



BELMONT
COLLEGE

**BOARD OF TRUSTEES
MEETING**

March 31, 2016

6:00 p.m.

Belmont College
District Board of Trustees Meeting

March 31, 2016

6:00 p.m.

AGENDA

CALL TO ORDER	Mrs. Elizabeth Gates, Chair	
ROLL CALL		
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

CONSENT AGENDA

<u>Human Resources Items</u>	B
1. Renewal of Faculty Contracts	B-1
2. Resignation of Full Time Faculty	B-2
Matt Kendall	
Vice President, Human Resources & Sustainability	
<u>Administrative Items</u>	C
1. Grading Policy Revision	C-1
<u>Monitoring Activities</u>	D
1. February 2016 Financial Report	D-1
2. National Licensure and Certification Examinations	D-2

REPORTS & PRESENTATIONS	N/A	
PRESIDENT'S REPORT		
UPCOMING EVENTS/MEETINGS	Annual Caucus, April 18, 2016 Belmont-Harrison Career Center	
COMMENTS FROM THE CHAIR	Mrs. Elizabeth Gates, Chair	
COMMENTS FROM THE COLLEGE COMMUNITY		

NEXT REGULAR MEETING

April 28, 2016, Monroe County – Location TBD

*Workshop 5:00 p.m.

*Meeting 6:00 p.m.

ADJOURNMENT

TAB A

MINUTES

BELMONT COLLEGE
BOARD OF TRUSTEES MEETING

Minutes of February 25, 2016

The regular meeting of the Belmont College District Board of Trustees was held at 7:00 p.m., on February 25, 2016 at Belmont College in the Board Room.

- Call to Order** Mrs. Gates, Chair, called the meeting to order at 7:14 p.m.
- Roll Call** Marcia E. Bedway – Absent
Cory M. DelGuzzo – Present
Edward D. Eberhart – Present
Elizabeth F. Gates – Present
William D. Hunkler – Present
Mark A. Macri – Present
Pandora J. Neuhart – Present
Col. Wayne A. Smith – Absent
- There being a quorum, the meeting proceeded.
- Attendance** John Koucoumaris, Rebecca Kurtz, R.J. Konkoleski, Tim Houston, Dave Mertz, Sue White, Julie Mamie, Steve Morgan, Alicia Frey, Janet Sempkoski, Dr. Gasparro and Kristy Kosky.
- Introduction of Visitors** Don McIntosh – Rea and Associates
Derek Conrad – Rea and Associates
- Approval of Agenda** Mrs. Gates then asked for a motion to approve the agenda.
- Mr. DelGuzzo motioned, seconded by Dr. Macri to approve the agenda.**
All ayes; motion carried.
- Approval of Minutes** Mrs. Gates asked for a motion to approve the minutes of the regularly scheduled meeting of January 28, 2016.
- Ms. Neuhart motioned, seconded by Mr. Eberhart to approve the minutes of the regularly scheduled meeting of January 28, 2016.**
All ayes; motion carried.
- Approval of Consent Agenda** Mrs. Gates asked for a motion to approve the consent agenda.
- Dr. Macri motioned, seconded by Mr. DelGuzzo to approve the consent agenda.**
All ayes; motion carried.

Administrative Items

Audit Report FY14/15

John S. Koucoumaris, Vice President Administrative Affairs, reviewed the 2014/2015 Audited Financial Statements along with Don McIntosh CPA, CGFM, CFE, Chief Leadership Officer with Rea & Associates, Inc.

It was recommended that the Board accept the Audited Financial Statements for the 2014/2015 fiscal year.

Monitoring Activities

January 2016 Financial Report

The cash position of the College as of January 31, 2016 is as follows:

Checking Account	\$	783,656.40
Certificates of Deposit	\$	9,994,858.50
Savings	\$	564,157.47
STAR Ohio/Plus	\$	753,078.86
Total Temporary Investments	\$	11,312,094.83
Total Cash and Temporary Investments	\$	12,095,751.23

The Budget Report shows the following:

	<u>This Year</u> <u>% Recorded</u>	<u>% Year</u> <u>Completed</u>
Budgeted Revenues	81.2%	58.3%
Budgeted Expenditures	53.3%	58.3%

1. The Unexpended Plant Fund Report is in the amount of \$ 2,725,123.32.
2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 53,393.56.
3. The Board Appropriated Fund Report is in the amount of \$2,998,801.57.
4. The Start up Fund is in the amount of \$ 97,600.18.

It was recommended that the Board accept the financial reports for January 2016 as presented.

Semester Enrollment Statistics

Term enrollment statistics for spring semester 2016 are shown in this report. Charts I and II display headcount and credit hour trends, respectively, over a ten-year period, from spring quarter 2007 through spring semester 2016. Chart III displays the spring term 2016 full-time equivalent (FTE) history from spring quarter 2007 through spring semester 2016.

Charts I, II, and III are followed by Table I. Table I, *Enrollment Demographics Spring 2016, 15th day* includes student demographic profiles on the fifteenth day of spring 2015 and the fifteenth day of spring 2016.

Chart I, *Headcount, 10-year trend: Spring 2007 through spring 2016*

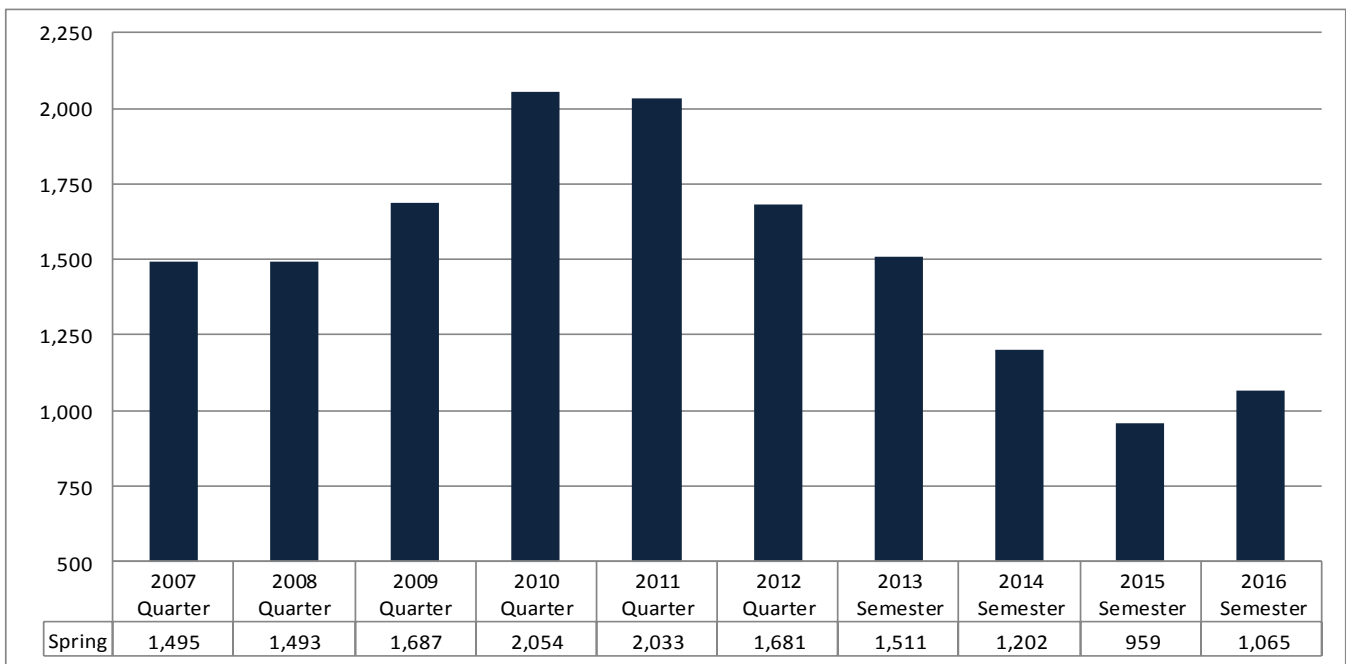


Chart II, Credit hours, 10-year trend: Spring 2007 through spring 2016

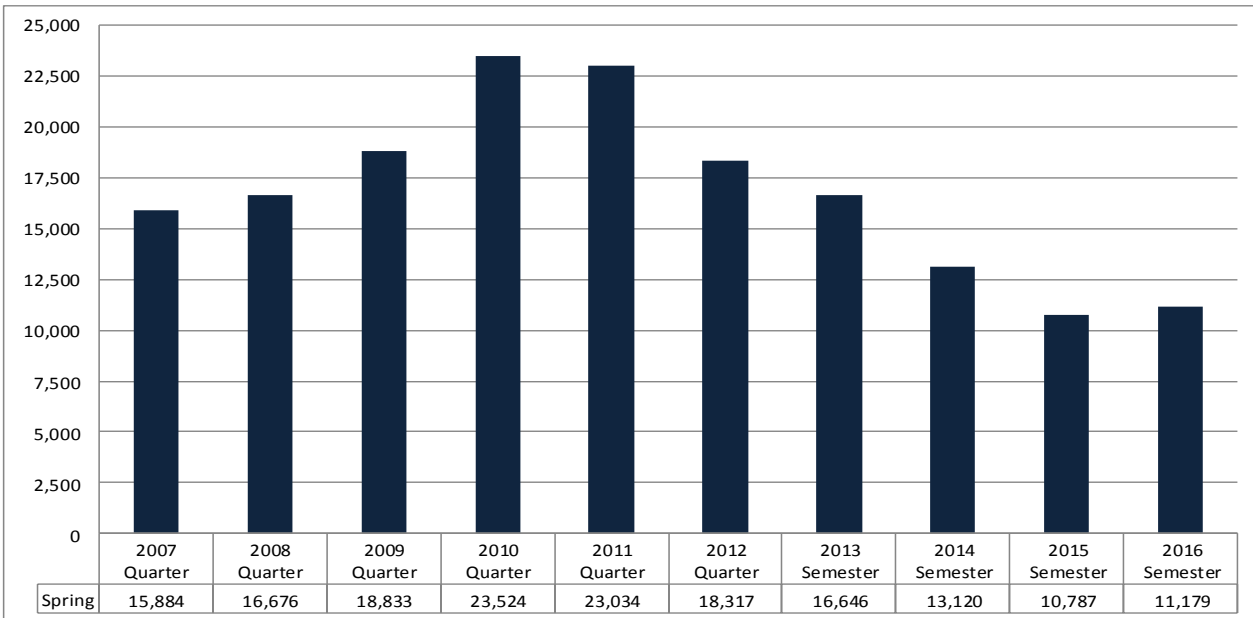
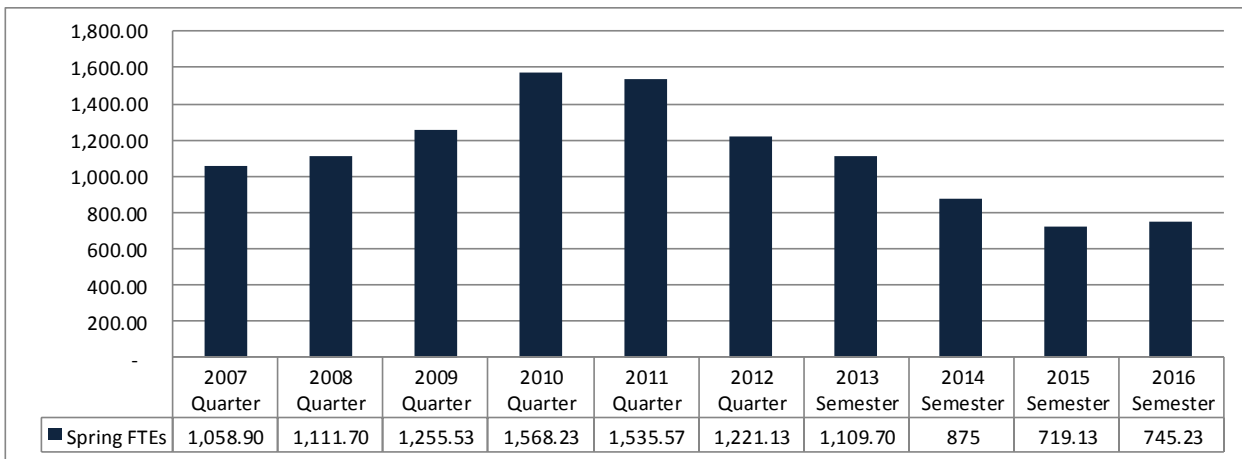


Chart III, Spring full-time equivalent (FTE) history: Spring 2007 through spring 2016



Data Highlights

- Compared to spring term 2015, there is an increase in headcount of 7.46% or 78 heads in spring term 2016.
- Compared to spring term 2015, there is an increase in credit hours of 2.56% or 280.5 credit hours in spring term 2016.
- Compared to fall term 2015, the headcount in spring 2016 has decreased 1.57% or by 17 heads. This is in contrast to a decrease in in headcount from fall term 2014 to spring term 2015 of approximately 24%.
- Compared to fall term 2015, the credit hours in spring 2016 have decreased 4.86% or 571 credit hours. This is in contrast to a decrease in credit hours from fall term 2014 to spring term 2015 of approximately 26%.
- The fall 2015 to spring 2016 headcount and credit hour comparison rates imply greater retention of students from fall to spring in the current year.
- Since the fifteenth day of the spring term 2016 there may be an increase in headcount and credit hours due to flexibly scheduled classes.
- As shown in Table I, the average credit hours per student enrolled for spring semester 2016 decreased from 11.23 in spring 2015 to 10.5 per student in spring 2016. This is due to the increased College Credit Plus cohort taking classes part-time.

Table I, Enrollment Demographics Spring 2016, 15th day.

Belmont College 15th Day Census	Spring 14-15		Spring 15-16		Change SG 14-15 to SG 15-16	%Change SG 14-15 to SG 15-16
	Enrollment	% Total	Enrollment	% Total		
Total Headcount	963		1,065		102	10.6%
F.T.E.	721		745		24	3.3%
Full-time Credit Hours	7,664.5	70.88%	7,316.5	65.45%	-348	-4.5%
Part-time Credit Hours	3,148.5	29.12%	3,862.0	34.55%	714	22.7%
Total Credit Hours	10,813.0		11,178.5		366	3.4%
Average Credit Hours per student	11.23		10.50		-0.73	-6.5%
GENDER						
Total Females	624	64.80%	683	64.13%	59	9.5%
Total Males	339	35.20%	382	35.87%	43	12.7%
<i>Total</i>	963	100.00%	1,065	100.00%		
FULL-TIME / PART-TIME STATUS						
Full time Students	538	55.87%	518	48.64%	-20	-3.7%
Part-time Students	425	44.13%	547	51.36%	122	28.7%
Females Full-time	310	32.19%	299	28.08%	-11	-3.5%
Females Part-time	314	32.61%	384	36.06%	70	22.3%
Males Full-time	228	23.68%	219	20.56%	-9	-3.9%
Males Part-time	111	11.53%	163	15.31%	52	46.8%
<i>Total</i>	963	100.00%	1,065	100.00%		
AGE						
Enrolled in high school and College	24	2.49%	174	16.34%	150	625.0%
First time enrolled in college and under 18 years	0	0.00%	0	0.00%	0	0.0%
Under 18	0	0.00%	2	0.19%	2	0.0%
18-24	499	51.82%	505	47.42%	6	1.2%
25-30	164	17.03%	148	13.90%	-16	-9.8%
31-40	147	15.26%	127	11.92%	-20	-13.6%
Over 40	129	13.40%	109	10.23%	-20	-15.5%
<i>Total</i>	963	100.00%	1,065	100.00%		
RACE / ETHNICITY						
American Indian/Alaskan Native	7	0.73%	6	0.56%	-1	-14.3%
Asian/Pacific Islander/Native Hawaiian	5	0.52%	3	0.28%	-2	-40.0%
Black/Non-Hispanic	17	1.77%	18	1.69%	1	5.9%
White Non-Hispanic	897	93.15%	998	93.71%	101	11.3%
Hispanic of any race	7	0.73%	8	0.75%	1	14.3%
Nonresident Alien	0	0.00%	0	0.00%	0	0.0%
Two or more races	26	2.70%	28	2.63%	2	7.7%
Unknown	4	0.42%	4	0.38%	0	0.0%
<i>Total</i>	963	100.00%	1,065	100.00%		
COUNTY of RESIDENCE						
Ohio Counties						
Belmont	553	57.42%	579	54.37%	26	4.7%
Guernsey	39	4.05%	39	3.66%	0	0.0%
Harrison	59	6.13%	66	6.20%	7	11.9%
Jefferson	68	7.06%	73	6.85%	5	7.4%
Monroe	76	7.89%	126	11.83%	50	65.8%
Other Ohio counties	47	4.88%	38	3.57%	-9	-19.1%
West Virginia counties						
Brooke	5	0.52%	7	0.66%	2	40.0%
Hancock	1	0.10%		0.00%	-1	-100.0%
Marshall	45	4.67%	59	5.54%	14	31.1%
Ohio	56	5.82%	63	5.92%	7	12.5%
Tyler and Wetzel	5	0.52%	6	0.56%	1	20.0%
Outside Ohio and West Virginia	9	0.93%	9	0.85%	0	0.0%
county of residence not reported		0.00%		0.00%		
<i>Total</i>	963	100.00%	1,065	100.00%		

Data Highlights

Demographic profiles for students enrolled on the fifteenth days of spring 2015 and 2016 are provided in Table 1. The increase in enrollment overall is reflected in the two columns on the right in the table, *Net Change 2015 to 2016* and *% Change Spring 2015 to Spring 2016*.

A change in the profiles can be seen in the *Full-Time/Part-Time Status* category in Part-time Students. In spring 2015 Part-time Students made up 44.13% or 425 heads within the student body. In spring 2016 the Part-time Students made up 51.36% or 547 heads within the student body. This is a 28.7% increase in part-time students in 2016, most likely due to the College Credit Plus initiative.

Another shift in demographics is within the student Age categories. The number of students enrolled in high school increased 625%, from 24 heads in 2015 to 174 heads in 2016. The College Credit Plus Program has successfully grown the high school population at the college. However, as evidenced by the trend seen in students 25 years and older, we are continuing to lose the adult population. The student population age 18-24 is growing at a rate of 1.2% or 6 students from 2015 to 2016.

Of the five contiguous West Virginia counties, Marshall and Ohio Counties continue to be the largest feeder counties.

Analysis, Conclusions and Targets for Improvement

1. It is recommended that the college recruit College Credit Plus (CCP) students to take more credit hours per student. Also, monitor the transition to college rate of CCP students to Belmont College and consider benchmarking the rate at greater than 50%.
2. Investigate innovative tuition models that allow students to take 12 or more credit hours at Belmont for the same price as 12 credit hours. This would encourage more FT students, less time to completion, and less cost of degree. It would enable the college to attract target markets and be more competitive with product cost.
3. Target the growth of adults age 25 and older. Target the recruitment of students 18-24 years. Target recruitment of returning students – those who have not attended for two or more terms.
4. Increase recruitment from the West Virginia contiguous counties.
5. Revise the scholarship allocation process and allocate all available student scholarship dollars each year.
6. Streamline the student intake process and track term to term retention of new students to rebuild the continuing student base.
7. Track new and continuing students and apply high impact retention support strategies after admission to increase retention from term to term and from fall-to-fall to rebuild the continuing student base. Provide individualized and personalized student advising across the curriculum.
8. Continue the work of the Student Success Leadership Team (SSLT) and implement the newly revised College Completion Plan. Implement the high-impact practices of the Community College Survey of Student Engagement (CCSSE) for at-risk students and part-time students in the first year.

9. Consider the following best practices of the national completion agenda: Discontinue graduation fees; Stop late registration; Streamline inquiry, admissions, and enrollment processes to make it easier for students to navigate the institution; Automate processes for updating degree audits and identifying trigger courses for claiming majors early; Review the policies for course repeats and withdrawals; Focus retention strategies on the part time students; Promote active learning strategies among the faculty (Cooperative learning, Project-based learning, Internships/Coops, Simulation, Learning communities, Supplemental instruction, Technology enhanced classes, “Right Start” orientations); Continue ongoing employee training for student retention and completion.
10. Increase the number of certificates awarded by automatically conferring them as they are earned.
11. Increase the number of students who earn certificates and degrees before transferring to a four year institution.
12. Continue program specific and traditional marketing strategies and change the Programs of Study portion of the college website.

Reports and Presentations None.

Presidents Report N/A

Upcoming Events/Meetings The 2016 Annual Caucus will be held on April 18, 2016, 6:30 p.m., at the Belmont-Harrison Career Center.

Mrs. Gates asked for a motion to approve changing the official start time of future Board of Trustee meetings to 6:00 p.m.

Ms. Neuhart motioned, seconded by Dr. Macri to approve changing the official start time of future Board of Trustee meetings to 6:00 p.m.

All ayes; motion carried.

Comments from the Chair None.

Comments from the College Community None.

Next Regular Meeting March 31, 2016, Belmont College Harrison Center
Workshop – 5:00 p.m.
Meeting – 6:00 p.m.

Adjournment

There being no further matters for the regular Board of Trustees meeting, Mrs. Gates asked for a motion to adjourn the meeting.

Dr. Macri motioned to adjourn the meeting at 7:49 p.m. The meeting adjourned.

Elizabeth F. Gates, Chair

Paul F. Gasparro, President

Date Approved: _____ / _____ / _____

CONSENT AGENDA

TAB B

CONSENT AGENDA

Human Resources Items

TAB B-1

CONSENT AGENDA

Human Resources Items

Renewal of Faculty Contracts

AGENDA ITEM B-1:
EMPLOYMENT CONTRACT RENEWALS –
FULL-TIME FACULTY
BOARD OF TRUSTEES MEETING DATE: MARCH 31, 2016

The following employment contracts for full-time faculty are recommended for renewal as detailed on the following page.

RECOMMENDATION: It is recommended that the Board approve the employment contracts for renewal as presented.

SUBMITTED BY: Matt Kendall, Vice President, Human Resources & Sustainability

RECOMMENDED BY: Dr. Paul Gasparro, President

2016-2017 Faculty Contract Renewals				
Last	First	Title	2016-2017 Contract Length	Provisions
Briggs	Rosita	Associate Professor of Nursing	Fall 2016 through Spring 2017	
Burkhart	Amanda	Instructor of Mathematics	Fall 2016 through Spring 2017	18 graduate hours in math completed by end of summer semester 2017
Campbell	Malissa	Associate Professor of Nursing	Fall 2016 through Spring 2017	
Cardello	Henry	Associate Professor of Information Technologies	Fall 2016 through Spring 2017	
Clantz	Christopher	Professor of Natural Sciences	Fall 2016 through Spring 2017	
Clouston	Marianne	Assistant Professor of Nursing	Fall 2016 through Spring 2017	
Clutter	Suzanne	Associate Professor of Natural Sciences	Fall 2016 through Spring 2017	
Davis	Heather	Associate Professor Mental Health	Fall 2016 through Spring 2017	
Driscoll	Jacqueline	Associate Professor of Information Technologies	Fall 2016 through Spring 2017	
Graham	Ronald	Associate Professor of Civil Engineering	Fall 2016 through Spring 2017	
Haynes	Nancy	Limited Term Assistant Professor of Early Childhood Education	Fall 2016 through Spring 2017	Conversion from Limited Term Employee to Full Time Faculty
Huffman	Paul	Instructor of Industrial Trades	Fall 2016 through Spring 2017	Complete 350 documented work hours in welding industry toward the AWS certification by June 30, 2017 and bachelor's degree completed by end of summer semester 2016
Jacobs	Christina	Associate Professor of Nursing	Fall 2016 through Spring 2017	
Kaplan	Francis	Professor of English	Fall 2016 through Spring 2017	
Kendzora	Paulette	Assistant Professor of Business	Fall 2016 through Spring 2017	
Knox	William	Associate Professor of Business/Accounting	Fall 2016 through Spring 2017	
Lyonette	Desiree	Limited Term Assistant Professor of Criminal Justice	Fall 2016 through Spring 2017	Conversion from Limited Term Employee to Full Time Faculty
Mangficio	Mark	Assistant Professor of HVAC	Fall 2016 through Spring 2017	
McFarland	Jodi	Professor of Mathematics	Fall 2016 through Spring 2017	18 graduate hours in math completed by end of summer semester 2017
McLeod	David	Professor of Information Technologies	Fall 2016 through Spring 2017	
Mertz	David	Professor of Building Preservation & Restoration	Fall 2016 through Spring 2017	
Senter	Cathleen	Instructor of Building Preservation & Restoration	Fall 2016 through Spring 2017	Complete bachelor's degree by end of summer semester 2017
Sheets	Loreane	Assistant Professor of Medical Assisting	Fall 2016 through Spring 2017	
Stansell	Jon	Associate Professor of English	Fall 2016 through Spring 2017	
Susick	Erin	Assistant Professor of Mathematics	Fall 2016 through Spring 2017	
Yanez	Cynthia	Professor of English	Fall 2016 through Spring 2017	
Zaborek	Rita	Associate Professor of Mathematics	Fall 2016 through Spring 2017	18 graduate hours in math completed by end of summer semester 2017

TAB B-2

CONSENT AGENDA

Human Resources Items

*Resignation of
Full-Time Faculty Jim Macnealy*

***AGENDA ITEM B-2: RESIGNATION
OF FULL-TIME FACULTY JIM MACNEALY
Board of Trustees Meeting Date: March 31, 2016***

James MacNealy, Full Time Engineering Faculty has submitted his resignation, effective May 10, 2016.

RECOMMENDATION: Recommend that the Board approve the resignation James MacNealy, Full Time Engineering Faculty.

SUBMITTED BY: Matt Kendall – Vice President, Human Resources & Sustainability

TAB C

CONSENT AGENDA

Administrative Items

TAB C1

CONSENT AGENDA

Administrative Items

Grading Policy

AGENDA ITEM C-1: GRADING POLICY
Board of Trustees Meeting Date: March 31, 2016

The Grading Policy has been revised to better reflect student academic achievement, the college semester calendar, and organizational structure. Revisions to the policy include:

- Extending the withdrawal period from the first five (5) to the first seven (7) calendar days of the term without penalty. This extension allows all students to attend the first class of a course in which they are enrolled before withdrawing.
- Students completing the term with an "I" must have the "I" converted to a grade within the first seven (7) days of the next term to be eligible for the Dean's List. Previously there was no deadline for the conversion of the "I" grade and this prevented the Dean's List from being published within a reasonable period of time after the term's end.
- In the Grade Appeal process the Program Chair is now the facilitator of Step one. There is no longer an Executive Dean and all five (5) steps of the process are necessary to give the student due process before the President may be required to intervene.
- Throughout the policy title changes have been made to become consistent with the most current organizational structure.

RECOMMENDATION: Recommended that the Board accept the revised Grading Policy as presented.

SUBMITTED BY: Rebecca J. Kurtz, Vice President of Academic Affairs and Student Learning



GRADING POLICY

POLICY 750.0160.16
Section 7, Student Services
Responsible College Officer: VP Academic
Affairs & Student Learning
Originally Issued:
Original Policy: 750.0160; 750.0170;
750.0180; 750.0190
Revised: August 22, 2013; March 31, 2016

Initiated by:	Dr. Rebecca Kurtz, Vice President Academic Affairs and Student Learning	
Reviewed by:	Belinda Porter, Administrative Affairs and Policy Coordinator	
Approved by:	Dr. Paul F. Gasparro, President	

PURPOSE

This policy defines a consistent, published letter-grading system to reflect student academic achievements at Belmont College.

POLICY STATEMENT

Belmont College provides a uniform grading scale for the evaluation of all coursework and a procedure for calculating cumulative grade point averages for the purpose of determining the Dean's list and academic probation decisions. The College also provides students with an appeal procedure to resolve grade disputes in a timely manner.

PERSONS AFFECTED

All students, staff, and faculty of Belmont College

DEFINITIONS

Cumulative GPA – The student's grade point average that represents the average of all grades attained since enrollment at an institution

Due Process – Proceedings that will be fair and reasonable. Notice will be given of the proceedings and an opportunity to be heard before actions are taken.

Full-time Student – Students who are enrolled in 12 or more credit hours.

Grade Appeal – Challenge of an instructor's decision concerning a student's final grade

Grading - A process by which the instructor records the correct grade that was earned by the student.

Grade Point Average (GPA) - A measure of a student's academic achievement calculated by dividing the total number of grade points received by the total number attempted credit hours.

Immediate Family/Relatives - Immediate family consists of: Spouse, child, parent, parent-in-law, brother, sister, brother-in-law, sister-in-law, grandparent, grandchild, son-in-law, daughter-in-law, aunt, uncle, niece, nephew, legal guardian of the employee, or any individual living in the same household as the employee

Part-time Student – Students enrolled in less than 12 credit hours

Term – A quarter, semester, or other such period as defined by the institution in which the student is enrolled

Term GPA - The average grade earned by a student calculated by dividing the grade points earned in one term by the number of credits attempted in that term

PROCEDURES

Course Evaluation Methods

A. Determining Grades to be awarded per term:

1. At the beginning of each term, the instructor explains the course evaluation method to be used.
2. The course evaluation methods are outlined in the course syllabus.
3. All written assignments, class work, or homework will be evaluated and included in the student evaluation process.

Course Grade Scale

4. The following grade scale is the minimum default grade scale for all courses taught at Belmont College:

+/- Grade Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59-Below

5. Programs or departments may increase the requirements needed to earn grades in their core courses if such increases are approved by all program or department faculty.

- a. Selected allied health courses in programs such as Associate Degree Nursing, Practical Nursing, and Emergency Medical require a letter grade of “C” or better to continue in the program. A letter grade of “C-” does not meet this requirement.
 - b. All students in developmental education courses must earn a letter grade of “C” or higher to progress to the next course in each sequence. A letter grade of “C-” does not meet this requirement.
6. The Vice President Academic Affairs and Student Learning, in conjunction with the appropriate Program Chair, will ensure that appropriate exams are administered for the determination of final grades in order to ensure fair and equal evaluation of student progress.
 7. Make-up exams are under the direction of the individual instructor.
 8. The grades received at the end of each term are available for students to view on MyBelmont. These grades become a permanent part of the student’s record. Faculty must submit final grades each term before the deadline.

Grade Point Scale

B. Determining Cumulative Grade Point Average

1. The following grade scale allows quality point values to be awarded to letter grades A through D:

Letter Point
Grade Value

A	4.0
A-	3.7
B+	3.5
B	3.0
B-	2.7
C+	2.5
C	2.0
C-	1.7
D+	1.5
D	1.0
F	0.0

Grade Point

Average (GPA)

2. The term and cumulative GPA are calculated each term. A student's GPA is calculated using the following method:
 - a. Determine the earned quality points by multiplying the value of the letter grade times the credit hour value of each course
 - b. Total the quality points for all courses.
 - c. Divide the earned quality points by the number of credit hours attempted.

Alternative Grades

All courses attempted are included in the calculation of the student's grade point average from term to term. However, only those courses required for graduation are included in the calculation of the grade point average necessary for graduation. In

addition, alternative grades are not applicable to the GPA because no quality point values are assigned. These include:

- a. Incomplete: A temporary grade of incomplete is assigned when, in the opinion of the instructor, the student has not completed the course requirements due to just and legitimate reasons and has made arrangements for completion. A grade of incomplete has no impact on a student's GPA but may affect financial aid. The student has until the end of the first week of the following term to complete course requirements to remove the grade of incomplete.

If the course requirements are not completed to the satisfaction of the instructor, the incomplete converts to a letter grade of "F."

Upon written notification to the Program Chair, an instructor may grant additional time, up to the end of the seventh week of the following term, for the student to complete course requirements. However, if a student is receiving financial aid or wishes to be considered for the Dean's List, the student may have only until the end of the first week of the following term to complete course requirements and replace the grade of incomplete. See the Office of Student Financial Aid for further details.

- b. Withdrawal: Within the first seven calendar days of the term, a student may drop an individual course without penalty using Form 4A, "Change in Schedule." No record of the course will be made in the student's permanent file. Dropping a course after the seventh calendar day of the term constitutes "withdrawal," and the symbol "W" is recorded on the student's permanent academic record. The "W" symbol has no impact on the student's GPA. Form 4B, "Student Withdrawal," is used for the purpose of withdrawing after the seventh calendar day.

Withdrawal deadlines will be adjusted for classes scheduled for less than sixteen weeks.

In order to officially withdraw from a course, a student must meet with an academic advisor to complete the appropriate forms. Students may not withdraw from classes online. Withdrawal from a course is not official until the grade of "W" appears on the student's transcript.

The student should discuss any problems with the appropriate faculty member before withdrawing to see if issues can be resolved. If the student chooses not to meet with the faculty member, he/she may go directly to an academic advisor or to the Records Office for completion of the appropriate form. A student who withdraws from a developmental education studies course must obtain the developmental education studies instructor's signature.

Failure to complete the appropriate form (4A within the first seven calendar days of the term or 4B after the seventh calendar day of the term) will result in a letter grade of "F" for each course rather than a "W" in the student's permanent academic record. In addition, no refunds are granted unless the appropriate form (4A or 4B) is completed and signed. A student who is receiving financial aid must formally withdraw if he/she decides not to attend.

A student cannot withdraw from a course during the last fourteen calendar days of the term.

- c. P – Pass/Fail Option – Selected courses may be taken on a pass/fail basis if the student is in good academic standing.
 - 1. Not more than one course per term may be taken pass/fail.
 - 2. Students must have the approval of the Program Chair to take courses pass/fail.
 - 3. Students must register and pay for pass/fail course(s). The tuition and fees are the same as the fee for a credit course.
 - 4. In calculating GPA, credit for the letter grade of “P” (pass) is awarded but does not impact GPA.
 - 5. Prior to the second calendar day of the term, students must indicate on Form 55 – Student Course Registration under “Notes” that he/she wants to take a course on a pass/fail basis.
 - 6. Students may not revoke a decision to take a course pass/fail after the second calendar day of the term.
- d. X – Audit – Students may audit a course. Students may take the course and not receive credit or a grade.
 - 1. Students must register and pay for pass/fail course(s). The tuition and fees are the same as the fee for a credit course.
 - 2. Prior to the second calendar day of the term, the student must indicate on Form 55 – Student Course Registration under “Notes” that he/she wants to audit a course.
 - 3. A student may not revoke a decision to audit a course after the second calendar day of the term.
 - 4. Audited courses are not applicable to the requirements of a degree, certificate, or diploma.
 - 5. Audit grades are not included for financial aid eligibility.
 - 6. A letter grade of “X” has no impact on a student’s GPA.
- e. D+Z – See Forgiveness Policy
- f. DZ – See Forgiveness Policy
- g. FZ – See Forgiveness Policy
- h. NR – Not Recorded

Changes in Grade

C. Process for Changing Grade

- 1. Grade changes are reported by the instructor on Form 37, “Grade Change.” The form must include the:
 - a. Student’s name
 - b. Student’s identification number
 - c. Reason for the change
 - d. Term of attendance
 - e. Course number
 - f. Course title

2. Grade Changes must be submitted to the Program Chair and then approved by the Vice President Academic Affairs and Student Learning prior to being filed in the Records Office.

Dean's List

D. Determining Dean's List Eligibility

1. To be eligible for the Dean's List, students must meet each of the following criteria:
 - a. Be a full-time student with a minimum of twelve credit hours of coursework completed at Belmont College for the term for which the Dean's List is being considered,
 - b. Earn a term grade point average of 3.75 or greater, and
 - c. Have a cumulative grade point average of 2.00 or greater.
2. No student with a letter grade of "D" or "F" as of the ending date of the term will be considered for the Dean's List. Students completing the term with an "I" must have the "I" converted to a grade within the first seven days of the next term to be eligible for the Dean's List.

Academic Probation and Dismissal

E. Process for Determining Academic Probation

1. At the discretion of the Dean of Student Affairs and Strategic Enrollment Management, students are placed on academic probation if their cumulative grade point average is less than:
 - a. 1.00 after the first 11 hours attempted
 - b. 1.25 after the first 21 hours attempted
 - c. 1.50 after the first 32 hours attempted
 - d. 1.75 after the first 43 hours attempted
 - e. 1.90 after the first 54 hours attempted
 - f. 2.00 after the first 60 hours attempted
2. In addition to the above, students whose grade point average in any given term is less than 1.00 for that term will be placed on academic probation.
3. Students who are placed on academic probation for a second consecutive term will be excluded from enrollment for one term. At the end of the exclusionary period, a student may re-enroll for classes following a conference with an advisor.
4. If a student is placed on academic probation in the term immediately following an exclusionary period, he or she shall be excluded for one academic year.
5. The student who has been re-admitted after a one-term or one year exclusionary period must maintain a 2.0 average in all courses taken during the current term of enrollment and all succeeding terms of enrollment until such time as the student achieves a grade point average that will not place him/her on probation.

Grade Appeal

F. Process for Grade Appeal

Students who wish to make an appeal must initiate the appeal's procedure no later than three weeks (21 calendar days) after the grade has been posted. The process will be completed within eight weeks (56 calendar days).

Step 1:

The student shall schedule and keep an appointment with the instructor to discuss and resolve the grade.

Step 2:

If the question of the grade is not resolved or additional information is required:

1. Within seven calendar days of the meeting with the instructor, the student shall submit Form 163, Grade Appeal, to the Program Chair. If the Program Chair is the faculty member involved in the grade appeal, the Form 163 shall be submitted to the Vice President Academic Affairs and Student Learning or his/her designee.
2. Within one week of submitting the appeal form, the student will be contacted by the Program Chair to schedule and keep an appointment. It should be noted that the Program Chair has the latitude to pursue resolution in a manner consistent with past practice and in keeping with established ethical standards.

For example:

- a. The Program Chair may discuss the problem with the instructor and review all pertinent records in order to resolve the dispute.
- b. The Program Chair may also solicit counsel from appropriate others at his/her discretion.
3. The Program Chair will submit a written summary of the findings to the instructor and student within seven calendar days of the meeting.
4. Within seven calendar days of submission of the findings to the instructor and student:
 - a. The Program Chair will discuss the outcome with the student to insure that the student is aware of the outcome.
 - b. The student will acknowledge the resolution of the appeal via his/her signature on the appeal form.

Step 3:

If resolution is not reached within Step 2, the following process begins:

1. The student may sign and submit a request for the third step of the appeal along with a written statement of the problem to the Vice President Academic Affairs and Student Learning or his/her designee no later than seven calendar days after receiving the outcome of Step 2. If the Vice President Academic Affairs and Student Learning was involved with Step 2, the request for Step 3 will be submitted to the Dean of Student Affairs and Strategic Enrollment Management or his/her designee.
2. Upon receiving the appeal, the Vice President Academic Affairs and Student Learning or his/her designee shall schedule and keep an appointment within seven calendar days with the following individuals:
 - a. The Program Chair
 - b. The instructor
 - c. The student
 - d. The student's advocate (optional), who may be any member of the College community
 - e. Any other witness on behalf of either the College or student (optional)

3. During this appointment:
 - a. Evidence may be presented
 - b. Testimony may be given
 - c. Formal minutes will be taken by the Vice President Academic Affairs and Student Learning or his/her designee
4. The student's advocate must be a member of the College community (faculty, staff, professional staff and/or administrator) and will be chosen by the student. The advocate will:
 - a. Explain procedures
 - b. Assist the student
 - c. Represent the student as necessary
 - d. Be present during all further appeal hearings and any additional required appointments

The Vice President Academic Affairs and Student Learning or his/her designee serves to arbitrate a settlement satisfactory to all parties. He/she takes the following actions:

1. May independently investigate and/or gather information in order to recommend a settlement
2. Must ensure due process for the student and the instructor and maintain institutional integrity
3. Will place in writing any agreement reached, initialed by all parties, and appropriately filed within seven calendar days

Step 4:

If a resolution is still not reached in Step 3, the student will submit the appeal form to the Vice President Academic Affairs and Student Learning. The matter will be referred to the Academic Appeals Committee within seven calendar days. This committee is a five-member group comprised of the following people:

1. One of each from the following employee classifications will be appointed by the Vice President Academic Affairs and Student Learning:
 - a. Faculty
 - b. Administration
 - c. Professional staff
2. These three shall jointly appoint a chairperson.
3. Two ad hoc members to be appointed as follows:
 - a. One selected by the student filing the appeal
 - b. One selected by the faculty in question
4. Within seven calendar days of appointment, the chairperson will provide a written request to the faculty member and the student to select their ad hoc appointees.
5. Within seven calendar days of the written request, the faculty member and student will inform the chairperson of their selections.
6. If a member has a conflict of interest, a replacement from the appropriate employee classification will be named by the Vice President Academic Affairs and Student Learning or his/her designee. A conflict of interest may include, but is not limited to, any of the following:

- a. Student or faculty member is an immediate family member or relative of a committee member.
 - b. Student or faculty member has an extracurricular social relationship with a committee member.
 - c. A committee member feels that he/she is unable to participate in the committee decision in an objective or ethical manner.
7. The chairperson will schedule and hold a hearing within seven calendar days of notification of the members of the ad hoc committee by the Vice President Academic Affairs and Student Learning or his/her designee and will notify all parties in writing.
 8. The committee will:
 - a. Examine all pertinent evidence
 - b. Discuss the case with the student and instructor
 - c. Request additional testimony if necessary
 - d. Record formal minutes
 9. The committee will reach a decision and forward it to the Vice President Academic Affairs and Student Learning or his/her designee for review.
 10. Following the review, the committee chairperson will notify both the student and instructor of the decision within seven calendar days.
 11. The decision will be implemented unless appealed.

Step 5:

If further appeal is necessary:

1. The student must submit an appeal within seven calendar days after receiving the outcome of Step 4 to the Vice President Academic Affairs and Student Learning or his/her designee.
2. The Vice President Academic Affairs and Student Learning or his/her designee will refer the matter to the President of the College for further action.
3. The President of the College will make a decision within seven calendar days and forward the decision to the student and Vice President Academic Affairs and Student Learning or his/her designee.

Decisions of the President are final.

RELATED DOCUMENTS

- Form 4A, Change in Schedule (In Records Office)
- Form 4B, Student Withdrawal (In Records Office)
- Form 37, Grade Change
- Form 55, Student Course Registration
- Form 163, Grade Appeal
- Belmont Operating Policy 750.0220.12, Academic Forgiveness

TAB D

CONSENT AGENDA

Monitoring Activities

TAB D-1

CONSENT AGENDA

Monitoring Activities

February 2016 Financial Report

BELMONT COLLEGE – Financial Report
Board of Trustees Meeting Date: March 31, 2016

FINANCIAL REPORTS:

The cash position of the College as of February 29, 2016 is as follows:

Checking Account	\$ 823,022.68
Certificates of Deposit	\$ 10,005,947.14
Savings	\$ 908,818.27
STAR Ohio/Plus	\$ 753,287.94
Total Temporary Investments	\$ 11,668,053.35
Total Cash and Temporary Investments	\$ 12,491,076.03

The Budget Report shows the following:

	This Year	% Year
	<u>% Recorded</u>	<u>Completed</u>
Budgeted Revenues	85.9%	66.7%
Budgeted Expenditures	64.3%	66.7%

1. The Unexpended Plant Fund Report is in the amount of \$ 2,766,158.02.
2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 53,393.56.
3. The Board Appropriated Fund Report is in the amount of \$ 2,782,596.71.
4. The Start up Fund is in the amount of \$ 97,600.18.

RECOMMENDATION: Recommended that the Board accept the financial reports for February 2016 as presented.

SUBMITTED BY: John S. Koucoumaris, Vice President of Administrative Affairs

		2014-2015			2015-2016		
		<u>Final</u>	<u>Actual</u>	<u>% of Final</u>	<u>Original</u>	<u>Actual</u>	<u>% of Budget</u>
		<u>Actual</u>	<u>to Date</u>	<u>Actual</u>	<u>Budget</u>	<u>to Date</u>	<u>to Date</u>
REVENUE							
	Board of Regents	\$5,133,594	\$3,530,364	68.8%	\$5,133,590	\$3,443,280	67.1%
	State Dept of Educ	\$0	\$0	0.0%	\$0	\$0	0.0%
	Tuition	\$2,787,285	\$2,626,130	94.2%	\$2,348,295	\$2,597,305	110.6%
	Other Student Fees	\$2,293,474	\$2,060,312	89.8%	\$1,951,971	\$2,166,435	111.0%
	Sales and Service	\$0	\$0	0.0%	\$0	\$0	0.0%
	Miscellaneous	\$179,921	\$57,728	32.1%	\$151,000	\$27,529	18.2%
	TOTAL REVENUE	\$10,394,273	\$8,274,534	79.6%	\$9,584,856	\$8,234,549	85.9%
EXPENDITURES							
	Instructional	\$3,827,201	\$2,506,234	65.5%	\$3,594,708	\$2,705,076	75.3%
	Public Services	2,477	\$253	10.2%	6,732	197	2.9%
	Academic Support	1,337,625	\$853,874	63.8%	857,750	423,361	49.4%
	Student Services	538,891	\$352,187	65.4%	592,727	344,872	58.2%
	Institutional Support	2,966,131	\$1,820,501	61.4%	3,187,295	1,856,133	58.2%
	Oper/Maint Plant	1,024,581	\$718,277	70.1%	1,245,644	702,304	56.4%
	Financial Aid	410,506	\$391,455	95.4%	498,000	389,948	78.3%
	TOTAL EXPENDITURES	\$10,107,413	\$6,642,781	65.7%	\$9,982,856	\$6,421,891	64.3%
	DIFFERENCE	\$286,861	\$1,631,753		(\$398,000)	\$1,812,658	
BOARD APPROPRIATIONS							
	Budget Stabilization Funds				398,000		
					-		
						8/12 =	66.7%

		Salaries			Benefits			Operations			TOTAL		
		Budget	YTD		Budget	YTD		Budget	YTD		Budget	YTD	
		Actual	Actual	Pct	Actual	Actual	Pct	Actual	Actual	Pct	Actual	Actual	Pct
Instruction	15-16	2,722,603	2,179,594	80.1%	629,857	416,477	66.1%	242,248	109,006	45.0%	3,594,708	2,705,076	75.3%
	14-15	2,990,713	1,959,371	65.5%	652,806	436,708	66.9%	183,682	110,155	60.0%	3,827,201	2,506,234	65.5%
	13-14	2,781,988	1,779,372	64.0%	710,218	474,222	66.8%	174,804	91,467	52.3%	3,667,010	2,345,060	64.0%
	12-13	3,021,897	2,047,774	67.8%	784,706	539,412	68.7%	168,883	99,365	58.8%	3,975,486	2,686,552	67.6%
	11-12	3,634,413	2,242,590	61.7%	942,468	604,962	64.2%	191,438	134,629	70.3%	4,768,319	2,982,181	62.5%
10-11	3,777,086	2,301,700	60.9%	967,433	610,529	63.1%	225,282	112,808	50.1%	4,969,801	3,025,036	60.9%	
Public Service	15-16	1,500	-	0.0%	232	-	0.0%	5,000	197	3.9%	6,732	197	2.9%
	14-15	-	-	0.0%	-	-	0.0%	2,477	253	10.2%	2,477	253	10.2%
	13-14	3,000	-	0.0%	495	-	0.0%	2,488	(1,363)	-54.8%	5,983	(1,363)	-22.8%
	12-13	6,000	-	0.0%	1,612	-	0.0%	4,573	3,704	81.0%	12,185	3,704	30.4%
	11-12	6,000	-	0.0%	1,669	-	0.0%	7,124	4,379	61.5%	14,793	4,379	29.6%
10-11	6,000	-	0.0%	1,675	-	0.0%	7,689	2,151	28.0%	15,364	2,151	14.0%	
Academic Support	15-16	548,317	302,409	55.2%	142,817	98,407	68.9%	166,616	22,545	13.5%	857,750	423,361	49.4%
	14-15	917,493	622,790	67.9%	282,352	198,756	70.4%	137,780	32,327	23.5%	1,337,625	853,874	63.8%
	13-14	1,085,979	730,738	67.3%	345,853	237,458	68.7%	149,577	23,572	15.8%	1,581,409	991,768	62.7%
	12-13	1,091,200	732,343	67.1%	347,899	235,621	67.7%	152,044	55,793	36.7%	1,591,143	1,023,757	64.3%
	11-12	1,173,564	773,893	65.9%	381,606	256,464	67.2%	205,287	80,706	39.3%	1,760,457	1,111,063	63.1%
10-11	1,165,097	759,318	65.2%	384,244	252,775	65.8%	265,362	97,170	36.6%	1,814,703	1,109,264	61.1%	
Student Services	15-16	413,285	254,701	61.6%	137,066	80,132	58.5%	42,376	10,039	23.7%	592,727	344,872	58.2%
	14-15	395,583	260,444	65.8%	119,656	81,477	68.1%	23,652	10,266	43.4%	538,891	352,187	65.4%
	13-14	432,573	295,548	68.3%	158,772	113,080	71.2%	23,327	9,964	42.7%	614,672	418,592	68.1%
	12-13	690,449	468,549	67.9%	262,538	180,144	68.6%	46,078	24,332	52.8%	999,065	673,026	67.4%
	11-12	690,724	459,433	66.5%	252,436	165,231	65.5%	57,733	35,971	62.3%	1,000,893	660,635	66.0%
10-11	747,297	486,483	65.1%	272,241	180,268	66.2%	90,209	55,790	61.8%	1,109,747	722,541	65.1%	
Inst'l Support	15-16	1,434,378	919,562	64.1%	441,530	280,366	63.5%	1,311,387	656,206	50.0%	3,187,295	1,856,133	58.2%
	14-15	1,431,544	1,014,596	70.9%	485,497	337,271	69.5%	1,049,090	468,633	44.7%	2,966,131	1,820,501	61.4%
	13-14	1,733,111	1,113,161	64.2%	543,104	370,373	68.2%	932,428	520,821	55.9%	3,208,643	2,004,355	62.5%
	12-13	1,769,771	1,161,850	65.6%	575,262	394,243	68.5%	1,179,370	554,884	47.0%	3,524,403	2,110,978	59.9%
	11-12	1,752,986	1,140,385	65.1%	588,373	392,396	66.7%	1,101,384	674,439	61.2%	3,442,743	2,207,221	64.1%
10-11	1,824,176	1,138,316	62.4%	554,764	361,936	65.2%	1,391,001	652,494	46.9%	3,769,941	2,152,747	57.1%	
Oper/Maint Plant	15-16	425,436	243,704	57.3%	152,458	76,577	50.2%	667,750	382,023	57.2%	1,245,644	702,304	56.4%
	14-15	338,622	229,893	67.9%	122,216	86,728	71.0%	563,743	401,656	71.2%	1,024,581	718,277	70.1%
	13-14	397,193	271,439	68.3%	147,708	100,844	68.3%	494,965	326,573	66.0%	1,039,866	698,856	67.2%
	12-13	404,647	270,727	66.9%	155,084	104,097	67.1%	561,969	390,917	69.6%	1,121,700	765,740	68.3%
	11-12	414,311	266,674	64.4%	154,508	102,132	66.1%	550,119	378,781	68.9%	1,118,938	747,586	66.8%
10-11	403,084	268,459	66.6%	165,285	113,326	68.6%	543,598	362,093	66.6%	1,111,967	743,878	66.9%	
Financial Aid	15-16							498,000	389,948	78.3%	498,000	389,948	78.3%
	14-15							410,506	391,455	95.4%	410,506	391,455	95.4%
	13-14							547,866	538,278	98.2%	547,866	538,278	98.2%
	12-13							490,383	486,193	99.1%	490,383	486,193	99.1%
	11-12							522,518	367,172	70.3%	522,518	367,172	70.3%
10-11							585,063	427,033	73.0%	585,063	427,033	73.0%	
TOTAL	15-16	5,545,519	3,899,969	70.3%	1,503,960	951,958	63.3%	2,933,377	1,569,964	53.5%	9,982,856	6,421,891	64.3%
	14-15	6,073,955	4,087,094	67.3%	1,662,527	1,140,940	68.6%	2,370,930	1,414,746	59.7%	10,107,412	6,642,781	65.7%
	13-14	6,433,844	4,190,258	65.1%	1,906,150	1,295,977	68.0%	2,325,455	1,509,311	64.9%	10,665,449	6,995,547	65.6%
	12-13	6,983,964	4,681,244	67.0%	2,127,101	1,453,517	68.3%	2,603,300	1,615,189	62.0%	11,714,365	7,749,949	66.2%
	11-12	7,671,998	4,882,975	63.6%	2,321,060	1,521,185	65.5%	2,635,603	1,676,076	63.6%	12,628,661	8,080,236	64.0%
10-11	7,922,740	4,954,276	62.5%	2,345,642	1,518,834	64.8%	3,108,204	1,709,540	55.0%	13,376,586	8,182,649	61.2%	

General Fund						
Board Appropriated	Total Appropriated		Balance	Appropriated	Expended	Balance
	Date	Amount	06/30/15	FY 2015-16		02/29/16
Administrative Info System	7/04/05;09/10;8/12	523,808	31,992.44	-	-	31,992.44
Be Connected Initiative	7/15	204,714	-	760,414.34	252,774.06	507,640.28
Budget Stabilization	8/10;11/12;13	1,050,000	1,050,000.00	-	-	1,050,000.00
Capital Equipment Replacement	07/09;10/11;8/12;13;9/14	1,366,329	58,947.30	-	20,277.55	38,669.75
Capital Plan FY 2013-2018	7/12	1,605,735.00	605,735.00	-	-	605,735.00
Childcare Center Subsidy	08/13	160,000	86,475.25	(70,000.00)	-	16,475.25
Classroom Renovations	05/06;07/09;10/11;8/12	507,111	88,396.31	-	499.98	87,896.33
Deferred Maintenance	7/09;8/10;11/12;9/14	432,781	60,000.00	-	1,088.96	58,911.04
Energy Projects	7/07;8/10;12	306,602.77	21,040.51	-	(11,817.57)	32,858.08
Fundraising & Development	8/09;10/11/12;13	334,676	42,927.28	-	30,741.60	12,185.68
Generator Project	8/12	75,000	75,000.00	-	-	75,000.00
H R Initiatives	7/08;8/10;11/12;9/14	68,500	20,000.00	-	-	20,000.00
Health Sciences Building	6/12	1,100,000.00	974,453.02	-	854,402.41	120,050.61
Off Campus Centers Start Up	7/06;07/09;10;8/12	76,713	6,159.90	-	-	6,159.90
Parking Lot Maintenance	8/12	30,000	19,168.43	-	19,168.43	0.00
Replacement Of Vehicles	8/06;07/8/10;11/12;13;9/14	262,327	20,759.50	-	-	20,759.50
Salt Storage Building	9/14	8,000	331.34	-	331.34	0.00
Satellite, Software, Calculators	8/96	98,000	23,768.39	-	-	23,768.39
Science & Engineering Upgrades	8/12	100,000	68,360.46	-	-	68,360.46
Strategic Planning Initiatives	08/09;8/10/11/12;13;9/14	96,485.57	134,714.34	(134,714.34)	-	0.00
Trustees Scholarship Extension	10/13	50,000	6,134.00	-	-	6,134.00
TOTAL					1,167,466.76	2,782,596.71

Start Up Fund							
Board Appr Start Up Fund	Total Appropriated		Balance	Apprpr/Repayment	Expended	Balance	
	Date	Amount	06/30/15	FY 2015-16		02/29/16	
Board Appr Start Up Fund	6/00;7/05;06/07/08;8/12	1,085,954	97,600.18	-	-	97,600.18	
			Fiscal Year	Appropriated	Repayment	Expended	Balance
			FY 1999-00	\$200,000.00	\$0.00	\$23,667.57	\$176,332.43
			Summary of Expended - Start Up Fund	FY 2000-01	\$0.00	\$12,877.25	\$165,455.18
			Hobart Institute	FY 2001-02	\$0.00	\$13,132.18	\$252,323.00
			Microsoft	FY 2002-03	\$0.00	\$100,000.00	\$307,761.86
			CISCO	FY 2003-04	\$0.00	\$30,000.00	\$238,288.10
			MOLO	FY 2004-05	\$0.00	\$93,098.12	\$175,189.98
			ARCH	FY 2005-06	\$20,000.00	\$30,000.00	\$199,614.36
			Student Success	FY 2006-07	\$150,000.00	\$0.00	\$240,543.68
			Leadership Institute	FY 2007-08	\$150,000.00	\$0.00	\$268,940.41
			Program Development	FY 2008-09	\$105,000.00	\$0.00	\$235,262.83
			PN / Evening-Weekend	FY 2009-10	\$100,000.00	\$0.00	\$202,465.91
			Cyber Security	FY 2010-11	\$0.00	\$0.00	\$181,332.89
			BPR Distance Learning	FY 2011-12	\$0.00	\$0.00	\$141,045.98
			Energy Institute	FY 2012-13	\$58,954.02	\$0.00	\$175,686.70
			Networking	FY 2013-14	\$0.00	\$0.00	\$112,564.45
			Total Start Up Fund	FY 2014-15	\$0.00	\$14,964.27	\$97,600.18
				FY 2015-16	\$0.00	-	\$97,600.18
			Total	\$783,954.02	\$302,000.00	\$988,353.84	\$97,600.18

Unexpended--Plant Fund						
Board Appropriated	Total Appropriated		Balance	Appropriated	Expended	Balance
	Date	Amount	06/30/15	FY 2015-16		02/29/16
Health Science Center	01/14	1,500,000	903,138.89	-	840,667.73	62,471.16
Main Renovations Phase 1	01/14	404,507	173,091.57	-	101,152.53	71,939.04
Main Renovations Phase 2	01/14	760,142	760,142.00	-	1,364.09	758,777.91
NC Parking Lots & Drives	01/14	50,000	50,000.00	-	-	50,000.00
NC Renovations Phase 1	01/14	350,000	350,000.00	-	-	350,000.00
Main Roof Replacement	01/14	301,197	301,197.00	-	-	301,197.00
Polaris Retrofit	01/14	63,796	63,796.00	-	-	63,796.00
TOTAL APPROPRIATED		3,429,642	2,601,365.46	-	943,184.35	1,658,181.11
UnAppropriated						
		Income				
Capital Component of the Operating Subsidy		267,155.31	840,821.60	-	-	1,107,976.91
TOTAL			3,442,187.06	-	943,184.35	2,766,158.02
Repair & Replacement Plant Fund						
Board Appropriated	Total Appropriated		Balance	Appropriated	Expended	Balance
	Date	Amount	06/30/15	FY 2015-16		02/29/16
Replacement of Roofs	6/87	62,000	27,144.63	-	-	27,144.63
Outdoor Recreation Area	3/90	40,000	26,248.93	-	-	26,248.93
TOTAL		102,000	53,393.56	-	-	53,393.56

TAB D-2

CONSENT AGENDA

Monitoring Activities

TAB D-2

CONSENT AGENDA

Monitoring Activities

National Licensure and
Certification Examinations

AGENDA ITEM D-2: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
NATIONAL LICENSURE AND CERTIFICATION EXAMINATIONS
BOARD OF TRUSTEES MEETING: MARCH 31, 2016

Four programs in the health sciences field have national licensure or certification exams used as program outcomes assessment. This report reviews the most recent results from exams in the Practical Nursing (PN), Associate Degree Nursing (ADN), Medical Assisting (MED), and Emergency Medical Services (EMS) Programs.

The Practical Nursing and Associate Degree Nursing students are required to pass the National Council Licensure Examinations (NCLEX) before they receive professional licensure. Medical Assisting students test for the Registered Medical Assistant (RMA) certification which is awarded by the Commission on Accreditation of Allied Health Education (CAAHEP), and the Medical Assisting Education Review Board (MAERB). Emergency Medical Services programs are evaluated by the Ohio Department of Public Safety, and pass rates of students on National Registry Examinations are used as one criterion for program accreditation. Data for pass rates on exams in the Practical Nursing, Associate Degree Nursing, Medical Assisting, and Emergency Medical Services programs are presented in the charts that follow.

Presentation of Data

Nursing

The first chart shows data for Practical Nursing graduates from 2009 through 2015. Chart I displays the number of graduates passing, the number testing, and the percent passing by year for PN graduates over the last seven years. The bottom row on Chart I displays the NCLEX benchmark set each year for all first-time PN tester-takers against which Belmont’s PN program is assessed. The current pass rate for the PN first-time test-takers is 72%. The Ohio benchmark is 77.8%.

Chart I, *NCLEX results, Practical Nursing (PN) Program*

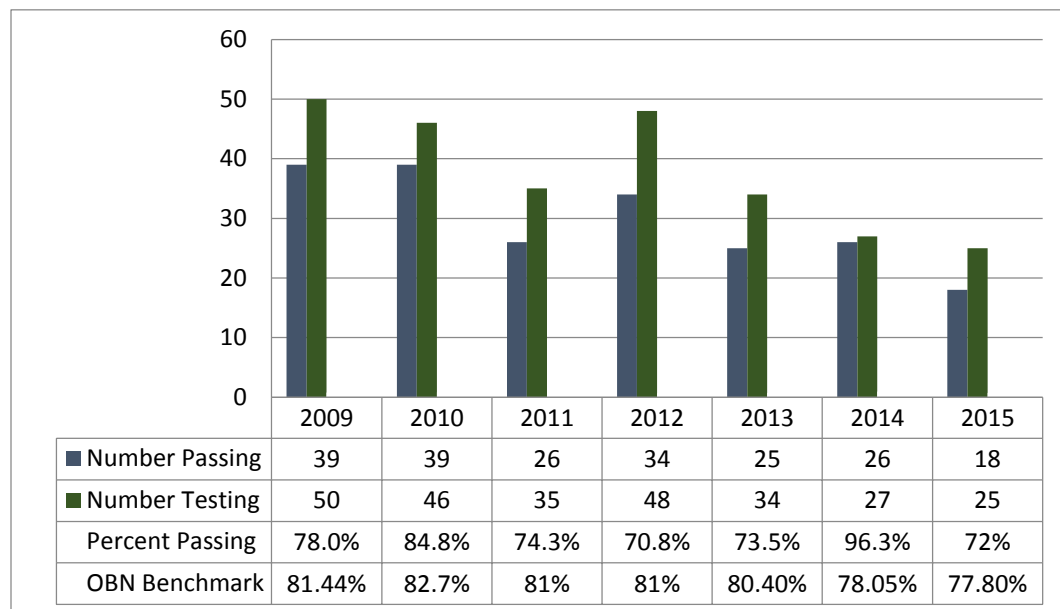
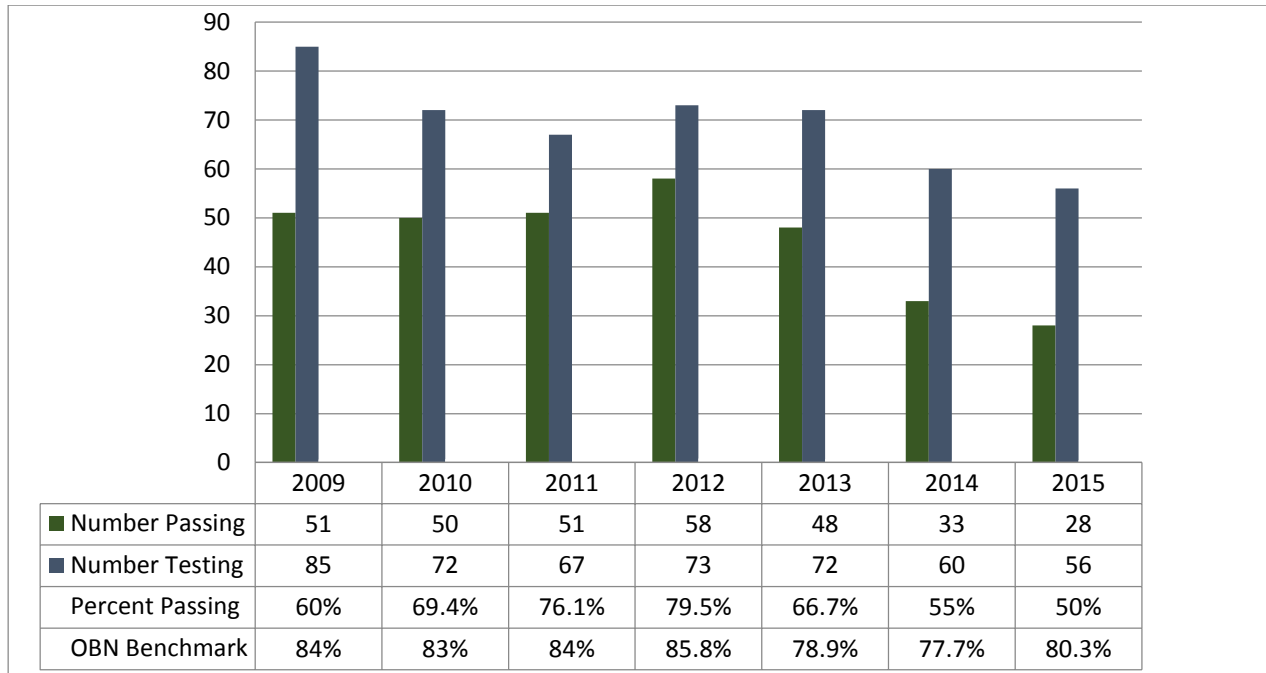


Chart II displays NCLEX pass rates and benchmarks for ADN graduates and first-time test-takers over the last seven years. The current pass rate for the ADN first-time test-takers is 50% with an Ohio benchmark of 80.3%.

Chart II, *NCLEX results, Associate Degree Nursing (ADN) Program*

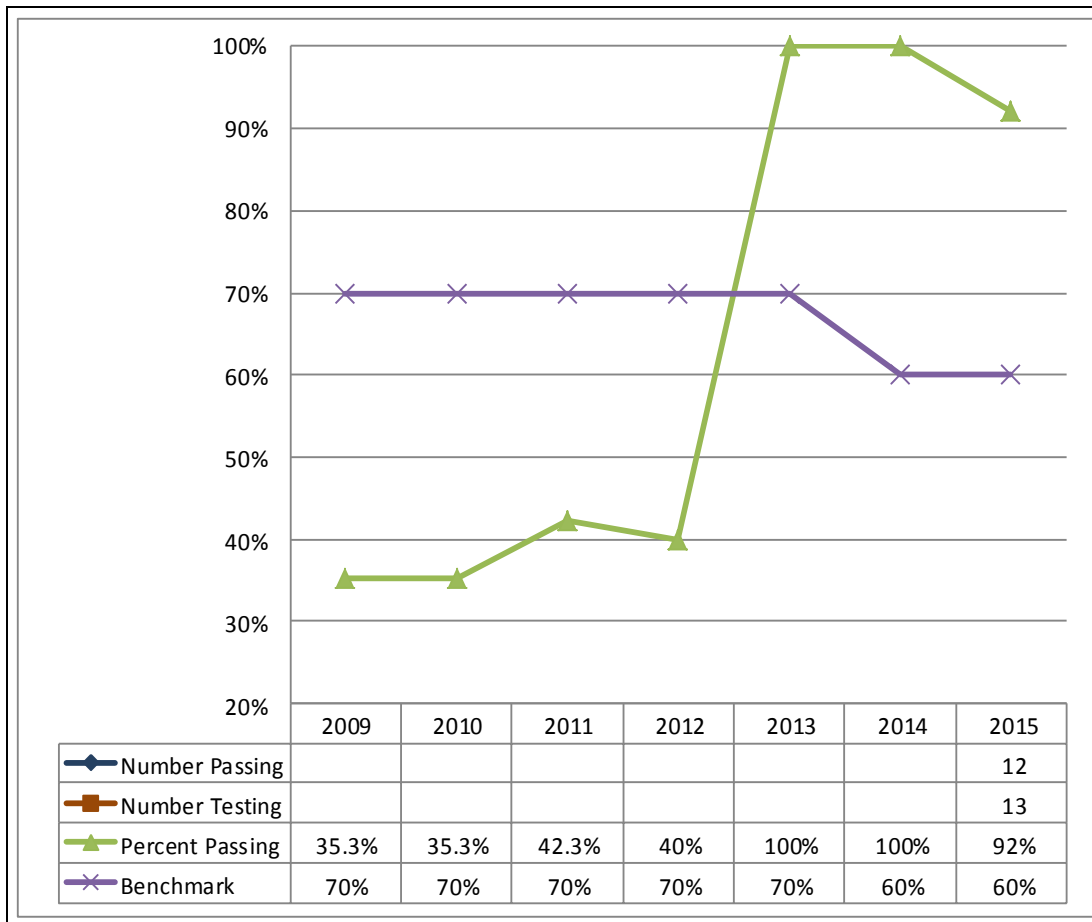


Medical Assisting

The Commission on Accreditation of Allied Health Education (CAAHEP) and the Medical Assisting Education Review Board (MAERB) regulate the accreditation of Medical Assisting programs and set the certification exam benchmark, and the rules against which programs are evaluated.

Pass rates for the Medical Assisting graduates who have taken the RMA certification exam within the last six years are shown in Chart III. The newly established benchmark for the pass rate in 2014 is 60%, and 30% of the graduating class must take the exam. The pass rate for Belmont College's Medical Assisting program for 2015 is 92%. Thirteen (13) students (100% of the graduates) took the RMA exam in 2015. Twelve (12) or 92% passed the exam.

Chart III, RMA results, Medical Assisting Program, 2009-2015



Emergency Medical Services

The Ohio Division of EMS monitors pass rates on three levels of tests/training over a 5 year accreditation cycle. The current cycle runs from Nov 1, 2011 to Oct. 31, 2016. The benchmark for all levels of testing is 65% for **first-time** test-takers by the end of the 5 year accreditation cycle.

Chart IV shows the percent of students passing the Ohio Department of Safety’s Emergency Medical Services (EMT) and Advanced EMT testing on their **first-time** attempt. The EMT pass rate is currently 67%. This meets the benchmark for achievement. The Advanced EMT pass rate is currently 47%. This does not meet the benchmark for achievement.

Chart IV, Emergency Medical Services, EMT and Advanced EMT **first-time** testing results

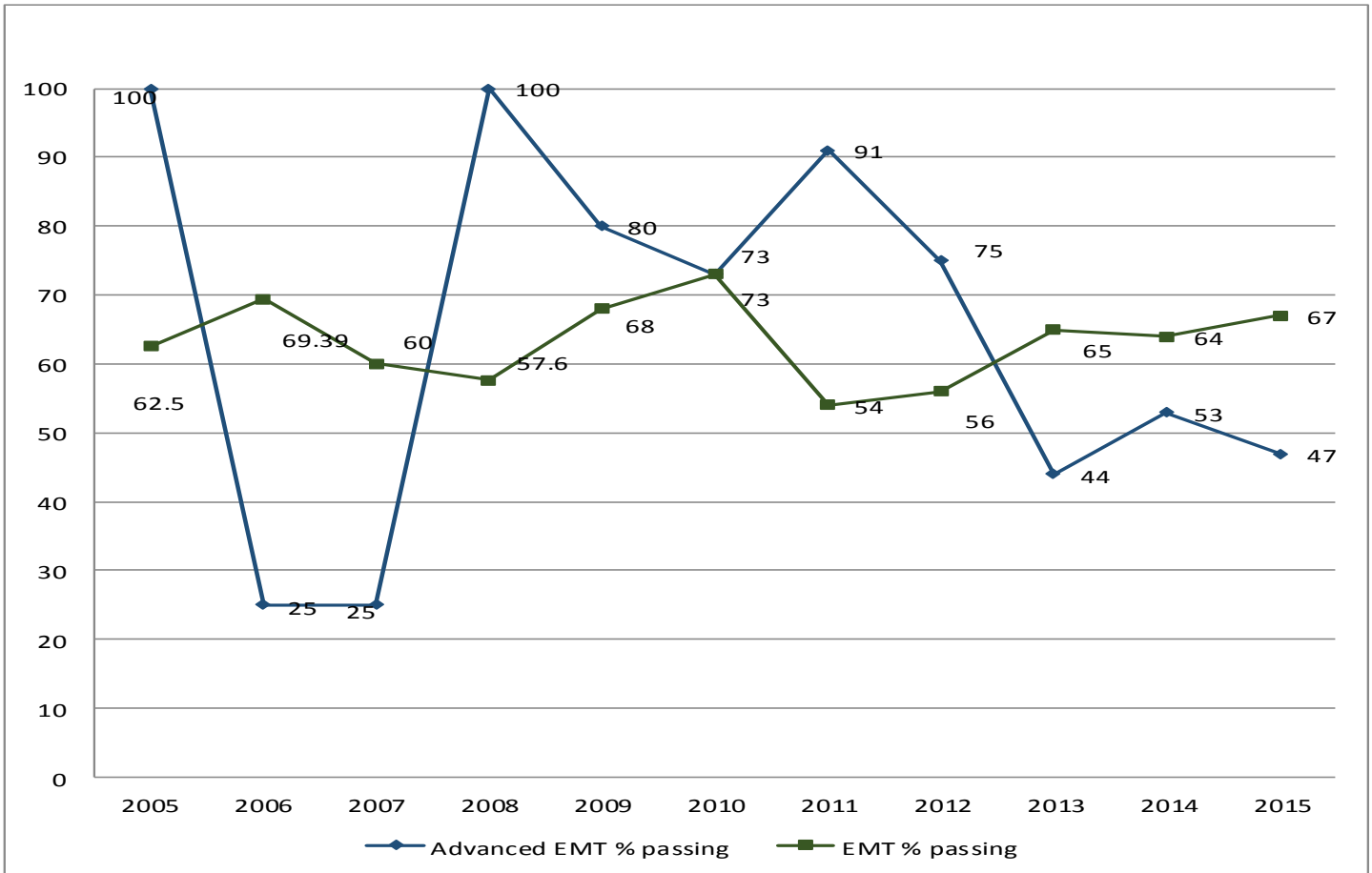
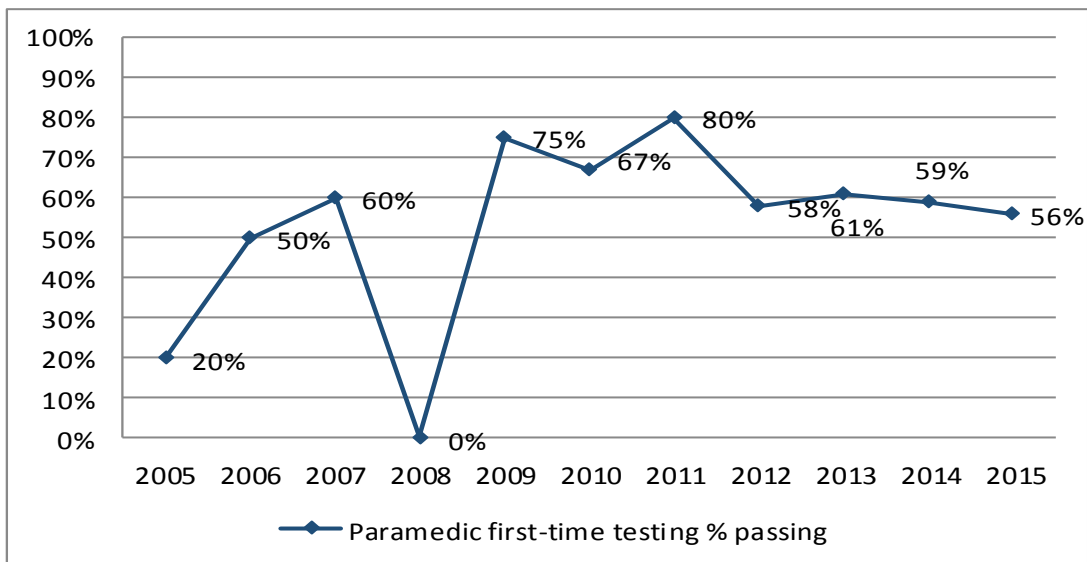


Chart V displays results for first-time tester-takers on the Paramedic Test. The current pass rate for the Paramedic tester-takers is 56%. This does not meet the benchmark for achievement.

Chart V, Emergency Medical Services, Paramedic **first-time** testing results



Pass rates for first-time testers on all three EMS exams will change over the remainder of the accreditation cycle as more students test. **The benchmarks of 65% must be met at the end of the accreditation cycle,** which is October 31, 2016.

Conclusions and Targets for Improvement

1. *PNP Licensure Exam Results* – The current pass rate for first-time test takers is 72% which does not meet the Ohio Board of Nursing benchmark of 77.8%. Of the 22 graduates from 2015, 16 of 21 passed the exam for a pass rate among these of 76.1%. However, 4 graduates from the 2014 class tested in 2015 and only 2 passed. This effected the overall 2015 pass rate of 72%.

The following strategies are being implemented to ensure improvement in the PN-NCLEX pass rate:

- Review the NCLEX test plan and NCSBN practice analysis for congruence with the PN curriculum.
 - Review/analyze standardized ATI tests results used across the curriculum for measuring curriculum deficits/weaknesses.
 - Develop remediation activities for students scoring low on ATI tests.
 - Continue to administer the ATI comprehensive exit exam and the STAT Nurse live review in the last semester to determine individual student areas of weakness and prescribe remediation prior to taking the NCLEX exam.
 - Develop rigorous unit tests that mirror NCLEX exam questions using the Sylvia Rayfield test-writing model.
 - Attend the conference in April with a nationally renowned speaker addressing “*NCLEX Across the Curriculum.*”
 - Continue to hold NCLEX review sessions following graduation.
2. *ADN Licensure Exam Results* – The current pass rate for first-time test-takers is 50% which does not meet the Ohio Board of Nursing benchmark of 80.3%.

The ADN program is currently on provisional status from the Ohio Board of Nursing due to the pass rate. The following strategies are being implemented to increase the NCLEX pass rate:

- Review the detailed NCLEX test plan and NCSBN practice analysis for congruence with the ADN curriculum.
- Review NCLEX results and the test blueprint for curriculum areas of weaknesses; revise curriculum to address deficits.
- Discontinue the Kaplan NCLEX preparation and implement HESI in 2015-2016.
- Develop individualized student remediation plans based on HESI testing results (Mid-curricular, and Exit tests)
- Revise course syllabi to include a detailed assessments of course objectives that are aligned with ACEN accreditation standards.
- Implement more rigorous unit testing that mirrors NCLEX following the Sylvia Rayfield test-writing strategies.
- Implement increased simulation activities using mid and high fidelity simulators.
- Facilitate measures to ensure NCLEX testing within 3 months of graduation.
- Have faculty attend the conference in April with a nationally renowned speaker addressing “*NCLEX Across the Curriculum.*”
- Continue to utilize the Caputi critical thinking activities in clinicals.

- Continue to hold NCLEX review sessions following graduation.
 - Consider employing a part-time sim lab coordinator.
3. The Medical Assisting Program achieved a 92% pass rate on the RMA. The past interventions have been successful in meeting the benchmark for the pass rates on the RMA. To continue this pattern of performance the following tactics will be followed:
- Continue to provide required Registered Medical Assistant (RMA) test preparation for all students in the final semester of the program.
 - Encourage students to use the Libguide for RMA test preparation.
 - Continue to have students test at Belmont's Testing Center prior to leaving the program.
4. The EMS Programs have the next seven months to attain the benchmarks for pass rates on all of the National Registry Exams within the program. Testing is ongoing as students finish courses and programs, and are prepared to test. The following tactics will be continued to ensure the benchmarks are met on all exams by October 31, 2016:
- Lesson plans are being developed to improve consistency of instruction in trauma, airway management, cardiology, and medical content.
 - New equipment for airway management, trauma, and cardiology is in place with more being ordered. Improved lab space is under construction.
 - Complete item analyses of test questions on exams to determine the best questions for application and critical thinking. Improving exams will be an ongoing project. Have the medical director review the exams for content relevancy.
 - Identify areas of weak performance on the National Registry Exam. As students move through the program, emphasize these areas and review them.
 - Give students access to online resources and EMT Achieve test banks to better analyze their own areas of weakness in preparation for the National Registry Exam.
 - Have a core instructor group meet several times to discuss the curriculum and create lesson plans. Continue these meetings as often as possible.
 - Evaluate classroom instruction by adjunct faculty formally at least once annually, and informally more often.
 - Conduct test review sessions prior to the National Registry Exam with the paramedic cohorts.
 - Students are now scheduled to test in the few weeks after program completion. First time test fees are now included in the course fees, which enables the college to schedule testing on the last few days of class. This allows students to test with members of their class cohort and decreases time from class ending to testing. This strategy has already proven effective with the Fall EMT cohort and pass rates moved above the benchmark. All students passed on the first attempt.
 - Adopt the Fisdap platform to track lab and internship skills and continue test preparation.