%
<18 Years Old	0%	0%	0%
18-24 Years Old	76%	78%	88%
25+ Years Old	24%	22%	12%

Program Review Methodology for Data

Applications and Yield:

- Applications for a specific program (i.e. student's major) are collected for an entire academic year/term. This is then cross referenced with enrollment to verify that the student was enrolled at Belmont during that academic year. Total number of applicants along with total number enrolled and percent enrolled from applicants will be included.
- The three most recently completed academic years will be shown.

- Note pre-nursing students are listed as ASG majors with a second major or minor as nursing. This will be accounted for in the presented data.
- A student will be counted in the yield aspect of the data as long as they were enrolled at Belmont for 1 semester in the program being reviewed.

Enrollment:

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recently completed 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 1st Semester:

- All 1st time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1st 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.

Gateway Courses:

English Language (ELA):

- The total number and percentage of students in the reviewed program that are enrolled in a college level ELA course will be shown. Additionally, the percentage of students that pass an ELA course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be used.

Math:

- The total number and percentage of students in the reviewed program that are enrolled in a college level Math course will be shown. Additionally, the percentage of students that pass a Math course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be utilized.

First Year Experience (FYE):

- The total number and percentage of students in the reviewed program that are enrolled in FYE will be shown. Additionally, the percentage of students that pass FYE with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- 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 Hours 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.

Analysis and Recommendations

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

1. Develop cooperative agreements with 4-year institutions to allow our students to complete a bachelor's degree. This is complete with agreements with Franklin University, The University of Akron, Kent State University, West Liberty University and Stark State.

2. Develop new one-year certificates supporting this degree. Maintenance Technician I & II, Process Control and Rockwell Automation Certificates have been developed.

Teaching and Learning

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

   Several new full-time and adjunct instructors provide a positive impact to this degree. They bring in fresh ideas that complement the teaching of our established staff.

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

   The staff attend local and national conferences, training from local employers, training to maintain professional certifications, and participate with other Colleges to develop new programs and certificates.

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

   Feedback from employers and past students after they have several years of work experience.

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

   Highly experienced faculty teach in the program. We need to hire more staff. This will provide a more diverse training experience and allow for more flexibility in class times, i.e., evening classes and flex classes. Right now, we have several staff that regularly have overloaded schedules.

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

   Several new elective classes have been offered to keep current with the requests of local industry. A new sub-degree, Instrumentation and Control, has been offered at the request of industry.

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?

   We have dropped the requirement of Basic Supervision and made it an elective. This was done to allow more time for technical courses and still be within the maximum number of credit hours for a 2-year degree.

   Flex courses have not been offered; however, special offerings of technical courses have been offered in the summer session to accommodate various cohorts of students working toward graduation. Many of the required nontechnical courses are offered on-line.

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

   Nearly all the technical courses with a lab offer practical experiential learning. Those courses are:

EIE1301	Electrical Circuits
EIE 2105	Analog Electronics
EIE 1201	Digital Electronics
EIE2301	DC & AC Machinery
EIE2210	Programmable Logic Controllers
EIE2310	Hydraulics & Pneumatics
EIE2315	Instrumentation

   We are increasingly stressing the need for internships and have several employers that will accept students into an internship program. There is a misalignment with our advising staff that discourages students from taking internships and as an option recommends completing a 2-hour Capstone Class. This is currently being addressed.

Facilities, Technical Infrastructure, and Resources

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

   Program space is adequate. Several years ago, a new Energy and Advance Manufacturing Lab was built providing ample space for students. Over the last eight years nearly all outdated lab equipment has been replaced with new "state of the art" equipment. Some older legacy lab equipment is still being used where appropriate and students are exposed to all forms of technology from the 1950's, used by the steel industry, to the latest that industry has to offer and being installed by the Oil and Gas industry.

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

   Instruction is by lecture and labs where theory is put into practice. Visits to various industrial sites are made available to our students to see equipment in use. One of our graduates runs a small municipal power system and invites our students to practice operating and phasing the plant's electric generators in a real-life situation. While we have and use several educational lab trainers we try to shy away from these canned learning experiences where possible by having our students build actual projects that duplicate what they will see in industry.

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

   Since the last review we have invested over $250,000 in new lab equipment and have received nearly that amount in donations from industry. We have very supportive industry partners that help furnish the equipment that we require.

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?

   No additional facilities are needed. We need to continue to update our equipment to meet the ever-growing technological needs of the energy industry. For years our local industries (steel, coal, and electric power generation) were locked into technology used in the 1950's and that is what we taught. With the advent of the O&G boom in our area, the level of technology taught to our students has skipped several generations. We had to move from relay control technology of the 1950's to PLCs of the 1980's and now teach embedded computing of the 2020's. This is all being done by offering our students exposure to all historical levels of technology.

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

   Yes, until recently the Learning Commons carried several industrial and technical periodicals that were used by students.

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

   Lecture, Labs, and class projects.

SWOT

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

   Meets the needs of local and national industry.

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

   Lack of students and inadequate pipeline of students from local High Schools.

3. Are there any external opportunities for this program?

   More recruitment from local schools. There is a perception from local High School Guidance counselors that their students need to attend a 4-year institution. We are participating with several consortiums (TEAM, OhioNET, ASCENT and OSCN) to promote advanced manufacturing and energy related jobs, all requiring Industrial Electronic technicians. The new INTEL facility being constructed in Licking County will require 5,200 new Technicians. The local electric power generation and distribution companies hired all the graduates from one of our recent classes. This hiring frensy will continue as these industries work through the replacement of their aging workforces.

4. What are the external threats to this program?

   Belmont County has lost 5.8% of its population over the past 11 years and surrounding counties have had a greater loss (JobOhio figure 4-28-23). This declining population base has been offset by the over $100 billion investment in O&G over the past 10 years and has not had a negative impact on the need for Industrial Electronics technicians. Over 90% of new jobs in the area will require STEM-based 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.)

The labor market is growing, and our graduates are in high demand. We could easily place many time our number of graduates if we had more students. This past year, a recruiter from South Dakota traveled to Belmont to solicit our students. She had over seventy openings for Technicians. When asked why she came to Belmont College, she replied that she has hired previous graduates and liked how they were trained. Current unemployment is 3.8% in our region and there are approximately 3,000 unfilled positions, of all types, in Belmont County (JobOhio 4-28-23). We receive two to three calls per week from local and statewide employers looking for students to hire.

2. What changes in your program do you anticipate related to employment opportunities for graduates?

   More of an emphasis on internships. More O&G companies are asking for summer interns to keep up their exponential growth. They will hire our graduates into an internship and then offer them full-time employment in the Fall.

Advisory Committee

1. List the current Advisory Committee for the program.

   The Technical Advisory Committee is listed in the College Catalogue.

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

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

   We have developed a sub degree under the Industrial Electronics program called Instrumentation and Control. This was done with input from our Advisory committee and other industry partners.

Promotional Materials

1. Do the following promotional materials and activities clearly and accurately convey the program's mission and employment opportunities for students and graduates?

   a) Website Yes
   b) College Catalog Yes
   c) Program Brochure Yes

d) Other — Yes – We regularly conduct programs in various Middle and High schools discussing technical training and the impact of energy related industries to our local area.

Analysis and Recommendations

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

1. Develop new one-year certificates as outlined in a previous section. Completed.
2. Must keep up with changes in technology. This has been addressed.
3. Need a major effort to increase the pool of Engineering faculty. This has been started but additional work is needed.
4. Must "sell" parents and grandparents on the value of a Belmont Technical education. This has been addressed but additional ongoing work is needed.

BELMONT
COLLEGE

Belmont College
Academic Program Review

Review Year: 2023
Academic Program Title (CIP): Instrumentation & Control (INC)
Lead Reviewer (Title): Edward M Mowrer Energy Institute - Manager
Date of last review: N/A

Table of Contents

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

Core Learning Outcomes:	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
Program Student Learning Outcomes	At the completion of the Belmont College Instrumentation & Control Degree 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, schematic diagrams and interpret National Codes.
	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 and show how these systems are integrated into a large process.
	5. Participate in an internship experience or capstone course that will enable each student to make the connection between theory and practice.

2022-2023 Program Review (INC)

Program Applications and Yield

Variable	2019-2020	2020-2021	2021-2022
Number of Applications	4	7	2
Number Applicants Enrolled	0	1	2
Yield %	0%	14%	100%
Belmont Yield %	**40%**	**36%**	**40%**

Program Enrollment

Variable	2019-2020	2020-2021	2021-2022
Enrollment	7	5	3
Belmont Enrollment	**1138**	**1003**	**983**

Program Key Performance Indicators

Variable	2019-2020	2020-2021	2021-2022
FA-SG Retention Rate	100%	33%	100%
Belmont FA-SG Retention Rate	**78%**	**74%**	**76%**
FA-FA Retention Rate	0%	33%	67%
Belmont FA-FA Retention Rate	**86%**	**93%**	**90%**
Graduation Rate	100%	100%	33%
Belmont Graduation Rate	**18%**	**18%**	**16%**
% 12+ Credits 1st Semester	50%	50%	67%
% Belmont 12+ Credits 1st Semester	**40%**	**27%**	**43%**
GPA	3.07	3.06	2.39
Belmont GPA	**2.77**	**2.65**	**2.76**

Gateway Courses

Course	2019-2020	2020-2021	2021-2022
Took English Language (ELA)	0%	0%	0%
Belmont Took ELA	**33%**	**31%**	**33%**
Passed ELA	-	-	-

Belmont Passed ELA	**74%**	**70%**	**77%**
Took Math	14%	20%	33%
Belmont Took Math	**31%**	**32%**	**36%**
Passed Math	100%	80%	100%
Belmont Passed Math	**86%**	**79%**	**81%**
Took FYE	0%	0%	67%
Belmont Took FYE	**9%**	**7%**	**10%**
Passed FYE	-	-	50%
Belmont Passed FYE	**88%**	**65%**	**87%**

Credit Hours

Variable	2019-2020	2020-2021	2021-2022
Average Credits Taken	12.3	12.7	15.3
Belmont Average Credits Taken	**9.9**	**10.1**	**9.7**
Total Credits Taken	406	76	92
Belmont Total Credits Taken	**19640**	**17843**	**10400**

Demographics

Variable	2019-2020	2020-2021	2021-2022
Female	0%	20%	0%
Male	100%	80%	100%
White	86%	80%	100%
Black or African American	0%	0%	0%
Asian or Pacific Islander	0%	0%	0%
Hispanic	0%	20%	0%
Multiracial	14%	0%	0%
Unknown Race	0%	0%	0%
Full Time	43%	60%	100%
Part Time	57%	40%	0%
Non-CCP Student	100%	80%	100%
CCP Student	0%	20%	0%
<18 Years Old	0%	0%	0%
18-24 Years Old	86%	40%	67%
25+ Years Old	14%	60%	33%

Program Review Methodology for Data

Applications and Yield:

- Applications for a specific program (i.e. student's major) are collected for an entire academic year/term. This is then cross referenced with enrollment to verify that the student was enrolled at Belmont during that academic year. Total number of applicants along with total number enrolled and percent enrolled from applicants will be included.
- The three most recent completed academic years will be shown.
    - Note pre-nursing students are listed as ASG majors with a second major or minor as nursing. This will be accounted for in the presented data.
    - A student will be counted in the yield aspect of the data as long as they were enrolled at Belmont for 1 semester in the program being reviewed.

Enrollment:

- Enrollment will provide the total number of students that were enrolled in the program during an academic year.
- The three most recent completed 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 1st Semester:

- All 1st time students at Belmont (in the reviewed program) will be examined to see if 12 or more credit hours were taken during the 1st 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.

Gateway Courses:

English Language (ELA):

- The total number and percent of students in the reviewed program that are enrolled in a college level ELA course will be shown. Additionally, the percent of students that pass an ELA course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be used.

Math:

- The total number and percent of students in the reviewed program that are enrolled in a college level Math course will be shown. Additionally, the percent of students that pass a Math course with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- The three most recent academic years will be utilized.

First Year Experience (FYE):

- The total number and percent of students in the reviewed program that are enrolled in FYE will be shown. Additionally, the percent of students that pass FYE with a grade of a C or higher will also be included.
- Only students that completed the course will be included (students that withdraw from a course will not be included).
- 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?

   We have staff with a strong technical background but need additional staffing to provide a broader diverse approach to the program.

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

   The staff participates in partnership with other Colleges to develop timely, up-to-date, certificates in support of this program.

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

   Feedback from employers.

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

   Highly experienced faculty teach in this program. Additional staff would provide a more diverse training experience and avoid overloading our existing staff.

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

   An additional computer programming course was added to keep up with the level of technology used in the program. A broader selection of elective courses is available to align students with careers available in the area.

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?

   C++ (a programming language) is now a required course in this program. This course supports the level of technology use in other required courses. No flex courses are offer and no technical courses are offered online due to the lab requirement of these courses. Some non-technical courses are offered online.

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

   Internships are increasingly being encouraged and more employers are willing to work with our students. Most of our lab courses stress experiential learning and in particular; Process Control Integration and the Engineering Capstone courses are project design based.

Facilities, Technical Infrastructure, and Resources

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

   Program space is adequate. Several years ago, a new Energy and Advanced Manufacturing Lab was built providing ample space for student projects.

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

   Students use a variety of online programs and material to learn programming and develop projects. These programs are the same that they will use in industry. In general, we try to shy away from canned educational trainers and instead use actual projects to provide experiential learning.

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

   N/A This is the first review of this program.

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?

   No additional facilities are needed. Since student learning is project based, new technology is constantly being introduced into the program.

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

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

   Classroom, Labs, and class projects.

SWOT

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

   Meets the needs of local industry.

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

   Lack of students and inadequate pipeline of potential students from local High Schools.

3. Are there any external opportunities for this program?

   More recruitment from local schools. Many industrial organizations are partnering with us to promote instrumentation jobs. There is still a perception from High School Guidance counselors that their students need to attend a 4-year institution. We are participating with several consortiums (TEAM, OhioNET, ACENT and OSCN) to promote advanced manufacturing jobs, all requiring Instrumentation Technicians. With the inception of the new INTEL facility being constructed 70 miles to our West, they will require 5,200 new Technicians.

4. What are the external threats to this program?

   Belmont County has lost 5.8% of its population over the past 11 years and surrounding counties have had a greater loss (JobOhio figure 4-28-23). This declining population base coupled with the need for a higher level of STEM training (90% of new jobs will be STEM related) is causing an ever-increasing need for all level of technical positions.

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 labor market is growing, and our graduates are in high demand. We could easily place many times our number of graduates if we had more students. This past year a recruiter from South Dakota traveled to Belmont to solicit our students. She had over seventy openings for Instrumentation and Industrial Electronics technicians. When asked why she came to Belmont, she replied that she has hired previous graduates and liked how they were trained. Currently unemployment in our region is 3.8% and there are approximately 3,000 unfilled positions, of all types, in Belmont County (JobsOhio 4-28-23).

2. What changes in your program do you anticipate related to employment opportunities for graduates?

   More emphasis on internships. A growing trend for the O&G and Electricity generation industry is to bring in workers as Summer interns and then to hire them full-time at the end of the Summer after being vetted.

Advisory Committee

1. List the current Advisory Committee for the program.

   The Technical Advisory Committee is listed in the College Catalogue.

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

   N/A

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

   This program was developed based upon the request of our industry partners.

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 N/A

Analysis and Recommendations

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

N/A

TAB C

CONSENT AGENDA

Administrative Items

TAB C-1

CONSENT AGENDA

Administrative Items

2023 – 2024 Budget

AGENDA ITEM C-1: 2023 – 2024 BUDGET
Board of Trustees Meeting Date: May 25, 2023

The Administration is recommending a budget of $7,467,200 for Fiscal Year 2023-2024.

The following pages show the detail for revenue and organizational budgets.

Highlights

- Budget is based on 15,615 total credit hours: summer 1,227; fall 7,583; spring 6,805.
- Budget includes a $5 tuition increase beginning fall semester of 2023-2024 academic year.
- State support of $3,513,736 is based on a 2% projected reduction of $71,709 over 2022-2023 actual revenue of $3,585,445.
- A decrease of $200,000 in tuition revenue has been budgeted to allow for the tuition discount due to reduced tuition rates mandated by the State for the College Credit Plus Program.
- Expenditures are shown in summary format by category: Personnel makes up 73% of the total expenditure budget and operating expenditures makes up the remaining 27%.

RECOMMENDATION: Recommend that the Board approve the college budget for Fiscal Year 2023-2024 as presented.

SUBMITTED BY: Judi McMullen, Vice President Organizational Effectiveness

Budget Summary

	Proposed 2023-2024	
Revenue		
Total Operating Revenue	**$ 7,467,200**	
Expenses By Function		
Instructional	$ 2,655,674	36%
Public Service	$ 1,500	0%
Academic Support	$ 688,396	9%
Student Services	$ 500,475	7%
Institutional Support	$ 2,489,160	33%
Operations - Maintenance	$ 774,091	10%
Grants	$ 357,904	5%
Total Expenses	**$ 7,467,200**	**100%**
Net	-	

Expenses by Category	Proposed 2023-2024
Personnel	73%
Operating Expenses	27%
	100%

Revenue by Source

	Proposed 2023-24 Revenue	Percentage Total Revenue	Board of Regents	Tuition	Other Stu Fee	Misc
ODHE - Subsidy	3,513,736	47.06%	3,513,736			
College Credit Plus Tuition Discount	(200,000)	-2.68%		(200,000)		
Instructional Fee	1,963,586	26.30%		1,963,586		
General Course Fee	462,315	6.19%			462,315	
Technology Fee	390,375	5.23%			390,375	
Career Services Fee	62,460	0.84%			62,460	
Lab Fee	362,738	4.86%			362,738	
Student Life Fee	16,800	0.22%			16,800	
Auxiliary Fee	93,690	1.25%			93,690	
Cr by Exam/Life Exper Income	1,000	0.01%			1,000	
Diploma/Certificate Income	4,000	0.05%			4,000	
NonCredit Workforce Development	475,000	6.36%			475,000	
Temporary Investment Income	100,000	1.34%				100,000
Transcript Income	6,000	0.08%				6,000
Nurse Clinical Make-up	1,500	0.02%				1,500
Testing Center Income	15,000	0.20%				15,000
Student Deposit Forfeited	1,000	0.01%				1,000
Bookstore Overhead/Rental Income	50,000	0.67%				50,000
Burn Building Rental Income	100,000	1.34%				100,000
Miscellaneous Income	47,000	0.63%				47,000
MathCounts Jets Sc Fair Income	1,000	0.01%				1,000
			3,513,736	1,763,586	1,868,378	321,500
Total Operating Revenue	**$ 7,467,200**	**100.00%**	**47.06%**	**23.62%**	**25.02%**	**4.31%**

TAB C-2

CONSENT AGENDA

Administrative Items

Tuition Increase

AGENDA ITEM C-2: TUITION AND FEES FOR ACADEMIC YEAR 2023-2024
Board of Trustees Meeting Date: May 25, 2023

The administration is recommending a tuition increase beginning Fall Semester of the 2023-2024 academic year pending legislative approval.

Ohio H.B 33 As Introduced by the House, *"…technical college established under Chapter 3357. of the Revised Code may increase its in-state undergraduate instructional and general fees by not more than five dollars per credit hour over what the institution charged for the previous academic year"* (see enclosed **Page 4200 Section 381.260** of **Ohio H.B. 33 As Introduced by the House**).

Therefore, beginning with the Fall Semester, tuition and fees for 2023-2024 academic year are recommended to be the maximum allowable increase under the final legislation to be signed into law.

RECOMMENDATION: Recommend the Board approve the tuition and fee increase beginning Fall Semester 2023 for the 2023-2024 Academic Year to the maximum increase allowable under the final Ohio legislation signed into law.

SUBMITTED BY: Judi McMullen, Vice President Organizational Effectiveness

Belmont College Tuition and Fee History

Proposed 2023-24 Tuition and Fees

RESIDENCY	TUITION	GENERAL FEE	TECHNOLOGY FEE	AUXILIARY FEE **	CAREER SERVICE FEE	STUDENT LIFE FEE
In-State (& WV_Reciprocity)	$125.75	$30.00	$25.00	$6.00	$4.00	$10.00 per student per semester
Out-of-State*	$251.50	$30.00	$25.00	$6.00	$4.00	
International*	$503.00	$30.00	$25.00	$6.00	$4.00	

2022-23 Tuition and Fees

RESIDENCY	TUITION	GENERAL FEE	TECHNOLOGY FEE	AUXILIARY FEE **	CAREER SERVICE FEE	STUDENT LIFE FEE
In-State (& WV_Reciprocity)	$125.75	$25.00	$25.00	$6.00	$4.00	$10.00 per student per semester
Out-of-State*	$230.00	$25.00	$25.00	$6.00	$4.00	
International*	$495.00	$25.00	$25.00	$6.00	$4.00	

2021-22 Tuition and Fees

RESIDENCY	TUITION	GENERAL FEE	TECHNOLOGY FEE	AUXILIARY FEE **	CAREER SERVICE FEE	STUDENT LIFE FEE
In-State (& WV_Reciprocity)	$120.75	$25.00	$25.00	$6.00	$4.00	$10.00 per student per semester
Out-of-State*	$225.00	$25.00	$25.00	$6.00	$4.00	
International*	$490.00	$25.00	$25.00	$6.00	$4.00	

2020-21 Tuition and Fees

RESIDENCY	TUITION	GENERAL FEE	TECHNOLOGY FEE	AUXILIARY FEE **	CAREER SERVICE FEE	STUDENT LIFE FEE
In-State (& WV_Reciprocity)	$115.75	$25.00	$25.00	$6.00	$4.00	$10.00 per student per semester
Out-of-State*	$220.00	$25.00	$25.00	$6.00	$4.00	
International*	$485.00	$25.00	$25.00	$6.00	$4.00	

2019-20 Tuition and Fees

RESIDENCY	TUITION	GENERAL FEE	TECHNOLOGY FEE	AUXILIARY FEE **	CAREER SERVICE FEE	STUDENT LIFE FEE
In-State (& WV_Reciprocity)	$110.75	$25.00	$25.00	$6.00	$4.00	$10.00 per student per semester
Out-of-State*	$214.00	$25.00	$25.00	$6.00	$4.00	
International*	$479.00	$25.00	$25.00	$6.00	$4.00	

** The College receives no state subsidy for out-of-state or international students*

*** The Auxiliary Fee is charged per credit hour for enrollment in four or more total credit hours per semester.*

AGENCY

Notwithstanding any provision of law to the contrary, upon the request of the Chancellor of Higher Education, the Director of Budget and Management may transfer $2,000,000 in appropriations in each fiscal year from appropriation item 235501, State Share of Instruction, to the Opportunities for Ohioans with Disabilities Agency for the College2Careers Program. Amounts transferred are hereby appropriated.

Section 381.260. RESTRICTION ON FEE INCREASES

(A) In fiscal years 2024 and 2025, the boards of trustees of state institutions of higher education shall restrain increases in in-state undergraduate instructional and general fees.

(1) For the 2023-2024 and 2024-2025 academic years, all of the following shall apply:

(a) Each state university or college, as defined in section 3345.12 of the Revised Code, and university regional campus shall not increase its in-state undergraduate instructional and general fees over what the institution charged for the previous academic year.

(b) Each community college established under Chapter 3354., state community college established under Chapter 3358., or technical college established under Chapter 3357. of the Revised Code may increase its in-state undergraduate instructional and general fees by not more than five dollars per credit hour over what the institution charged for the previous academic year.

TAB C-3

CONSENT AGENDA

Administrative Items

Industrial Trades Course Fee Changes

AGENDA ITEM C-3: INDUSTRIAL TRADES COURSE FEE CHANGES
Board of Trustees Meeting Date: May 25, 2023

Several industrial trades courses utilize kits in their courses to facilitate hands-on learning. Kits are assembled by faculty through bulk-ordered materials. Incorporating kit costs in the applicable course seamlessly allows students to purchase these required materials using financial aid. This proposed change would not result in any additional cost to the student. Rather than running this expense through the campus shop and assessed as a required supply, it will be absorbed into the course fee.

Course Number	Course name	Previous Course Fee	Kit Cost	Proposed New Course Fee AY 24
BPR 1113	Architectural Drafting and Design	$70	$67	$137
BPR 1133	Materials and Methods of Construction	$80	$85	$165
HAC 1110	Heating and Cooling Fundamentals	$80	$468	$548
HAC 1128	Piping and Installation Fundamentals	$173	$178	$351
HAC 2136	Forced Air Systems and Sheet Metal	$90	$612	$702
WAF 1110	Oxyacetylene Fuel Practices	$175	$300	$475

RECOMMENDATION: It is recommended the Board approve the proposed new course fees for Academic Year 2024 (beginning in August 2023).

SUBMITTED BY: Bridgette Dawson, Dean of Student Affairs

TAB D

CONSENT AGENDA

Board Items

TAB D-1

CONSENT AGENDA

Board Items

Election of Officers

AGENDA ITEM D-1: ELECTION OF OFFICERS FOR 2023 - 2024
Board of Trustees Meeting Date: May 25, 2023

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-2

CONSENT AGENDA

Board Items

Heritage Tree Nominations

AGENDA ITEM D-2: HERITAGE TREE NOMINATIONS
Board of Trustees Meeting Date: May 25, 2023

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.

The Board of Trustees will consider nominations for induction into the Heritage.

SUBMITTED BY: Elizabeth F. Gates, Chair

TAB D-3

CONSENT AGENDA

Board Items

Emeritus Recommendation

AGENDA ITEM D-3: EMERITUS RECOMMENDATION
Board of Trustees Meeting Date: May 25, 2023

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 the 2023 year, Mr. Dave Mertz, Building Preservation/Restoration (BPR) Program Director, is recommended for the title of Director Emeritus.

Recently retired after 34 years of service, Mertz designed and led Belmont's BPR degree program since its inception in 1989. He is a past two-term president of the National Council for Preservation Education and served four years as President Emeritus. Mertz is the 2014 recipient of the Preservation Trades Network James Askins Lifetime Achievement Award for his role in developing and advocating for traditional trades education in America. Mertz also received the 2017 James Marston Fitch Award for Outstanding Achievements as a Preservation Educator. He has a bachelor's and master's degree in architecture from Kansas State University, as well as a certificate in Regional Community Planning.

RECOMMENDATION: Recommended that the Board of Trustees award the title of Director Emeritus to Mr. Dave Mertz.

SUBMITTED BY: Paul F. Gasparro, President

TAB D-4

CONSENT AGENDA

Board Items

Trustees Scholarship Revision

AGENDA ITEM D-4: TRUSTEES SCHOLARSHIP REVISION
Board of Trustees Meeting Date: May 25, 2023

The Trustee's Scholarship currently covers tuition expenses for students who reside in Belmont, Harrison, and Monroe Counties. The proposed change would permit students who reside or graduate from high school in Belmont, Harrison, or Monroe Counties to be eligible to receive the scholarship.

RECOMMENDATION: It is recommended that the Board accept this change to expand eligibility for the Trustee's Scholarship.

SUBMITTED BY: Bridgette Dawson, Dean of Student Affairs