Eastern West Virginia
Community & Technical College

Board of Governors
MEETING AGENDA

October 21, 2013
6:00 pm Summit Financial Group
Moorefield, WV

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Chair
Debra Backus

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Curtis Hakala
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Board of Governors
Eastern Campus Moorefield, West Virginia

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ROBERT TISSUE, CHAIR

Eastern West Virginia Community and Technical College

Board of Governors

Meeting of October 21, 2013 at 6:00 pm

Summit Financial Group

Moorefield, WV

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37

West Virginia Council for Community and Technical College Education

Institution: Eastern West Virginia Community and Technical College
Program (Degree and Title): Wind Technician Certificate In Applied Science

I. Introduction

The Wind Technology (WTT), CAS program provides a technical education at the certificate level. Through instruction and practical application, students gain knowledge and skills required to perform maintenance in modern manufacturing facilities and wind turbine generation facilities.

Successful completion of the Wind Certificate program will allow graduates to enter the workforce at the technician level. They are prepared to apply the knowledge and skills developed in lectures and laboratories to diagnose, troubleshoot and repair wind turbines and other industrial machinery.

Students learn to comply with personal and environmental safety practices associated with clothing; eye protection; hand tools; power equipment; proper ventilation; and the handling, storage and disposal of chemicals/materials in accordance with local, state, and federal safety and environmental regulations.

The Wind Technician curriculum prepares graduates to work in the wind industry, as well as, other types of manufacturing and industrial maintenance. Typical salaries for Wind Technicians and other industrial maintenance employees in our area range from $15 to $25 dollars per hour. In addition, most large maintenance shops include medical and other benefits.

II. Goals and Objectives

The program was developed with the help of local wind farms and industries throughout Eastern WVCTC's six county service area. The goals of the program were to educate individuals with minimal previous experience in industrial maintenance or the wind industry. The program began with a discussion of need with local and developing wind farms and progressed to utilize the DACUM process to develop the proper curriculum.

Program Need

The program was developed as a result of discussions with FPL, NED Power, Dominion Power and AES Energy. These entities were either established wind farms or were in the

early stages of building wind power generation facilities in close proximity to Eastern WVCTC.

The Potomac Highlands Region of West Virginia does not offer a post-secondary program in Wind Energy Technology that prepares its graduates to enter the highly technical and competitive industry. Emphasis will be directed to preparing the graduates to understand various industrial maintenance standards and safety procedures. These trainings will enable the program graduates to obtain jobs that pay an average wage of $20.00 to over $25.00 per hour. The closest similar wind technician training degree programs are located in the mid-west and western portions of the United States. All of the Career and Technical Education adult and secondary students in Eastern's service region would have to travel out-of-state to specialty schools to obtain the skills necessary to repair and operate high tech wind power generation equipment. Other Schools of note are:

- Iowa Lakes Community College
- Texas Technical College
- Walla Walla Community College

This program is now offered at the EWVCTC Technology Center located in Petersburg, WV.

III. Assessment

Program Level Assessment

The assessment of the Certificate in Wind Energy Technology will follow assessment instruments and standards to discern student academic achievement and course effectiveness in meeting the certificate goals and course outcomes.

- Completion Rate/course level: At least 80% of students enrolling in the certificate will successfully complete the course(s). This will be determined after registration each semester based on enrollment numbers. At least 80% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments.

- Course-level effectiveness: Course outcomes for all of the Wind Energy Technology courses will be assessed. At least five outcomes from each course will be assessed. Exam questions linked to course learning outcomes will be included in the final exam.

- Persistence Rate: Students in the Certificate in Wind Energy Technology will be tracked throughout their certificate program to determine persistence through Certificate completion.

- Graduation Rate: At least 70% of students enrolling in the Certificate in Wind Energy Technology will successfully complete the certificate within a reasonable time based on full-time or part-time implementation. This will be measured by the number obtaining the Certificate.

- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Mater Course Record Forms and among sections of specific courses.

- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.

- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional paraprofessional educator needs.

- Course evaluation surveys will be used as indirect assessment measures of student success and satisfaction.

- Graduate Placement Rate: Tracking of students completing the Certificate in Wind Energy Technology will be done by a survey to determine the number of graduates obtaining employment in their field of study. The survey will include questions to collect data on location, salary, job preparedness, and reasons why graduates are not working in their field if applicable.

All technical courses are assessed on a two year cycle. Student observation task sheets and exams serve as the data source for course learning outcome assessment.

IV. Curriculum

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

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

C. Submit a listing of the course delivery modes.

A. Summary of Degree Requirements

The Wind Turbine Technician Certificate program requires students to be capable of computations in Algebra as well as reading comprehension and communications. Recent changes require students to complete a college level math to obtain a certificate.

Significant features of the WTT program are the actual hours of "hands on" experience. Many of the students entering these certificate programs are tactile learners and tend not to do as well in lecture only courses. We have designed the courses to not only teach basics and fundamentals, but to help students understand why they need to learn these functions of math and reading comprehension. The program incorporated multiple instructional methods to address diverse learning styles.

B. The courses lists with credit hours are listed in Appendix I.
C. Course Delivery Modes

These courses all have a lecture and a laboratory component where students get hands on experience working on systems and equipment. Computerized trainers are incorporated throughout the curriculum to enhance the learning opportunities. All trainers can be programmed to provide additional emphasis on specific technical skills as deemed appropriate through assessment or advisory committee recommendations. Students learn all areas of wind turbine and industrial basic maintenance. The following are skills emphasized by the Energy and Manufacturing Sector Committee:

- Apply accepted safety and health practices in the workplace.
- Use proper tools and instrumentation to diagnose, troubleshoot and repair industrial systems.
- Use proper tools and instrumentation to diagnose, troubleshoot and repair wind turbine mechanical systems.
- Provide proper documentation as to the nature of, the diagnostics equipment utilized and solution to complex problems.
- Demonstrate the proper use of lock out devices and electrical checks to maintain personnel safety.
- Demonstrate proper climbing and rappelling techniques to safely exit a Wind Turbine in case of emergency.
- Apply effective written and oral communication skills.
- Demonstrate computer literacy.

V. Faculty

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

The Wind Turbine Technician Certificate training Program currently utilizes three instructors. Mr. Landes is our full time faculty. He has 30 years of industrial maintenance and electrical experience. Our second faculty member is Mr. Hipp who is an adjunct

faculty. Mr. Hipp is employed as a full time instructor at the South Branch Career and Technical Center, he is their industrial maintenance and electrical/electronics instructor. Our third adjunct instructor is Mr. Boward, who is our OSHA and Safety instructor. Data on individual instructors, their education and courses taught are contained in Appendix II. All of our instructors have many years of professional experience ranging from 7 – 30 years in industry and 2 to 20 years in educational settings.

VI. Enrollment and Graduates

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

Wind Turbine Certificate students are in many cases nontraditional learners. Most have families and obligations. As such they cannot attend full time classes, which is very typical in a community college. Unfortunately many take several years to complete the certificate program, and in many cases, obtain jobs and elect not to continue to obtain the two year AAS Degree.

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

Students graduating in the WTT Certificate program are trained in the basics of industrial/wind maintenance and safety. Their salary ranges in local industrial and wind areas range from $15-$20/hour. Most without additional experience will begin at the lower end of the pay scale. Some graduates have elected to drive or to move to other areas to obtain a higher salary.

Current employers are American Woodmark, Moorefield WV; Mitsuibishi Industrial Power, Keyser WV; Nextera Energy, Parsons, WV; AES Power, Elkins WV; Nordex Power, Oakland, MD; Edison Mission Power, Keyser WV and Meyersdale PA

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

To date students have not continued their education beyond our programs to pursue a baccalaureate degree. This program was designed as a terminal degree program and targeting employment opportunities. It has not been designed as a

2+2 however, some courses are transferable and recent discussions with Potomac State College of WVU may allow students to enter a BAS program.

VII. Financial

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

Currently the full time faculty is being funded thru a state grant for FY 14 and into FY 15. Other adjunct faculty salaries are being paid as part of Eastern's annual budget. Originally all salaries were part of grant funding, which has expired for adjunct salary use. The Wind Turbine Technician program currently has good registrations and persistence. Many technical programs find it difficult to completely fund the operation of the program purely through tuition, however, if current enrolments sustain, the Wind Turbine Technician program will be nearly self-sufficient. That is assuming that the entire amount from student enrolment is funneled into this program and is not utilized to fund General Education. Student to instructor ratios are relatively low, typically less than 12 students per class. A total of over one million dollars in grant funding was obtained by Eastern in establishing the Wind Turbine Technician Program.

The cost of instruction, annual fees and consumables equate to nearly $55,000. The cost of the facility is not included in this calculation. Looking at a planned enrolment of 15 first year and 12 second year full time students the annual tuition collected would be approximately $ 64,000.

Additionally laboratory fees collected for these technical courses will average $315 per student for the certificate program, adding an additional $4500 to the program.

We have spent considerable time and resources to market our program throughout our district and beyond. Eastern does lease a separate facility for the technical programs, which is an additional expense shared by the Automotive, Electromechanical, Wind Technician, CDL truck driving, and Adult Basic Education. The facility is on a lease to own agreement with the Grant County Development Authority costing $60,000 per year.

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

Future operation of the program looks promising, especially since we see continued enrolment and interest in the program. If, however, there is a drop in enrolment it will be like many other Technical programs, and will not be self-sufficient. The automotive, wind, electromechanical, CDL trucking program and

the Adult Basic Education programs will all share in the facility expenses and overall will help support the program offerings.

VIII. Advisory Committee

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

Because two programs have merged below are the advisory members for both the Electromechanical and the Wind Technician Programs.

Doug Vance	Edison Mission Energy, Wind Farm Manager, Berlin PA
Joseph Watts	Warrior Run Power Station, Cumberland MD
Eldridge Bright	NextEra Energy, Wind Farm Manager, Parsons, WV
Chuck Burley	Warrior Run Power Station, Cumberland MD
David Leary	Former maintenance technician Florida Power and Light, Parsons, WV
Grover Duling	Eastern Wind Consultant
Mike Hipp	Instructor South Branch Career and Technical Center
Jim Spurling	Instructor Mineral Co. Vocational Center
Chris Meehan	Invenergy LLC, Wind Farm Manager, Greenbrier County, WV

Additional industry and education members will be added in the future.

The advisory committee has been instrumental in determining the course curriculum and overall content. The advisory committee was integrally involved in all levels of program development from the initially conceptualization of the program, needs assessment and curriculum content. The group listed above was involved in the original DACUM process. With implementation, the program courses are continually assessed and changed at the recommendation of both the faculty and the advisory committee. Students who are working in the field have also provided recommendations to strengthen the curriculum.

IX. Accreditation

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

There are no Wind Technician standard certifications. Several Colleges in the Mid West are currently designing what they hope to be a Nationally-accepted Wind technician registry. Areas of certification in electrical licensing and mechanical trainings may be available, but are not directly related to the Wind Industry.

APPENDIX I
Required Courses

The Certificate in Wind Technician Technology will include the following courses:

General Education:

- CIS 108 – Computer Fundamentals 3 credit hours
- ENL 101 – English Composition 3 credit hours
- MTH Elective 100 Level or higher 3 credit hours

Required Technical Courses:

- WTT 100 – Intro to Wind Technology 2 credit hours
- WTT 110 – Wind Safety and OSHA 4 credit hours
- WTT 120 – DC/AC Circuits 4 credit hours
- ELM 120 – Fundamentals of Fluid Power 3 credit hours
- WTT 150 – Electrical Practical Apps. 4 credit hours
- WTT 160 – Power Generation and Trans. 4 credit hours
- ELM 217 – Industrial Maintenance Fundamentals 3 credit hours

The Certificate will require a minimum of 33 credit hours.

The Certificate had to be updated to include a college level Math as well as a college level English as per recent requirement changes, as well, these changes took place in the Fall of 2012. This recent change has made it impossible to meet our industry requirements and to keep the certificate hours under 30.

APPENDIX II
Faculty Data

Name Michael Hipp Rank_____

Check one:

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

Highest Degree Earned _____ Date Degree Received _____

Conferred by_____

Area of Specialization_____

Professional registration/licensure WV K-12 Teaching Certificate
Master Electrician WV
EPA Technician Refrigerant Certification

Yrs of employment at present institution __7____

Yrs of employment in higher education _7____
Yrs of related experience outside higher education___23___
Non-teaching experience____
To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2012 Fall	WTT-120 DC/AC Circuits	10
2013 Spring	WTT-150 Electrical Pract. Apps.	11
2013 Spring	ELM-210 Intro. To PLC's	11

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

Mr. Hipp is an industrial maintenance teacher at the South Branch Vocational Technical Center and has been an adjunct instructor for Eastern for seven years. He holds a Master Electrician License in West Virginia, and he is certified with the Environmental Protection Administration with a Technician Class Refrigerant Certification. Mr. Hipp has a private electrical/heating and ventilating contractor's license and business. He routinely teaches industrial wiring, maintenance, as well as, hydraulic and pneumatic systems. Most recently he introduced programmable controller training to his students.

Name Charles Landes Rank _____

Check one:
Full-time X Part-time_____ Adjunct ____Graduate Asst._____

Highest Degree Earned BS Date Degree Received 1974

Conferred by West Virginia University

Area of Specialization Wood Industry

Professional registration/licensure _____
Yrs of employment at present institution 3
Yrs of employment in higher education 3
Yrs of related experience outside higher education 30
Non-teaching experience 38

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2012 Fall	ELM 120 Fund. Of Fluid Power	15
2012 Fall	WTT 210 Wind Mechanical Systems	7
2013 Spring	WTT 160 Power Generation and Trans	8
2013 Spring	ELM 217 Industrial Maint. Fundamentals	10
2013 Spring	WTT 260 Wind Turbine Troubleshooting	10

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

Mr. Landes has a BS degree in Wood Industry Technologies but has been working in a supervisory and training position for most of his 30 years in industry. He routinely writes Programmable controller software, performs troubleshooting on electrical, pneumatic, and hydraulic systems. He also is quite versed in remote data acquisition and remote control of systems and processes. He has extensive knowledge in programming multi axis Fanuc robots used both to pick and place, as well as, spray painting items.

Name Max Boward Rank_____

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

Highest Degree Earned Masters Degree Date Degree Received 1996

Conferred by West Virginia University

Area of Specialization Safety and Environmental Management

Professional registration/licensure OSHA 10 Hour Construction Hazard Awareness
Scaffolding Competent Person Training
Mobile Crane Management Awareness
Trench and Excavation Safety 8 Hr Comp. Person
5 Hour Fall Protection Course
First Aid and CPR Trainer

Yrs of employment at present institution 4
Yrs of employment in higher education 4
Yrs of related experience outside higher education 13
Non-teaching experience 10

To determine compatibility of credentials with assignment:

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

Year/Semester	Course Number & Title	Enrollment
2011 Fall	WTT-110 Wind Safety/OSHA 30	14
2012 Fall	WTT-110 Wind Safety/OSHA 30 .	17

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

APPENDIX III
Headcount and Statistics on Graduates

	Headcount	FTE	Full Time	Graduates
Spring 2010	8			0
Fall 2010	20			0
Spring 2011	3	2.5	3	1
Fall 2011	4	2.1	1	1
Spring 2012	3	1.5	0	3
Fall 2012	6	4.9	4	5
Spring 2013	4	3.9	3	8
Total	48		11	18

Enrollment By Course	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	**Total HC**
WTT 100: Intro to Wind Energy (2 Cr.)	8	13	18	29	7	12	6	93
ELM 120: Fundamentals of Fluid Power (3 Cr.)		9	10	11		10		30
WTT 110: Wind Safety (4 Cr.)		20	13	15		15		50
WTT 120:DC/AC Circuits(4 Cr.)		8	4	8		14		30
WTT 150: Electrical Practical Applications I (4 Cr.)		5	11	3	16		12	47
WTT 160: Power Generation (4 Cr.)			8		13		14	35
ELM 217: Industrial Maintenance Fundamentals. (3 Cr.)			6		19		15	40

Eastern WV Community & Technical College *Curriculum Proposal*
Proposal Title: Paraprofessional in Education Certificate of Applied Science
Nature of Proposal (Check one) Course Proposal: ☐ New Course [] Course Modification ☐ Course Withdrawal Skill Set Proposal: ☐ New Skill Set ☐ Skill Set Modification ☐ Skill Set Termination Program Proposal: X New Program ☐ Program Modification ☐ Program Termination
Proposed Implementation Date: Spring 2013
Rationale: The Paraprofessional in Education Certificate will provide students who are interested in early childhood education with entry-level skills as well as preparation for application to the Associate of Applied Science in Early Childhood Education. The Certificates will align existing courses at Eastern with the requirements for the West Virginia State Board of Education Paraprofessional Certificate.
Required Documentation: **Course Proposal:** • **Rationale** • **Master Course Record Form (Proposed change)** • **Master Course Record Form (Current approved version, not required for new courses)** • **Sample Syllabus** **Skill Set Proposal:** • **Rationale** • **Skill Set Requirements** • **Skill Set Outcomes** **Program Proposal:** • **New Programs must submit required documentation as per Board of Governors BP 3.3 *Submission of Proposals for New Academic Programs* (***Must submit all Master Course Record Forms for all courses in program including previously approved courses and general education courses.***)** **Program Modification:** • **Rationale** • **Master Course Record Forms (All courses impacted by proposed changes including new, revised or terminated courses)** • **Catalog Program Format** • **Program Outcome Matrix** • **Program Assessment Plan**
Proposal Initiator: Debra H. Backus Date of Submission February 18, 2013
Interdepartmental Review for Submission to LOT Date:
LOT Approval Recorded in Minutes Date of Approval:
President's Approval (Signature required only for new Baccalaureate Transfer Programs) Date:
Board of Governors Approval Recorded in Minutes (Signature required only for new Baccalaureate Transfer

Programs) Date:

Paraprofessional in Education
Certificate of Applied Science (CAS)
30 Semester Hours

The Paraprofessional in Education Certificate of Applied Science is designed to give students the skills to serve in a support capacity within the education system. Paraprofessionals provide instructional and clerical support for classroom teachers in elementary, middle, and high school settings.

Upon completion of this certificate, students will be able to:

- Assess children's growth and development.
- Plan and implement children's routines within the classroom.
- Plan and organize a learning environment within the classroom.
- Identify and implement positive discipline strategies that can be utilized in the classroom setting.
- Plan developmentally appropriate curriculum for young children.
- Identify and work with children with special needs within a classroom setting.
- Demonstrate appropriate responses to nurture and develop positive self-esteem.
- Communicate with parents and families.
- Maintain records according to state and federal guidelines.

Program Implementation: Part-time evening
Recommended Course Sequence – Paraprofessional in Education Certificate of Applied Science

First Year – Fall Semester				First Year – Spring Semester			
Dept.		Course Title	Sem. Hrs.	Dept.		Course Title	Sem. Hrs.
CIS	108	Computer Fundamentals	3	EDF	203	Children's Literature	3
EDF	115	Early Childhood Health, Safety & Nutrition	3	PSY EDF	213 170	Guiding the Behavior of Children **OR** Classroom Management for the Paraprofessional	3
ENL	101	English Composition I **OR** Written Communications	3	EDF	217	Human Development & Learning	3

EDF	180	for Paraprofessionals					
Elective	MTH	100 Level or Higher	3	MUS	103	Preschool Music, Movement, & Art	3
SSC	147	Understanding Human Diversity	3	PSY	219	The Exceptional Child	3
Total Semester Hours			15	Total Semester Hours			15

Post-Audit Review

For Occupational Programs Implemented Under the Provisions of Series 37

West Virginia Council for Community and Technical College Education

Institution: Eastern West Virginia Community and Technical College
Program (Degree and Title): Nursing, Associate in Applied Science

I. Introduction

Provide a narrative regarding your program (including information for any options or tracks), its nature, unique characteristics, etc. Please limit to one page. It is appropriate to use the catalog description.

Eastern WV Community and Technical College (EWVCTC) was established 1999 and the nursing program was started in 2010 with the first cohort starting in 8/2010. Initially, Eleanor Berg and Jill Landis taught for Southern WV Community and Technical College's (SWCTC) Moorefield division until they eliminated the division due to changes in funding. EWVCTC elected to start their program and with permission of SWCTC, adopted their curriculum. The program is limited to one site in Moorefield, WV and a cohort is admitted every other year for the Fall semester. The program is completed in two years with graduation being in May. The program has twenty full-time students. There is only one program option which is in a traditional setting. No LPN to RN Bridge is available.

The mission of EWVCTC's proposed Nursing Program is to prepare nursing graduates to meet the current and future healthcare needs of rural West Virginia. The program is dedicated to providing quality and accessible nursing education to diverse populations while maximizing students' potential and fostering lifelong learning. This proposed program is designed for students desiring to enter the job market as licensed professional registered nurses. EWVCTC's goal in developing a Nursing, A.A.S. program is to meet the needs of regional health care institutions within its service area. The program supports EWVCTC's mission in multiple ways:

• Provides program and courses of instruction through the associate degree level, that encompass occupational-technical education, transfer education, general education, literacy, developmental education, and community education

• Implements workforce development that advance individual career development while
meeting employers' needs for a highly skilled workforce

• Encourages lifelong learning

• Promote holistic development of students and student success

• Incorporates a comprehensive range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning

• Maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship

• Serves as a catalyst in helping to shape the direction of communities in the College's

region of responsibility
• Enhances economic, cultural, and educational development through partnerships between the college and local communities

Program

II. Goals and Objectives

Identify the goals and objectives of the program. Document the need that the program was implemented to meet.

1. Provide the opportunity for continued nursing education through articulation agreements, use of technologies, and distance learning.
2. Provide alternative routes of admission, acknowledging nursing experiential learning.
3. Maximize student potential by providing advisement related to services available to assist the individual in successful completion of the program (i.e., ADA, referral counselors, program orientation, developmental courses, etc.).
4. Provide accessible nursing education through distance learning, grant funding, scholarships, financial aid series, and referrals.
5. Empower the student to realize their educational goal by preparing them to successfully take and pass the NCLEX-RN exam.
6. Provide licensed registered nurses with the ability to meet the demand of the college service district.
7. Prepare students to competently practice within the role of the A D N in a changing global and technological society.
8. Maximize the quality of the Nursing Program by ongoing monitoring and evaluating of Program.

III. Assessment

A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.
B. Provide information on the following elements:
    - Educational goals of the program
    - Measures of evaluating success in achieving goals
    - Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data
C. Provide information on how assessment data is used to improve program quality. Include specific examples.

Assessment of Nursing Goals and Course Outcomes

Eastern WV Community and Technical College's Nursing Program Evaluation and Assessment Plan consist of formative and summative assessment processes. The Nursing program will be evaluated at the program level to ensure attainment of The State of WV Board of Examiners for Registered Professional Nurses (Board) evaluation guidelines; to ensure achievement of program level student learning outcomes; and course level assessment to monitor implementation of the program throughout the curriculum. Assessment processes at the program and course level are also embedded within the course syllabi to assure consistency in process and application. The following assessment instruments and standards will be used to discern student academic achievement and course effectiveness in meeting program goals and course outcomes in addition to those defined in the Program Evaluation Plan (See Appendix D for Program Evaluation Plan).

• Completion Rate/course level: At least 80% of students enrolling in nursing courses will successfully complete the course(s). This will be determined at the end of each semester based on final grades.

• Drop Rate: The drop rate will not exceed 25%.

• Course-level effectiveness: Course outcomes for targeted nursing courses will be assessed on a cyclical basis per Program Evaluation Plan, Standard VI. Students' performance will be analyzed across sections and semesters.

• Graduation Rate: At least 80% of students enrolling in the Nursing program will successfully complete the associate degree within 4 years. This will be measured by the number of graduates from the program.

• Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among section of specific courses.

• Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.

• Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional nursing needs.

• Standardized general education testing is administered to associate degree graduating students as a measure of the effectiveness of the general education core.

• Capstone assessment: NU 210 will serve as the source for capstone assessment providing an opportunity to integrate and apply program learning outcomes. At least 75% of the graduating students will score the minimum Capstone performance standard of 80%.

• Enrollment Patterns: Enrollment trends will be monitored. Shifts in target courses and number of majors will trigger detailed assessment review as defined in above items.

• Course evaluation surveys are used as indirect assessment measures of student success
and satisfaction. Survey questions provide self-reports of learning acquired through course completion, understanding of intended course learning outcomes, satisfaction with
instruction, and course effectiveness.

*Synopsis of the Assessment:

In the first cohort, 100% of the students successfully completed NU 100, AH 120 and NU 107. 95% of the students completed NU 104 and NU 206. 90% of the cohort completed NU 212, AH 241 and NU 210. 90% of the students successfully completed the program within two years and the attrition rate was 10%. Therefore, 90% of the students in the cohort graduated within two years which bypassed the goal.

Each course assessment was completed within two weeks of the completion of the courses and was submitted to the Assessment Committee. Once approved by the Assessment Committee, they are forwarded to LOT.

Each syllabus is evaluated prior to the start of class by the nursing director, Eleanor Berg and the nursing faculty, Jill Landis. Therefore, each syllabus is evaluated every two years. Since a new cohort is admitted every two years and each course is only taught every two years, this is acceptable.

Each student's transcript is evaluated prior to entering the program by the nursing director, Eleanor Berg; the admissions director, Monica Snyder Wilson; and the learner support services coordinator, Patty Goldizen. Prior to each semester, Eleanor Berg reviews the transcripts in Banner to ensure each student qualifies to progress in the program and that all courses are completed. If a student took a core course at another college, the course description is compared to the course required in the program to ensure the course are comparable and that the student got a "C" or above in the course. In addition, Monica Snyder Wilson monitors whether the courses are in Banner and one year prior to graduation, will contact the director with a list of those courses a student needs to complete in order to meet graduation requirement. In addition, the director has contact with those teaching the core courses and if often notified if a student is possibly not making a "C" or above.

The advisory committee meets annually and has been incorporated into the Allied Health Sector Meeting. In addition, Ms. Berg has met with Kim Linville of Grant Memorial Hospital to discuss clinical needs and recommendations from the health care facility were where a majority of clinicals are held.

The nursing students participate in the ETS which is the exit test required of graduates at Eastern WV Community and Technical College. Although not broken down into programs, the results are available at the main campus.

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In NU 210 which is the Capstone Course, all students taking the course passed by passing the HESI exam with an 850 or above. Students were allowed to take an Exit HESI test up to four times. In addition, a HESI exam is administered in NU 100, NU 104 and NU 107. For NU 100, in the 2nd Cohort, the national mean was 819 and the class average was 917. Six students were in the area of needing

additional preparation with the lowest score being 775. By comparison, in the first cohort, the class average was 847 with the national mean being 766. Only one cohort has graduated and the HESI was useful in predicting those students who required remediation. The two students who failed the NCLEX had HESI averages of 635 and 767. Three of the students who passed NCLEX the first time had average scores of 656, 682, and 728. Therefore, even though the HESI is a strong predictor for passing NCLEX, if a student prepares well than he or she may still pass NCLEX the first time. Eleanor Berg had contact with both students who failed the first time and one stated she felt anxiety had played a large role in the first failure and the other stated he had underestimated the test and had not prepared enough. In reviewing the scores, it may be beneficial to also trend the percentile of each student on each test.

Enrollment patterns are evaluated, in the first cohort, 32 applicants were qualified. In the second cohort, 56 qualified and two declined.

Students evaluate each course and instructor using the IDEA evaluation method. The results are sent to Eleanor Berg. Using IDEA, Jill Landis was ranked 4.2-4.8 and Eleanor Berg was ranked 3.9-4.1 which are above the goal.

IV. Curriculum

A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.
B. Provide a list of courses along with the number of credit hours required for each course. Include specific course titles and numbers. Label as Appendix I.
C. Submit a listing of the course delivery modes.

In order to qualify for the nursing program, the student must have a 2.5 or above GPA, be on a college level in reading and math, have a high school diploma or GED and score 100 points or above on the pre-NLN test. To successfully complete the nursing program, each course must be completed with a "C" or above before the student can progress to the next course. In NU 210, each student must pass the Exit HESI with a score of 850 or above. The student must also document at least 8 hours of community service.

Courses:

NU 100 is Nursing 100 Essential of Nursing, 6 semester hours which includes clinical and laboratory hours.

Essentials of Nursing is a theory/practicum course that explores concepts and processes essential to professional nursing practice. This course provides the foundation for other nursing courses in that it develops technical skills and

introduces the student to the critical thinking process. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

AH 120 is Health Assessment/Communications, 2 semester hours which includes laboratory hours)
Health Assessment/Communications is a 16 week course that focuses on the bio-psychosocial assessment across the life-span as compared to normal parameters. This course also incorporates the identification and utilization of various communication techniques. Traditional delivery-lecture and hands on skills instruction.

NU 104 is Nursing of the Child bearing Family, 5 semester hours
Family Centered Maternity Nursing is a theory/practicum course concerned with nursing care of the family experiencing childbirth and reproductive health. The student is expected to integrate and use knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 107 is Psychosocial Transitions, 5 semester hours
Psychosocial Transitions is a theory/practicum course. This course includes but is not limited to organic and functional mental disorders, including treatment with related therapeutic nursing modalities. This course also explores psychosocial transitions across the lifespan that require special considerations and understanding, such as victims of violence and homelessness. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 206 Nursing Care I is 9 semester hours
Nursing Care I is a 16 week theory/practicum course that provides a systems approach to common recurring health problems of individuals across the lifespans. This course further develops technical skills and the critical thinking process. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction.

NU 210 Role transition to Professional Nursing, 3 semester hours
Role Transitions to Professional Nursing is a 16 week capstone courses designed to facilitate the transition from the role of the student to the role of a Registered Professional Nurse. The student must demonstrate knowledge and professional growth in nursing. The student will examine personal strengths and weaknesses and develop a plan of improvement in preparation for an end of course exam. The student is also expected to select a role model/mentor to facilitate the role

transition through observation. Traditional delivery-lecture and computer testing skills.

NU 212 Nursing Care II, 9 semester hours
Nursing Care II is a 16 week theory/practicum course that is a continuation of NU 206 which provides a systems approach to recurring health problems of individuals across the lifespan. This course further develops technical skills and the critical thinking process. The student is expected to integrate and use the knowledge and skills acquired in all previous required courses. Traditional delivery-lecture, hands on skills instruction and clinical instruction

AH 241 Pharmacology for Allied Health, 3 semester hours
Pharmacology for Allied Health students or professional is a sixteen week course designed to help the student or health professional develop an understanding of basic pharmacological concepts, drug action and clinical application. As drug therapy is an integral part of health care, allied health students/professionals have a vital role in drug therapy and observation of drug effects.

Core courses include English 101, English 102, Nutrition, Lifespan Psychology, Anatomy and Physiology I and II and Microbiology.

V. Faculty

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

Faculty Profile

Faculty Name	FT/PT	Rank	Baccalaureate Degree and Name of Institution Granting Degree	Master's Degree and Name of Institution Granting Degree	Doctorate Degree and Name of Institution Granting Degree	Areas of Clinical Expertise	Academic Teaching	Other Areas of Responsibility
Eleanor Berg	FT Director	Instructor	West Virginia University	University of Maryland MS in Nursing and Adult Nurse Practitioner, Post Master's Certificates in Family NP and Pediatric NP	N/A	Medical Pediatrics OB Surgical Psychiatric	Health Assessment Psychosocial Transitions Pediatrics Pharmacology and Drug Calculations	Advisory Director
Jill Landis	FT	Instructor	Alderson-Broaddus	Walden University MS in Nursing Education	N/A	Medical Surgical Psychiatric Obstetrics Emergency Intensive Care	Fundamentals Obstetrics Psychosocial Transitions Health Assessment Medical	Skills laboratory

							Surgical	
Judith Hott	PT	Instructor	Shenandoah University	George Mason University MS in Nursing Administration	N/A	Psychiatric	Psychosocial Transitions	None
Melissa Mathias	PT	Instructor	West Virginia University	West Virginia University MS in Nursing and Family Nurse Practitioner	N/A	Medical Surgical Primary Care and Pediatrics	Medical Surgical Pediatrics	None
Chantell Coby	PT	1/13	West Virginia University	West Virginia Wesleyan –MS in Nursing pending graduation in May, 2013	N/A	Psychiatric	Psychosocial	None
Ranese Cross Shreve	PT	9/12	Alderson-Broaddus	Walden University-MS in Nursing Informatics-pending graduation 2014	N/A	Medical Surgical	Medical Surgical Fundamentals	None

Eleanor Berg, Director/Full-Time
MS in Nursing and Adult Nurse Practitioner, Post Master's Certification in Family Nurse Practitioner and Pediatric Nurse Practitioner
Teaches AH 120, part of lecture portion of NU 107, clinicals in OB, pediatric portion of Nursing Care I and II and Pharmacology
Professional Nursing Experience includes medical/surgical, ICU, pediatrics, dermatology, family practice, ER, public health, internal medicine and home health
Teaching in higher education for five years
Pending-Assistant Professor

Jill Landis, Full Time
MS in Nursing Education
Teaches NU 100, aids in laboratory part of AH 120, clinical portion of NU 107, teaches NU 104, Nursing I and Nursing II and Role Transitions
Professional Nursing Experience includes medical/surgical, ICU, pediatrics, OB, ER and PACU.
Teaching in higher education for 5 years

Judith Hott, Part-Time
MS in Nursing Administration
Clinical portion of NU 107
Professional Nursing Experience includes over three decades of psychiatric nursing
Has taught clinicals for two semesters

Chantell Coby, Part-Time
BS in Nursing, pending completion of MS in Nursing in May, 2013
Lecture and clinicals in NU 107
Professional Nursing Experience includes extensive psychiatric nursing in the outpatient setting and also in the prison system
Has taught lecture and clinicals part-time for one semester

Melissa Mathias, Part Time
MS in Nursing and Family Nurse Practitioner
Clinicals in Nursing I and II
Professional Nursing Experience includes pediatrics, internal medicine, ICU and PICU
Has taught clinicals for one semester

Ranese Shreve, Part Time
BS in Nursing, pending completion of MS in Nursing Informatics in 2014
Clinical portion of NU 100 and Nursing I and II
Has taught clinicals for one semester

Each faculty member obtains continuing education to fulfill requirements for continued licensing. The continuing education and progression in the Master's program is documented and kept in the Director's office.
Eleanor Berg and Jill Landis have attended the NOADN Conference in 2008, 2010 and 2011. Both attended the Great Teacher's Seminar in 2011 and the NLNAC Self-Study Forum in 2013.

VI. Enrollment and Graduates

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

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

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

Twenty students were admitted as a cohort in 8/2010, one failed the second semester and one dropped the first week of classes during the last semester. Eighteen of the cohort graduated and 88.88% of those passed the NCLEX on the first attempt. The remaining two passed the NCLEX on the second attempt and within 4 months of graduation. All 18 are employed full-time. One has specialized in Emergency Nursing in a major medical center and one is in step-down of ICU in another major medical center. One was admitted to Marshall University's RN to BSN program. The others had not applied at the time of the survey.

FTE –first cohort Fall, 2010-May, 2012

Fall 2010	Spring 2011	Fall 2011	Spring 2012
18	16	14	18

FTE-second cohort Fall, 2012-current

Fall 2012	Spring 2013
15	16

A graduate survey was sent to each graduate after sending an email to each student letting them know that they would receive one via mail. I explained that the survey was needed for me to evaluate the strengths and weaknesses of the program, for future accreditation and to provide valuable information for future students. In addition, I had explained to the students in "Role Transitions" that I would be sending them a survey after graduation for an assessment process. In addition, to please complete any surveys sent by the college because they could affect future financial aid for the college. The students were asked to update me on their mailing address. If I did not receive the survey, I emailed the student again requesting a completed, returned survey. If the student denied receiving the survey, I verified the address and the secretary sent another survey. For those I found on facebook, I sent a request for their address and the rationale. The surveys were sent 6-7 months after graduation. I received 61.11% of the surveys, one failed to give permission to contact the employer so 10 employer surveys were sent. Eight surveys were returned and a compilation of the data was included in this report.

Eleanor Berg
4/1/2013

Eastern WV Community and Technical College
Graduate Survey Results

N=11 out of 18 returned surveys (61.11%)
Ages: 21, 22, 23, 26 (2), 32, 33, 35, 40, 41, 43
Gender: males-2 females-9
Year Graduated: 2012
Have your taken the NCLEX? All eleven had tested by August, 2012
Did you pass the NCLEX on the first attempt? Yes-9 No-2
If not, what factors contributed to the failure? Lack of preparation and test anxiety, anxiety and stressful circumstances
Are you employed? Yes-11, all reported being employed full-time
Current Salary: $31,000-$40,000-7 $41,000-$50,000-4
Areas of nursing-Geriatric-3, ER-1, OB-1, Recovery-1, Medical/Surgical-4, Step-Down Trauma-1
Are you currently enrolled in a BSN or RN-MSN program? No-10 Yes-1
Do you plan to enroll within the next two years? Yes-7 No-4
If yes, which college or university? Marshall University

The following was based upon responses using a likert scale.
4-Excellent 3-Good 2-Fair 1-Poor
Nursing process-3.45
Nursing skills-3.27
Pharmacology/Drug Administration-2.9
Accountability-3.72
Documentation of Patient Care-3.18
Patient/Health Education-3.27
Recognize the Need for Continuing Education-3.72
Leadership-3.45
Respect for self and individual uniqueness-3.81
Respect for co-workers and clients-3.72
Ability to foster growth and development of clients of various ages-3.45
Providing care to clients of various ages-3.27
Professionalism (arriving on time, respect for others and self, preparations, collaboration)-3.72
Self- Assessment (limitations, opportunities for growth and learning needs)-3.45
Appropriate Delegation-3.54
Communication, both verbally and non-verbally to promote positive outcomes and establishing trusting relationships-3.45
Holistic assessment and reassessment of the client and the environment-3.54
Clinical decision making skills based upon assessment-3.31
Safety of both the client and the staff-3.72
Caring Behaviors such as nurturing, protection, compassion and patient centered-3.45
Collaboration and teamwork-3.36
Managing care an efficient use of resources-3.54

Comments:
"In the future, it would be beneficial for students to have a leadership program. Though it would be a gigantic undertaking its benefits would lend students an invaluable educational experience. I feel Category "C and R" (pharmacology/drug administration, clinical decision

making skills based upon assessment) would improve significantly with one on one hands on, decision making experience."
"Clinical is where every part of a nursing education comes together, so smaller clinical groups would be ideal. With a large group of students in such as small area it becomes very easy to not more good use of time; so the last semester, adding our third clinical instructor make it easier for students to get more 1:1 time and more hands-on instruction."
"I would've really liked having a preceptor program for the last semester. I think it would've helped me improve on my nursing skills, not to mention my confidence level."
"I think Eastern pushed me to better myself and be more responsible. I think I was taught basic nursing knowledge by the best."
"Overall, great education! Needed more experience with IV, drug administration, need more practice in moving, repositioning, and helping pt's ambulate."
"Would recommend more clinical time in LTC, Hospice and Home Health."
"I fell the pharmacology class should have been the first or second semester not last. I think it would help students with other classes if they already had a knowledge of the medications/classes of meds such as mental health/med surg."

Employer surveys on the recent graduates:
N-8, total points ( )
4-Excellent 3-Good 2-Fair 1-Poor

Nursing process	3.125 (25)
Nursing skills	3.125 (25)
Pharmacology/drug administration	3.125 (25)
Accountability	3.375 (27)
Documentation of patient care	3.06 (24.5)
Patient/health education	3 (24)
Recognize the need for continuing education	3.125 (25)
Leadership	2.937 (23.5)
Respect for self and individual uniqueness	3.125 (25)
Ability to foster growth and development of clients of various ages	3 (24)
Providing care to clients of various ages	3.125 (25)
Professionalism (arriving on time, respect for others and self, preparation, collaboration	3.25 (26)
Self-assessment (limitations, opportunities for growth, learning needs)	3.25 (26)
Appropriate delegation	3 (24)
Communication, both verbally and non-verbally to promote positive outcomes and establishing trusting relationships	3 (24)
Holistic assessment and reassessment of the client and the environment	3 (24)
Clinical decision making skills based upon assessment	3.75 (30)
Safety of both the client and the staff	3.125 (25)
Caring behaviors such as nurturing, protection, compassion and patient centered	3.125 (25)
Collaboration and teamwork	3.125 (25)
Managing care and efficient use of resources	3.125 (25)

Respect for co-workers and clients	3.37 (27)

Comments:
10 surveys were sent out (one student returned her survey but did not include permission to contact the employer and she was the only graduate employed in that facility so information could not be obtained anonymously), 8 surveys were returned.
Employer/Supervisor comments:
"She can adapt to any situation. Her life has made her see the picture and don't get hung up on the little things."
"Documentation poor"
"_____ is an asset to our 11p-7a shift. Her willingness to take on new responsibilities is greatly appreciated. Her desire to continue to grow in her capacity as a supervisor and a leader is to be commended. I look forward to supporting her in her efforts to improve her knowledge and skills as an RN."

VII. Financial

A. Indicate the annual total expenditures to deliver the program and source(s) of funding for the program. Include departmental resources, state appropriated funds, grants and contracts, state funds and student fees.
B. Identify projection of future resource requirements and source of funding.

Total cost for the program in the fiscal year ending June, 2012 was $141,222. The program is funded by tuition, grants and state appropriated funds.
The projected cost of the program is $175,500 per year and will continue to be funded by tuition and state appropriated funds.

VIII. Advisory Committee

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

Advisory Committee

Kim Linville	Mary Beth Barr
Gayann Veach	William Ours
Darin Judy	Craig Curtis
Susan Rogers	April Christine George
Alex Carmichael	Gary Johnson
Allen McDermott	Sandy Glasscock

The members are invited to the meetings and they are updated on the program's progression. Feedback in provided from the advisory members on the needs of their facilities along with typical problems and concerns with graduates. The feedback is incorporated into the curriculum. Recurrent concerns include lack of professionalism and absenteeism among new graduates. In addition, faculty will have meetings with Kim Linville and the staff at Grant Memorial Hospital on an as needed basis. These have included implementing a computer system, medication administration and staffing concerns.

IX. Accreditation

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

The program may be provisionally or full accredited by the WV State Board of Professional Nurses. The program had been provisionally accredited until 3/22/2013 when the WV Board of Nursing granted full accreditation.

In addition, the WV Board of Nursing strongly recommends a national accreditation. The NLNAC has been contacted, the application has been accepted and the Self-Study was attended on March 21 and March 22, 2013 by Eleanor Berg and Jill Landis. Eleanor Berg is preparing the candidacy application and will be submitted within a few weeks. If accepted, a date will be set for the site visits. It may take up to two years to complete the process.

Appendix II
Faculty Data
(No more than two pages)

Name: Eleanor Berg Rank: Instructor

Check one:
Full-time X Part-time Adjunct Graduate Assistant

Highest Degree Earned: MS in Nursing Date Degree Received: 1995

Conferred by: University of Maryland

Area of Specialization: Nursing-Adult, Family and Pediatric Nurse Practitioner, ICU, ER, Home Health, Public Health

Professional registration/licensure Yes Yrs of employment at present institution 3.5
Yrs of employment in higher education 5 Yrs of related experience outside higher Education 32
Non-teaching experience 32 yrs

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number & Title**	**Enrollment**
Fall, 2011	Nursing Care I/NU 206 (40%)	19
Spring, 2012	Pharmacology for Allied Health/AH 241 (80%)	18
	Role Transition to Professional Nursing/NU 210 (20%)	18
	Nursing Care II/NU 212 (10%)	18
Fall, 2012	Essentials of Nursing/NU 100 (10%)	20

Spring, 2013	Psychosocial Transitions/NU 107 (50%)	20
	Nursing of the Childbearing Family/NU 104 (20%)	20

If degree is not in area of current assignment, explain. N/A

Appendix II
Faculty Data
(No more than two pages)

Name: Jill Landis Rank: Instructor

Check one:
Full-time x Part-time Adjunct Graduate Assistant

Highest Degree Earned: MS in Nursing Education Date Degree Received: 2011
Conferred by: Walden University
Area of Specialization: Medical/Surgical, PACU, OB, ER, ICU

Professional registration/licensure yes Yrs of employment at present institution 3
Yrs of employment in higher education 5 Yrs of related experience outside higher Education 17
Non-teaching experience 17 yrs

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number & Title**	**Enrollment**
Fall, 2011	Nursing Care I/NU 206 (60%)	19
Spring, 2012	Pharmacology for Allied Health/AH 241 (20%)	18
	Role Transition to Professional Nursing/NU 210 (80%)	18
	Nursing Care II/NU 212 (70%)	18
Fall, 2012	Essentials of Nursing/NU 100	20

(80%)

Spring, 2013 Psychosocial Transitions/NU 107 20
(20%)
Nursing of the Childbearing Family/NU 104 20
(80%)

If degree is not in area of current assignment, explain. N/A

Appendix II
Faculty Data
(No more than two pages)

Name: Judith Hott Rank: Instructor

Check one:
Full-time Part-time Adjunct x Graduate Assistant

Highest Degree Earned: MS in Nursing Administration Date Degree Received: 1993

Conferred by: George Mason University

Area of Specialization: Nursing Administration and Psychiatric Nursing

Professional registration/licensure yes Yrs of employment at present institution 2
Yrs of employment in higher education 2 Yrs of related experience outside higher Education 40 yrs

Non-teaching experience 40 yrs

To determine compatibility of credentials with assignment:

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

Year/Semester Course Number & Title Enrollment

Spring, 2013 Psychosocial Transitions/NU 107 20
(20%)

If degree is not in area of current assignment, explain. N/A

Appendix II
Faculty Data
(No more than two pages)

Name: Melissa Mathias Rank: Instructor

Check one:
Full-time Part-time Adjunct X Graduate Assistant

Highest Degree Earned: MS in Nursing Date Degree Received: 2012

Conferred by: West Virginia University

Area of Specialization: Nursing, Family Nurse Practitioner

Professional registration/licensure yes Yrs of employment at present institution 0.5
Yrs of employment in higher education 0.5 Yrs of related experience outside higher Education-8 yrs
Non-teaching experience-Nursing-8 yrs, Family Nurse Practitioner-1 yr

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number & Title**	**Enrollment**
Spring, 2012	Nursing Care II/NU 212 (20%)	18

If degree is not in area of current assignment, explain. N/A

Appendix II
Faculty Data
(No more than two pages)

Name: Chantell Coby Rank: Instructor

Check one:
Full-time Part-time Adjunct x Graduate Assistant

Highest Degree Earned: BS Nursing Date Degree Received: 1996

Conferred by: West Virginia University
****Will be graduating from West Virginia Wesleyan College in May, 2013 with MS in Nursing

Area of Specialization: Nursing, Psychiatric

Professional registration/licensure yes Yrs of employment at present institution 0.5
Yrs of employment in higher education 0.5 Yrs of related experience outside higher Education 17 yrs
Non-teaching experience 17 yrs

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number & Title**	**Enrollment**
Spring, 2013	Psychosocial Transitions/NU 107 (10%)	20

If degree is not in area of current assignment, explain. N/A

Appendix II
Faculty Data
(No more than two pages)

Name: Ranese Shreve Rank: Instructor

Check one:
Full-time Part-time Adjunct x Graduate Assistant

Highest Degree Earned: BS Date Degree Received: 1994

Conferred by: Alderson-Broaddus College

Area of Specialization: Nursing, medical/surgical, Home Health

Professional registration/licensure yes Yrs of employment at present institution 0.5
Yrs of employment in higher education 0.5 Yrs of related experience outside higher Education 19
Non-teaching experience 19 yrs

To determine compatibility of credentials with assignment:

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

Year/Semester	**Course Number & Title**	**Enrollment**
Fall, 2012	Essentials of Nursing/NU 100 (10%)	20

If degree is not in area of current assignment, explain. N/A