BLUEFIELD STATE COLLEGE

SELF-STUDY REPORT

Bluefield State College
219 Rock Street
Bluefield, West Virginia 24701

Dr. Robert E. Moore, President

December 10, 2001

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Self-Study Steering Committee 2000

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Reading/Editing Committee	Dr. John Snead, Chair Dr. David Perkins Dr. Aleta Crockett Ms. Judy Stennett Ms. Joanna Thompson Mr. John Sage Ms. Beth Hash Dr. Betty Rader Ms. Sally Haye Ms. Juanita Hurt	Faculty, Business Division Assistant Provost/Director GCCC Faculty, Division of Arts & Science Faculty, Greenbrier Community College Center Director, Library Faculty, Division of Engineering Technology & Computer Science Staff, Writing Laboratory Provost & Executive Vice President for Academic Affairs Adjunct Faculty, Division of Arts & Sciences Student
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Bluefield State College
Self Study Report

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PART 1 – INTRODUCTION

CHAPTER I: OVERVIEW OF THE SELF-STUDY

Bluefield State College (BSC) completed this report to record the results of Self-Study activities that began in 1999. This report provides evidence that the College meets the criteria for continued accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools. This Self-Study report begins with an overview of Bluefield State College's implementation of the Self-Study process. The Self-Study process is overviewed in terms of objectives, procedures, committee structure, and evaluation methods. The overview continues with an explanation of the Self-Study in relationship to other evaluation and planning activities. It concludes with information about the organization of this Self-Study report.

Self-Study Process

Objectives of the Self-Study

The Self-Study process was an examination of the extent to which Bluefield State College (BSC) has the capacity to fulfill its mission and purposes. In general, the Self-Study process was designed to ensure continuous improvement in the quality of educational programs and services at Bluefield State College. More specifically, the Self-Study provided the forum for:

1. Ensuring continuous quality improvement of performance at Bluefield State College;
2. Examining Bluefield State College's overall effectiveness by identifying the institution's strengths, weaknesses, opportunities, and challenges;
3. Capitalizing on the strengths of BSC identified through the Self-Study process;
4. Focusing on strengthening areas of concern identified during the Self-Study;
5. Familiarizing employees with roles and functions of the institution;

6. Demonstrating that BSC meets all 24 General Institutional Requirements (GIRs) and fulfills the five criteria;
7. Describing and evaluating the college's success in achieving its mission;
8. Describing and evaluating changes implemented since the 1992 NCA evaluation;
9. Integrating on-going strategic planning activities with the institutional Self-Study process as an instrument of analytical and critical self-evaluation; and
10. Achieving continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools with the next review occurring in ten years.

Self-Study Procedures

The Self-Study process at Bluefield State College was designed to evaluate institutional performance and effectiveness. The process was a detailed, research-oriented evaluation that involved planning, data collection, data analysis, data interpretation, and report writing. Stated broadly, the Self-Study process required:

1. Appointing Self-Study Coordinators and Self-Study Steering Committee Co-Chairs;
2. Appointing the Self-Study Steering Committee;
3. Reviewing HLC Guidelines and the Five Criteria for accreditation;
4. Designing and approving the Bluefield State College Self-Study Plan;
5. Determining the structure of the Self-Study Report;
6. Determining methods for integrating strategic planning into the Self-Study process;
7. Determining other sources of data and information for self-evaluation;
8. Gathering and analyzing information and data;
9. Writing drafts of the Self-Study Report;
10. Submitting drafts to constituents of BSC and inviting comments on the document;

11. Compiling the final draft of the BSC Self-Study Report;
12. Submitting the final draft to HLC liaison, John Taylor, for comments;
13. Revising the final document in accordance with recommendations of the HLC liaison; and,
14. Submitting the Self-Study Report to HLC and Site Visit Team members.

Committee Structure

The Bluefield State College Self-Study was conducted through the work of a Steering Committee, under the leadership of two Steering Committee Co-Chairs. Aspects of the Steering Committee's work were divided among eight sub-committees:

1. Criterion One (Mission and Purpose) Subcommittee;
2. Criterion Two (Resources) Subcommittee;
3. Criterion Three (Assessment and Accomplishments) Subcommittee;
4. Criterion Four (Planning for Continuing Effectiveness) Subcommittee;
5. Criterion Five (Institutional Integrity) Subcommittee;
6. Reading/Editing Subcommittee;
7. Data Subcommittee; and
8. Resource Room Subcommittee.

The Self-Study in Relationship to Other Evaluation and Planning Activities

The Self-Study was augmented by other evaluation and planning activities at the College, including the Strategic Plan, the Bluefield State College Baccalaureate Compact, the Bluefield State College Community and Technical College Compact, and the Master Plan. Bluefield State College developed its Strategic Plan in accordance with Senate Bill 547.

The Bluefield State College Baccalaureate Compact, the Bluefield State College Community and Technical College Compact, and the Master Plan were developed in accordance with Senate Bill 653. Development of these Institutional Compacts was guided by requirements set forth by the West Virginia Higher Education Policy Commission. (Note: The complexity of the system of higher education in West Virginia is further discussed in Chapter II of this report.) The Institutional Compacts address access to higher education, academic outcomes, plans for a coordinated higher education delivery system, and contributions to the economic development of West Virginia. Like the Self-Study, the Institutional Compacts address planning issues with respect to BSC's mission statement, student learning outcomes, resources, program relevance, and overall institutional effectiveness. Hence, the Institutional Compacts provided useful data for the evaluative Self-Study process.

As mandated by Senate Bill 653, the Bluefield State College Master Plan was developed in accordance with guidelines established by the West Virginia Higher Education Policy Commission. The Master Plan addresses the manner in which the College will meet the goals and objectives set forth in the Institutional Compacts. Like the Self-Study, the Master Plan also addresses the mission statement, institutional governance, administration, resource requirements, educational services, and other services. Because the Master Plan preceded the Self-Study, it was treated as existing data and the content therein was a fundamental source of information in the evaluative process that resulted in the present report.

Documentation in the Institutional Compacts and the Master Plan serve as BSC's contract with the State of West Virginia with respect to how the College will grow and respond to regional education needs. The development of Bluefield State College's Institutional Compacts and Master Plan resulted from a major effort involving members from a variety of constituent

groups with an interest in the College and its service region. These groups included the Interim Institutional Board of Advisors (now known as the Institutional Board of Governors), College Council, the Joint Academic Affairs Advisory Committee, Student Government Association, Faculty Senate, Classified Senate, students, faculty, staff, alumni, and community members. Similarly, these same constituents provided input for the Self-Study; therefore, this Self-Study Report reflects the Institutional Compacts, the Master Plan, and the Strategic Plan as well.

Organization of the Self-Study Report

This Self-Study Report is organized into ten chapters. The first chapter provides an overview of the evaluative Self-Study process that was implemented at Bluefield State College and an explanation of the relationship between the Self-Study and other planning activities. The second provides a historical overview of the College, and the third discusses the extent to which Bluefield State College complies with the General Institutional Requirements. Chapters four through eight address the Higher Learning Commission's Criteria for Accreditation. The ninth chapter contains a summary of findings that resulted from the Self-Study process. The report's final chapter requests continued accreditation of Bluefield State College by the Higher Learning Commission of the North Central Association of Colleges and Schools.

CHAPTER II: BLUEFIELD STATE COLLEGE PROFILE AND HISTORY

Chapter II provides a profile of Bluefield State College, in terms of its history, prior experience with accreditation, the condition of higher education in West Virginia, unique aspects of the College, and issues addressed in the Team Report from the comprehensive evaluation that occurred in 1992. The Basic Institutional Data Forms in Appendix A and Survey Data in Appendix B supplement the profile and historical data provided in this chapter.

History of Bluefield State College

Bluefield State College was established in 1895 as a Black normal school by an act of the West Virginia Legislature. The institution was charged with serving the educational needs of African Americans living in the coalfields of southern West Virginia. In the early 1900s, the College adopted formal teacher training and played a vital role in training educators to return to the coalfields to instruct children of coal-mining families. Throughout the first half of the twentieth century, the College experienced enrollment increases and expanded its curricular offerings, despite the fact that the College operated with a diminutive budget. Bluefield State College was integrated in 1954. By the 1960's the College had developed comprehensive four-year programs in the areas of teacher education, arts and sciences, business, and engineering technology. Gradually, a variety of two-year nursing, allied health and technical programs emerged in response to local needs. Occupational programs were developed to meet the workplace needs of southern West Virginia, and the 2-plus-2 format, which enables students to fulfill the requirements for the associate and bachelor degrees, was approved as a part of the institutional academic degree structure. Bluefield State College has emerged as a four-year state-supported commuter college serving southern West Virginia with a primary emphasis on career

and technical two-year and four-year programs. Liberal arts offerings are designed to augment the College's unique curriculum design.

In 1975, the West Virginia Board of Regents transferred the administrative control of the Greenbrier Valley Extension Center of West Virginia University to Bluefield State College and changed its name to the Greenbrier Community College Center (GCCC) of Bluefield State College. Bluefield State College was directed to develop associate and certificate programs to meet the educational needs of the GCCC service area. At GCCC, Bluefield State College was authorized to offer complete Associate of Science degrees in general education, general business (with concentrations in accounting and management), secretarial science and law enforcement. The College was also allowed to institute Bachelor of Science degree programs in early/middle education (K-8) and Criminal Justice Administration. Students enrolled in the baccalaureate program were required to come to the Bluefield campus to complete classes during their professional semester.

In 1977, Bluefield State College entered into a cooperative agreement with Beckley College (later changed to "The College of West Virginia" and now known as "Mountain State University"), located in Beckley, West Virginia. The cooperative agreement allowed students enrolled in BSC's Associate of Science programs in Nursing, Radiologic Technology, and Law Enforcement, as well as the Bachelor of Science in Criminal Justice Administration program, to take specialty courses from BSC instructors on the campus of Beckley College. In 1992, Bluefield State College established a facility separate from Beckley College, conveniently located in Beckley's Harper Industrial Park.

A McDowell County site originated in the mid-1970's for the purpose of offering access to higher education opportunities for this rural population. The site is housed at Mount View High School and offers evening courses.

In 1989, as a result of a Carnegie Institute study of West Virginia higher education, the state legislature authorized the restructuring of the administrative organization of the higher education system. The Board of Regents was replaced by the Board of Directors of the State College System of West Virginia, an organization comprised of eight public four-year colleges and three public community colleges.

Currently, students are able to complete all requirements for selected degrees offered at the Bluefield Campus and at the Greenbrier Community College Center. Specific degree program information by site is available in the Resource Room.

The Condition of Higher Education in West Virginia

In recent years, several actions of the West Virginia legislature have had significant effects on West Virginia's higher education system. In 1995, Senate Bill 547 was passed with the underlying directive that higher education should contribute fully to the growth, development and quality of life of the state and its citizens. This legislation focused on the missions of colleges throughout the state and specifically on the institutions' capacity to deliver traditional community and technical college education. Senate Bill 547 required institutions to undergo significant restructuring but provided only limited funding for these organizational changes.

In 2000, Senate Bill 653 was passed, providing even more sweeping changes for the college and university system. This bill continued the legislative focus on higher education's responsibilities in the areas of workforce and economic development. Senate Bill 653 changed higher education's governance structure by instituting a Higher Education Policy Commission

and replacing all colleges' and universities' Institutional Boards of Advisors with Institutional Boards of Governors.

In 2001, the legislature passed Senate Bill 703, which also focused on higher education. This legislation clarifies Senate Bill 653, fine-tuning areas of performance standards. All of this legislative activity points to the fact that for nearly seven years, higher education in West Virginia has been in a perpetual cycle of change. The dynamic nature of higher education in West Virginia is further discussed in the section on Governance in Chapter V.

Accreditation Status of Bluefield State College

Bluefield State College was first accredited in 1951 by the North Central Association of Colleges and Schools. The most recent comprehensive evaluation occurred in 1992. As a result of the 1992 evaluation, Bluefield State College was granted accreditation for a ten-year period with the next comprehensive evaluation scheduled for 2002.

Currently, Bluefield State College has 16 nationally accredited academic programs:

- Eight Engineering Technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (BSC is a member of the American Society of Engineering Education);
- The Associate Degree Nursing program is accredited by the National League for Nursing and the Baccalaureate Degree Nursing Program is accredited by the Commission on Collegiate Nursing Education;
- The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology;

- The Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education and approved by the West Virginia Department of Education (Bluefield State College is also a member of the American Association of Colleges for Teacher Education); and
- Two Associate Degree and two Baccalaureate Degree Business programs are accredited by the Association of Collegiate Business Schools and Programs (ACBSP).

These nationally-accredited programs demonstrate the quality of educational and other services that Bluefield State College provides its service region.

Response to the 1992 NCA Team Report

The *Report of a Visit to Bluefield State College on April 20 – 22, 1992*, prepared by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools, included seven concerns. The reaction or response to each concern is expressed in the following section. The response to issues of concern is followed by a description of changes and significant developments since 1992.

Response to Issues of Concern

Concern One. In the 1992 NCA Team Report, the first concern states, "The existing mission statement needs to be rewritten separating the mission portion from the purposes. The purposes need to be identified and used in the Model for Assessing Student Academic Achievement." The Institution has deferred action on this issue due to the dynamics of higher education in West Virginia. However, the Self-Study process has served as a catalyst, generating ideas about a more clearly defined mission statement and a series of supporting purposes.

Concern Two. In the 1992 NCA Team Report, the second concern states, "The institution should develop a plan and schedule for making all major facilities accessible to the handicapped.

It should also develop a plan for meeting the requirements of the Americans with Disabilities Act (ADA)." Bluefield State College has addressed this concern in several ways. First, the College has established an ADA Committee. Second, the ADA Committee functions under the leadership of two Co-Chairpersons; one Co-Chairperson is responsible for accommodating ADA needs among students while the other Co-Chairperson responds to requests for accommodations among employees. Third, the College has renovated facilities to better serve individuals with disabilities (for details, refer to Chapter V). Fourth, the College develops customized strategies to accommodate the instructional needs of individuals with disabilities.

Concern Three. In the 1992 NCA Team Report, the third concern states that, "The institution needs to be audited by an outside agency on a scheduled basis. If the State Auditors are unable or unwilling to fulfill the statutory requirement of auditing institutions, then institutions should be required to contract with private firms." In response, the College began having annual accrual basis audits by an independent certified accounting firm during the 1993-94 fiscal year. In September of each year, the college has an annual financial audit for the preceding fiscal year. All audits are conducted in accordance with Generally Accepted Accounting Principles, and are provided to the state for inclusion in the state's comprehensive annual financial report.

Concern Four. In the 1992 NCA Team Report, the fourth concern states, "There has been a lack of significant progress in minority hiring in all areas, administrative, faculty and classified staff, despite affirmative action policies and procedures and clearly expressed administrative commitment. Female representation in administrative and senior faculty ranks also remains low. Increased commitment, creative effort and perhaps additional resources may help bring about change." In response to this concern, the College has initiated a number of efforts to increase

employment of minorities in all areas. These include the hiring of a multicultural affairs director with direct responsibility for increasing the number of minority faculty, staff, and students. Additionally, a multicultural affairs committee, made up of constituents from throughout the service region, was created to assist in this initiative. Finally, Bluefield State advertises administrative, faculty, and classified management positions nationwide in *The Chronicle of Higher Education*, *Black Issues in Higher Education*, and the *Affirmative Action Register*. These same advertisements are sent out to all Historically Black Colleges and Universities in the United States, all state institutions in West Virginia, various community-based organizations, members of the multicultural committee and the College's National Alumni Association.

As a result of these efforts, minority employment in the President's administrative staff has increased from 12.5% in 1992 to 27.3% in 2000. Female employment in the President's administrative staff has increased from 12.5% in 1992 to 36.4% in 2000. Further, minorities now comprise 12.3% of faculty, up from 10% in 1992.

Concern Five. In the 1992 NCA Team Report, BSC was cited for its small minority enrollment. Specifically, the concern states, "The contrast between Bluefield State College's status as a historically black institution and its current enrollment of only 8% minority students (7% black) suggests that even greater emphasis may be needed on enrollment and retention of minority students to bring the student body diversity essential to the college and the area. Although the percentage of minority enrollment has stopped declining, it has not yet begun to increase. The team commends Admissions/Enrollment Management personnel for newly implemented strategies but urges even greater efforts supported by clear and active commitment and involvement of all college constituencies." Since the 1992 site-visit, the College has sought actively to address this concern. Several strategies have been effectively implemented, increasing

minority enrollment to 11% (including 10% African-American enrollment) in the Fall 2000 semester. This represents an increase from 8% overall minority enrollment and 7% African American enrollment in 1992.

Concern Six. In the 1992 NCA Team Report, the sixth concern states, "Extensive renovation and reallocation of space is needed in the Student Union. A significant reorganization of the book store is needed as well as new management and marketing strategies directed toward student needs and desires." In response to this concern, new management of the bookstore was accomplished in August of 1997, and the bookstore was renovated in the summer of 1998. Many campus constituents were involved in the renovation process. In the fall of 1997, students in the Marketing 231 (Retailing) course, as a research class project, studied and presented formal recommendations regarding the needs of the College's bookstore. Many of these ideas were incorporated in the new bookstore. In the spring of 1998, students enrolled in the Architectural Design Studio course (ARET 402) proposed four different possible layouts and designs for the proposed bookstore. The new bookstore design was a consolidation of two of these designs. After asbestos removal, Physical Plant personnel renovated the bookstore area. The result has been successful not only in terms of a campus project, but also with the variety of merchandise available, the College has seen a large increase in the sale of non-textbook items. In addition to the main campus bookstore, a second bookstore was opened at the Lewisburg center in January 1998. Both operate under the same management.

In addition to the renovation of the bookstore, a small committee composed of staff and students made recommendations on the remainder of the Student Center renovation. The Student Center was refurbished and renovated during the Summer and Fall of 2000. The remainder of the ground floor was renovated, with (a) removal of all ceilings containing asbestos; (b) allocations

of office space for Publications and Greek Council; and (c) the installation of new ceilings, lighting, carpet, window blinds, and furniture. Upstairs, the Private Dining Room was redecorated with new carpet, draperies, and furnishings. The Cafeteria and Hebert Gallery were also redecorated with new lighting, ceiling fans, and new furniture. The kitchen has been painted and tiled, and new appliances have been purchased. At the end of July 2000, the campus community celebrated this project in conjunction with the Bluefield State College Alumni Association. The highlight of the celebration was the naming of the building the "Othello Maria Harris-Jefferson Student Center" in honor and memory of a dedicated minority faculty member who served the College for more than 40 years. Still in process is an electrical upgrade for the entire building and a mechanical upgrade for the ground floor so that air conditioning can be installed.

Concern Seven. In the 1992 NCA Team Report, the seventh concern states, "The physical plant of the Greenbrier Community College Center is inadequate for the quality and quantity of academic and student services needed by the existing faculty, staff, and student body. New facilities are badly needed." In response to this concern, BSC designed and implemented plans for new facilities for the Greenbrier Community College Center. The College Center has been relocated to the former Greenbrier College building. This building was renovated from a former administrative and residential hall into a building that houses four floors of classrooms, administrative and faculty offices, a library, a student center, and a bookstore. Special features of the building include an auditorium that seats 100 people and an interactive video distance learning classroom. The science laboratories are state-of-the-art and there are three computer classrooms. In terms of space utilization, the library has expanded and better study areas now exist. A future joint county-college library is planned for the center; this will expand library

services to students and the public. Full-time faculty have individual offices, while office space for adjunct faculty is combined in one area. The Lewisburg center has individualized offices for administrative and support services personnel.

Bluefield State College has addressed each of the seven concerns listed in the evaluation report from the 1992 site visit. The College has made substantial progress in ameliorating the identified concerns; notwithstanding, the College remains committed to improvement in the specified areas and to enhancement of other functional areas to achieve exemplary performance in providing education and support services.

Changes and Significant Developments Since 1992

In addition to addressing the concerns detailed in the site visit report, Bluefield State College has undergone several changes and significant developments since the 1992 site visit and comprehensive evaluation. Some of the more significant changes at the College flow from changes in the structure of higher education in West Virginia. Other significant developments are related to changes in the organizational structure as outlined in Chapter V. Bluefield State College has also experienced changes in academic programs (for details, see Chapter VI). Changes in facilities and space utilization have also occurred (e.g., renovation of Mahood Hall's ground floor, renovation of the third floor of Conley Hall for the one-stop-shop for enrollment management, plans for rehabilitating Hatter Hall, etc.). The development of several additional support programs is particularly noteworthy. These include the BSC Archives and Centennial History, the Center for Economic Enhancement and Occupational Skill Development, the Bluefield State Educational Opportunity Center (EOC), the Veterans Upward Bound (VUB) program, the Head Start- HBCU Partnership program, the Emerging Leaders Institute, and the Bluefield State College Research and Development Corporation.

In anticipation of the College's 1995 Centennial Celebration, the BSC Archives was established in the Hardway Library as a repository of historically significant documents and memorabilia. The archives and the publication in 1995 of the first comprehensive history of the Institution served to pay homage to BSC's rich tradition.

The Center for Economic Enhancement and Occupational Skill Development assesses, plans, develops, and implements educational and training programs that result in economic growth and community enrichment. Customized job training programs that focus on skill enhancement for the employees of business and industry are conducted on-site at the business, or at Bluefield State College facilities, depending on the needs and requirements of the business. The Center provides certification or re-certification programs and conducts seminars, workshops, and teleconferences for business and industry, professional groups, public agencies, clubs, other organizations and the general public.

The Bluefield State Educational Opportunity Center (EOC) was established in 1994. The federally funded EOC is designed to provide information and assistance to adults who are interested in postsecondary education. The Educational Opportunity Center provides information and assistance to participating adults who seek to enter or continue post-secondary education.

In 1995, Bluefield State College established its Veterans Upward Bound program. Veterans Upward Bound is a federally funded program designed to give educational assistance and counseling to qualified veterans. It serves undereducated, unemployed, or marginally employed veterans. The program provides three levels of instruction--pre-GED, GED, and remedial preparation--for college. It is designed to help low-income veterans become gainfully employed through academic achievement and enhancement.

In 1999, the Head Start-HBCU Partnership program was originated. Activities of the Head Start-HBCU Partnership program enable local Head Start programs to increase the number of personnel with associate and baccalaureate degrees. For partnering Head Start Programs, the goals of this project address federal requirements that at least half of all Head Start instructors will have at least an associate degree by 2003 and 50% or more of all Head Start instructors will have a baccalaureate degree by 2008.

In terms of newly-developed programs, funds were acquired in 2001 from the National Aeronautics and Space Administration (NASA) for the Emerging Leaders Institute. The Emerging Leaders Institute offers a holistic approach to preparing African Americans for future opportunities in science, mathematics, and technology-oriented fields. The Emerging Leaders Institute provides a support system that addresses the academic, social, cultural, and personal developmental needs of African American students who enroll in NASA-related programs at Bluefield State College.

In 2001, the Bluefield State College Research and Development Corporation was incorporated to foster, support, participate in, and assist in research and economic development activities that further the educational objectives and mission of Bluefield State College. The Research and Development Corporation acts on behalf of the College in the solicitation, receipt, and disbursement of funds for grants and contracts pursuant to institutional mission and purposes, with emphases on public service, small business development, research, and job creation. The Corporation will advance the mission of the College, enhance its resources, promote local research, and assist in improving the overall quality of life for the residents of southern West Virginia.

In summary, the College has a rich history with strong roots as a historically black institution. Its history demonstrates a commitment to serving the educational needs of disadvantaged citizens throughout southern West Virginia, with particular emphasis on assisting those groups which are underrepresented in higher education. Bluefield State College has a reputation for helping people who otherwise would not have an opportunity to participate in higher education. Accordingly, students have the opportunity to reach their potential and achieve economic stability. In spite of the numerous challenges it has faced, Bluefield State College has consistently maintained its commitment to help better the lives of those in its service region. The College continues to grow in response to emerging needs and, at the same time, seeks to improve the quality of its educational and other services. In summary, BSC is an institution with a strong past and a dynamic future.

CHAPTER III: GENERAL INSTITUTIONAL REQUIREMENTS

This chapter provides a brief summary of Bluefield State College's compliance with the 24 General Institutional Requirements (GIRs) of the Higher Learning Commission. The 24 GIRs are categorized in terms of mission, authorization, governance, faculty, educational programs, finance, and public information.

Mission

1. Bluefield State College has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

A revised general mission statement was approved by the West Virginia Board of Regents in 1985. In March 1990, the College Council, using guidelines of the Board of Directors of the State College System of West Virginia, developed the following mission and purpose statement, which guides the institution today:

> "The mission of Bluefield State College is to provide students an affordable, geographically accessible opportunity for public higher education. The College demonstrates its commitment to undergraduate education by providing a dedicated faculty and staff, quality educational programs, and strong student support services in a caring environment. All programs are designed to promote the students' intellectual, personal, ethical, and cultural development.
>
> "As an historically black, open admissions institution, Bluefield State College prepares students for challenging careers, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society.
>
> "To accomplish its mission, Bluefield State College offers undergraduate liberal arts and professional programs in applied sciences, business, education, humanities, the social sciences, engineering technologies, and allied health sciences leading to Baccalaureate and Associate degrees, the nontraditional Regents Bachelor of Arts degree, and continuing education opportunities. The College serves the citizens of southern West Virginia by providing programs principally at sites in Mercer, Greenbrier, Monroe, McDowell, Raleigh, Pocahontas and Summers Counties and in some locations contiguous to its service area" (2001-2002 General Catalog, p.5).

This statement is published in the 1991-96 long-range plan, the Self-Study, the General Catalog, the College's homepage, and in numerous other documents. The mission

statement addresses the Institution's responsibility of meeting the higher education needs of its students, its community of scholars, and the general public.

2. **Bluefield State College is a degree-granting institution.**

Bluefield State College offers baccalaureate and associate degrees, as well as certificate programs and the nontraditional Regents Bachelor of Arts Degree. Degrees offered include the Bachelor of Arts, the Bachelor of Science, the Regents' Bachelor of Arts, the Associate of Science, the Associate of Applied Science, and Collegiate certificates.

Authorization

3. **Bluefield State College has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.**

Bluefield State College was established by an act of the West Virginia Legislature in 1895 and was chartered in the same year. The College was legally authorized to grant degrees in 1928. The West Virginia State Legislature created the State College System of West Virginia in 1989 and made Bluefield State College a part of the System with authority to offer programs and degrees. Pursuant to Senate Bill 653, BSC grants degrees under the authority of the Higher Education Policy Commission and the Bluefield State College Board of Governors.

4. **Bluefield State College has legal documents to confirm its public status.**

Chapter 18 of the West Virginia Code (available in the Resource Room) is the public law that confirms the public status of Bluefield State College.

Governance

5. Bluefield State College has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

In 1989, the state legislature adopted a state statute placing Bluefield State College and other state colleges under an appointed Board of Directors. In 2000, the state legislature placed Bluefield State College under the authority of an appointed Institutional Board of Governors, effective July 1, 2001. The current local Board of Governors functions in concert with the West Virginia Higher Education Policy Commission.

6. Bluefield State College's governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Pursuant to Senate Bill 653, the Institutional Board of Governors was formed to determine, control, supervise and manage the academic, administrative, and financial policies and affairs of the College. The Board of Governors consists of twelve members: nine lay members appointed by the Governor; one full-time faculty member with the rank of instructor or above, elected by the faculty; a full-time student in good academic standing and elected by the student body; and a member of the institutional classified staff elected by the classified staff.

7. Bluefield State College has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Bluefield State College Board of Governors appoints the President, who serves as the chief executive of Bluefield State College. The President is responsible for

implementing and enforcing Board policies, along with federal and state requirements. Dr. Robert E. Moore was appointed initially to serve in this capacity on June 3, 1993.

8. Bluefield State College's governing board authorizes the institution's affiliation with the Commission.

The current Institutional Board of Governors voted to seek continued accreditation with the Higher Learning Commission on September 20, 2001.

Faculty

9. Bluefield State College employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

Faculty members of Bluefield State College have earned degrees from accredited institutions appropriate to the level of instruction offered. Academic credentials of faculty members are maintained in personnel files located in the Office of Human Resources.

10. A sufficient number of the faculty are full-time employees of the institution.

During the fall semester of 2000, Bluefield State College employed 76 full-time faculty and 135 adjunct instructors.

11. Bluefield State College's faculty has a significant role in developing and evaluating all of the institution's educational programs.

Faculty members are involved in the development of academic programs primarily through committee assignments. New baccalaureate programs, or significant changes to existing programs, must be approved by division faculty, the Curriculum Committee, the general faculty, the Vice President of Academic Affairs, and the President.

Educational Programs

12. Bluefield State College confers degrees.

Table 3.1 shows the number of associate and baccalaureate degrees conferred since the last accreditation.

Table 3.1. Number of Degrees Conferred Annually from 1992 to 2001

Year	A.S.	B.S.	Total
1992	221	276	497
1993	248	365	613
1994	270	300	570
1995	205	268	473
1996	216	226	442
1997	221	215	436
1998	175	224	399
1999	267	203	470
2000	204	187	391
2001	234	174	408
TOTAL	2261	2438	4699

13. Bluefield State College has degree programs in operation, with students enrolled in them.

Bluefield State College offers 21 associate degree programs and 15 baccalaureate degree programs. During the 2000-2001 academic year the full-time enrollment (headcount) was 1,723 and the part-time enrollment (headcount) was 925. The full-time equivalent enrollment (FTE) was 2,014.6. Students are enrolled in all degree programs.

14. Bluefield State College's degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

Bluefield State College offers undergraduate programs in applied sciences, business, education, humanities, the social sciences, engineering technology, and health sciences. As

indicated earlier, the college confers baccalaureate degrees, associate degrees, one-year certificates, and the non-traditional Regent's Bachelor of Arts degree.

15. Bluefield State College's degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

The educational programs are patterned after traditional programs of study, organized through divisions of the baccalaureate institution and the Community and Technical College component. All baccalaureate degree programs require a minimum of 128 semester hours. All associate degree programs require a minimum of 64 semester hours. All certificate programs require a minimum of 32 semester hours.

16. Bluefield State College's undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and are designed to ensure breadth of knowledge and to promote intellectual inquiry.

Each Bachelor's or Associate's degree program specifies general studies requirements for graduation. Bachelor's degrees require 40 hours and associate's degrees require 18 hours. All degrees conferred by Bluefield State College mandate competencies in basic skills and core components as reflected on pages 66 through 68 of the 2001-2002 General Catalog.

17. Bluefield State College has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

The admissions policies of Bluefield State College are described in the General Catalog (pp. 39-41) and are consistent with the mission of BSC. Open admission exists at Bluefield State College via the Community College component; however, admission to selected associate degree and baccalaureate degree programs is restricted.

18. Bluefield State College provides its students access to those learning resources and support services for its degree programs.

Students at Bluefield State College have access to a myriad of learning resources, including: computer laboratories, distance learning laboratories, science laboratories, a writing laboratory, libraries, network services, and online databases. Students also have access to academic advising, career counseling, mentoring, tutoring, supplemental instructions, preceptors, and other support services. Students also involve themselves in various other activities that promote intellectual growth, including internships, externships, clinicals, practicums, service learning, the Model United Nations (UN) Debate Team, the Emerging Scholars Program, the Emerging Leaders Institute, the Bonner/Americorp Project, honor societies, professional organizations, and numerous other student organizations.

Finances

19. Bluefield State College has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Bluefield State College has annual accrual basis audits conducted by an independent certified accounting firm. Independent accountants audit records and financial documents for the preceding fiscal year in accordance with Generally Accepted Accounting Principles.

20. Bluefield State College's financial documents demonstrate the appropriate allocation and use of resources to support its educational programs.

Funds appropriated by the West Virginia Legislature and allocated by West Virginia Higher Education Policy Commission (formerly the Board of Directors of the State College System) and student fees represent the major sources of income supporting the College's operating budget. Income from federally-funded programs and other sources provides the

remainder of the funding. Most federal funding is for student financial aid, developmental education, student services, sponsored programs, and support of academic, administrative, and general support functions.

21. Bluefield State College's financial practices, records, and reports demonstrate fiscal viability.

The fiscal viability of Bluefield State College is well documented in audit reports, financial statements, and site-visit reports.

Public Information

22. Bluefield State College's catalog or other official documents include its mission statement along with accurate descriptions of its educational programs and degree requirements; its admissions policies and practices; its academic and non-academic policies and procedures directly affecting students; its charges and refund policies; and the academic credentials of its faculty and administrators.

The aforementioned information is included in the College's General Catalog, which is published annually. Each edition is carefully reviewed and organized in a manner that is conducive to easy reference by members of the college community. Sections dealing with admission policies, residency status, academic requirements, and fees and refund policies are clearly stated. The Catalog provides detailed information regarding all academic programs, general education requirements and degree requirements.

23. Bluefield State College accurately discloses its standing with accrediting bodies with which it is affiliated.

Bluefield State College discloses in its publications accurate information that describes academic programs as well as the accrediting bodies with which programs are affiliated.

Information related to the College's standing with accrediting bodies is published in the College Catalog, press releases, grant proposals, and various other institutional reports.

24. Bluefield State College makes available on request information that accurately describes its financial condition.

Each year Bluefield State College develops income schedules, expenditure schedules and operating budgets. The College's administration ensures the availability of these documents and other appropriate information to keep the public informed about the institution. Consistent with existing state statutes and policies regarding the public's right to obtain public documents, Bluefield State College fulfills all requests for fiscal information.

PART 2 – CRITERIA

CHAPTER IV: MISSION AND PURPOSES (HLC Criterion 1)

The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

This chapter focuses on the mission and purposes of Bluefield State College. It begins with an evaluative review of the College's mission statement and institutional goals. The Institution's efforts to inform the public of its mission and purposes are examined next. The chapter proceeds with an examination of the extent to which BSC supports freedom of inquiry and an evaluation of institutional commitment to excellence. Strengths of BSC's mission and purposes are then summarized, and the chapter concludes with recommendations for improving the College's performance with respect to its mission and purposes.

Mission and Goals

Mission Statement

According to a survey of constituents, Bluefield State College's mission and purposes were rated as superior in terms of appropriateness (see page 26). Additionally, most constituents indicated that BSC fulfills its mission (see Appendix B).

Bluefield State College's mission and purposes were also rated as satisfactory in terms of clarity. In fact, most constituents indicated that Bluefield State College has a clearly defined mission statement. Constituents also indicated that the mission of Bluefield State College has been communicated to them. The current mission statement's strengths are its areas of emphasis: it identifies students' needs, the College's many geographic sites, and the importance of involvement in the community.

As the Strategic Plan was developed in 1995, special effort was taken to ensure that the College's mission was appropriate, and as a result, all goals detailed in the Strategic Plan resonate from the mission statement and purposes. Goals of the Strategic Plan for 1995 through 2000, listed below, were developed in concert with the Institution's mission and purposes.

1. To offer quality educational programs to prepare students for lifelong education, successful careers, and contemporary life and implement a comprehensive assessment program to evaluate the outcomes of the teaching/learning process;
2. To continue to provide and develop both traditional and innovative means of meeting the educational needs of various service area constituencies;
3. To recruit, retain, and graduate students who have developed intellectually, personally, ethically, and culturally;
4. To extend the use of technology and information resources in order to provide quality service and support to the total educational program;
5. To implement the campus master plan for facilities and to optimize the current use of campus facilities and equipment;
6. To increase and strengthen the scope of support services for students to meet the needs of a growing traditional and non-traditional student population;
7. To strengthen overall institutional effectiveness through an improved and more diverse financial resource base;
8. To promote campus life and improve communications among all college personnel; and
9. To lead in the expansion of volunteerism and working partnerships with constituent groups that will enhance community, cultural, and economic development.

Beginning in 2000, the College relied upon its mission statement and Strategic Plan as touchstone references in the process of developing Institutional Compacts. The mission and purpose statements address the four strategic issues of Bluefield State College's Institutional Compacts. The four strategic issues as enumerated in current legislation follow:

1. Access to higher education;
2. Academic outcomes;
3. Coordinated higher education delivery system; and
4. Contributions to the economic development of West Virginia.

Based on a review of the appropriateness of the mission statement and purposes, three recommendations are suggested for improvement. The first involves recognition of the fact that staff rated the appropriateness of the mission statement and purposes lower than did all other constituent groups. This suggests that the College should strive to expand involvement of staff in the future writing of the mission statement and purposes. The second recommendation is that the mission statement should be written with quantifiable terminology and assessed accordingly. To accomplish this, a committee comprised of stakeholders should be established to determine whether the mission statement and purposes are being met and to make recommendations when needed. Guidelines for the recommendations must include the Strategic Plan and Institutional Compacts. The third recommendation emanates from the fact that the current mission statement and purposes address goals of the Strategic Plan.

Goals

Bluefield State College's performance in setting long-range and short-range institutional goals has been rated satisfactory. To effectively establish and implement long-range and short-range goals, an institution's constituencies should have a functional awareness and understanding

of those goals, which must be clearly defined. Constituent groups indicated that the set of goals were generally recognized and understood. Staff and faculty agreed that Bluefield State College has a set of clearly defined goals. Regarding the question of whether the College informs people of its institutional and educational goals, staff and faculty expressed moderate levels of satisfaction while students, alumni, and the public indicated higher levels of agreement (see Appendix B).

Based on efforts to evaluate its purposes, the College received a satisfactory rating. Evaluation processes now in place are effective because they invite analysis by various constituencies, including students, faculty, staff, alumni, members of the Institutional Board of Governors and members of the general public. Information gathered through the process of evaluation of purpose is considered in the development of each annual update of the Strategic Plan and was used in the development of the performance indicators in the Institutional Compacts.

With an eye to the future, the use of the Internet and electronic mail continues to grow. In order to promote greater awareness and understanding of stated purposes, the College will use its web site to focus greater attention on the statement of those purposes. Additionally, those accessing the site will be invited to communicate, via e-mail or other means, about the Institution's stated purposes.

The Strategic Plan identifies such goals as offering quality educational programs and implementing a comprehensive assessment program, and continuing to provide and develop both traditional and innovative means of meeting students' educational needs. These and other goals of the Strategic Plan were prompted by the stated purposes. The responses of the constituent

groups reflected strong belief in the performance in facilitation of understanding of stated purposes, underscoring the level of dedication to accomplishment of these goals.

As was the case with the goals of the Strategic Plan, the Institutional Compacts' performance indicators also were inspired by the Institution's stated purposes. And, again, the strength of the survey responses of the constituent groups can be extrapolated to reflect a belief in the commitment to achieving the goals associated with the performance indicators.

Efforts to Inform the Public

Generally speaking, constituent groups rated Bluefield State College's efforts to inform the public of its institutional and educational goals from satisfactory to good. Interestingly, students, the public, and alumni gave the College a more satisfactory evaluation of its efforts to "inform everyone of its institutional and educational goals." Faculty and staff rated efforts to inform the public significantly lower than students, alumni, and the general public, pointing to a need to examine the methods by which employees are informed of educational and institutional goals (see Appendix B).

Two weaknesses were identified in the area of informing the public of institutional and educational goals. Only $30,000 (roughly 0.3 percent of the College's operating budget) is spent on advertising and marketing, suggesting the need for a larger budget. As a result, the College often has not promoted its strengths. The Institution should be more aggressive in promoting its strengths. Second, focus group interviews revealed that some employees and students at campuses other than Bluefield (i.e., the Beckley Campus, the Greenbrier Community College Center, and the Welch site) felt disconnected from the main campus.

Freedom of Inquiry

Bluefield State College's performance in supporting freedom of inquiry rated between good and superior. For the purpose of this response, freedom of inquiry was considered as the freedom to seek information or practice freedom of expression without concern about reprisal, the freedom of access to information about the Institution, and its support of academic freedom, especially in the area of research.

The survey data indicated a high level of agreement regarding the Institution's support for freedom of inquiry, with particularly strong agreement among faculty, students, alumni, and the public. Moreover, survey data also indicated that an individual's privacy is protected at Bluefield State College. Across the board, constituent groups did not indicate the threat of loss of privacy. Because this threat is not perceived to exist, it is not an impediment to freedom of inquiry. The perception that the administration at Bluefield State College is open to suggestions from faculty, staff, students, alumni, and public ranged from moderate to high. The perceived receptivity of the administration to suggestions (and inquiries) from its constituent groups serves to foster an environment where freedom of inquiry is encouraged.

The College makes available a variety of informational documents, including the Higher Education Report Card, Statistical Profile, Strategic Plan, and IPEDS data. The College has also established the position of Institutional Researcher to facilitate inquiry and research about the institution.

The support of freedom of inquiry rests in Bluefield State College's encouragement for faculty and staff research efforts. The Center for International Understanding has grown significantly through its research efforts and grantsmanship. The College recognizes and works to assist in fostering faculty research efforts with numerous external agencies, including the U.S.

Department of Education, U.S. Department of Defense, the Department of the Navy, the Marshall University Transportation Institute, the National Aeronautics and Space Administration (NASA), the U.S. Department of Interior, and others. Significantly, two members of the faculty and a President's Staff member are beginning a team research project, an “Analysis of Strategic Planning at Historically Black Colleges and Universities,” that will enhance research and inquiry at this institution.

Commitment to Excellence

The findings suggested that most constituents characterize the College’s performance in demonstrating a commitment to teaching and learning excellence as outstanding. Constituents identified numerous strengths with respect to the demonstrated commitment to teaching and learning excellence. For example, constituents rated as outstanding the preparation of students for career or advanced study opportunities (see Appendix B). Other indicators of commitment rated as superior included: graduates can compete successfully with graduates from any university or college; the academic curriculum is evaluated and adjusted to maintain professional relevance; and the College delivers to students the quality of education advertised in the recruiting materials.

The commitment to excellence in teaching and learning relates directly to the accomplishment of goals of the Strategic Plan. For example, the third goal states that academic preparation should be improved so students are better prepared to be successful in selected fields of study and career development. In order to achieve this goal, the College adopted such objectives as the hiring of faculty who have earned doctoral degrees and professional certificates, the provision of professional development and training to enhance the quality of instruction and

services, and the ongoing evaluation of the teaching and learning process to determine areas of effectiveness and areas warranting change.

The commitment to teaching and learning excellence was a driving force in the development of performance indicators in the Compact. Examples can be found under Goal B of Academic Outcomes, which focuses on enhancing higher education teaching effectiveness and student learning through assessment. Performance indicators for this goal included the assessment of graduates' general skill levels, with the six-year goal of bringing the graduates' mean scores to within one standard deviation of the national mean in all areas of the CAAP examination. Another indicator was related to the assessment of graduates' proficiencies in their respective fields of study.

Strengths

1. The current mission statement encompasses the need for a caring environment to support student learning.
2. The long-range and short-range goals in the Institutional Compacts are related to the mission statement and purposes.
3. The College accurately promotes its mission and delivers to students the quality of education as publicized.
4. The College provides an atmosphere that engenders excellence in teaching and learning.

Recommendations for Improvement

1. The administration should form a committee and charge it with writing a more clear and concise mission statement as well as specifying measurable purposes.
2. College personnel should make efforts to better facilitate communication among all constituent groups.

CHAPTER V: RESOURCES (HLC Criterion 2)

The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

This chapter focuses on BSC's resources. The chapter contains an evaluation of institutional governance, human resources, services, physical resources, and financial resources. The chapter continues with a discussion of institutional strengths in terms of resource utilization and concludes with recommendations for improving the availability and utilization of resources.

Governance

Governance Structure

Bluefield State College had traditionally functioned with an Institutional Board of Advisors. This group was comprised of eleven members representing the administration, faculty, classified staff, and student body, as well as citizens from the service region. This board was responsible for advising the President on issues related to various policy areas including the mission, academic programs, the budget, and capital facilities. Final authority on all matters belonged to the President, who reported to a college system Chancellor, who in turn reported to a college system Board of Directors. This structure was unchanged with Senate Bill 547 and continued until passage of Senate Bill 653 in 2000.

With this legislation, the Institutional Advisory Board was transitioned into an Institutional Governing Board. Among the responsibilities of this new board is the supervision of the College president with the ability to appoint or terminate as necessary. Under the new system, the Institutional Board of Governors reports to a Higher Education Policy Commission, which evaluates funding and resource needs based upon performance in a number of areas designated in a formally approved Institutional Compact. Ten peer institutions with similar

missions and characteristics, located in other states, were selected for each public institution by the Higher Education Policy Commission and will provide comparative data for decisions regarding funding and resource allocations. The peer institutions are:

1. Mesa State College;
2. Lewis-Clark State College;
3. Purdue University – Calumet Campus;
4. Purdue University – North Central Campus;
5. Lake Superior State University;
6. Missouri Southern State College;
7. Keen State College;
8. Dickinson State University;
9. Shawnee State University; and
10. Cameron University.

During this time of diverse governance challenges, the College has continued to operate effectively and efficiently. It has maintained 16 nationally accredited degree specific programs, more than any other four-year college in the state. Graduates in technical programs regularly score highly in occupational certification examinations. For example, students in AS Radiologic Technology and the AS Nursing Program consistently score above 90 percent on licensure examinations, ranking them among the highest in the state.

Policies and Procedures

BSC's structures, policies, and procedures were rated as satisfactory. Policies, procedures and rules are established at the federal, state, and institutional level. At the institutional level, policies may be recommended to the President through the College Council, comprised of

administration, faculty, student and classified staff representatives. Effective July 1, 2001, Senate Bill 653 authorized the Institutional Board of Governors to approve institutional-level policies and procedures. All policies and procedures (including updates) are distributed to employees via the President's Office.

Human Resources

Organizational Structure

In 1995, Bluefield State College began to reorganize in response to West Virginia Senate Bill 547, which was the first of several legislative changes designed to place greater emphasis on higher education in the state. This legislation was drafted with the underlying directive that higher education should contribute fully to the growth, development and quality of life of the state and its citizens. It focused on the mission of colleges throughout the state and specifically on the capacity of institutions to better deliver traditional community and technical college education.

Initial changes made by the College included restructuring its Office of Continuing Education into the Center for Economic Enhancement and Occupational Skill Development. This was done in order to improve the College's ability to provide customized training and other types of work force development-related technical assistance to business and industry throughout the service region. Since its creation in 1995, the Center has provided customized training or skill development programs for nearly 40 companies throughout the service region. Additional changes included an increased number of externally funded programs geared towards serving other, more non-traditional parts of the community.

These changes made a significant difference in the appearance of the organizational chart. Appendix C represents the current organization, which was changed in 1997 in response to

statutory mandates. Essentially, a cabinet consisting of three Vice-Presidents (Financial and Administrative Affairs, Academic Affairs, and Student Affairs) is charged with the administration of units and departments at the College and reports directly to the President. Additionally, a Presidential Administrative Support staff is charged with developing more non-traditional aspects of the College, including the growth of externally funded programs.

Administration

Administrators are experienced and qualified in fields that engender successful management. Each member of the President's Administrative Staff brings experience from similar positions at other institutions of higher education or from business and industry. Like other employees, members of the administration have accepted additional responsibilities as the College has responded to funding challenges. In addition, members of the administration maintain leadership positions in statewide organizations associated with functions or departments and are active in efforts to improve departments' performance through benchmarking with other organizations and staying abreast of tools and technologies to better achieve job requirements.

The Self-Study indicated favorable results for the administration with respect to its communication and decision-making processes. Respondents in all demographic categories rated the College as satisfactory when asked whether the College informs constituents of its institutional and educational goals. Students responded with a superior rating with respect to this question, as did the public and alumni. The faculty and staff rated efforts to inform constituents as satisfactory. In rating the administration's attempts to interact with and consider suggestions from various constituencies, the results were very similar. All respondent groups rated the administration's efforts as satisfactory or above, with the public providing a rating of

outstanding. Positive results such as these indicate that the various constituent groups view the administration and institutional governance as favorable.

Faculty

Bluefield State College had 76 full-time instructional faculty members in the Fall of 2000. Of these, 38% held Doctoral degrees, 59% had Master's or Post-Master's degrees, and the remaining 3% had Bachelor's degrees (see Basic Institutional Data Form C, Part 1 in Appendix A). Six faculty members are employed at the Greenbrier Community College Center and four at the Beckley Center. The remaining 66 faculty members are based in Bluefield, although several of these also teach in either Lewisburg or Beckley. One hundred thirty-five adjunct faculty members were utilized during Fall 2000 to teach courses at all three locations.

Faculty at the College are dedicated and are experts in their respective fields. In addition to teaching, all faculty are actively involved in the academic advising process. They have come to the College with substantial experience in professional fields. Some also serve as resources for business and industry by providing technical assistance and/or training services through the Center for Economic Enhancement and Occupational Skill Development. Additionally, several faculty are actively involved in providing continuing education programs and opportunities for professionals in relevant fields.

Another strength of the faculty is participation in and dedication to community service; this quality is demonstrated among staff and administrators as well. The college community, including faculty, participate in a variety of projects assisting local organizations, including the Greater Bluefield Chamber of Commerce and the City of Bluefield. Examples include setting up computers and registration systems for the Chamber's largest revenue-producing event, the Bluefield Coal Show, which brings together industry representatives from all over the world.

Accounting faculty and students annually assist hundreds of regional citizens in the preparation of their federal and state income tax returns through the Volunteer Income Tax Assistance program. Engineering faculty have coordinated improvement projects throughout the community and the College campus. Allied Heath faculty regularly provide free services and outreach to schools throughout the service region. They provide similar services and outreach through community-based organizations to people who otherwise might not be served.

Faculty are viewed as integral to the Institution, as evidenced by survey data. Faculty, staff, and students provided a superior rating of the quality of education delivered, which is a direct reflection on the faculty. The students' rating of the quality of education was the highest of the constituent groups, indicating that students perceive faculty as a strength of the College.

Support Staff

The College support staff is comprised of the following areas: clerical support staff; physical plant; technical/paraprofessional; professional; executive, administrative, managerial; and President's cabinet and non-classified employees. The following table represents the distribution of personnel.

Table 4.1. Bluefield State College Support Staff by Area.

Area	Total	Minority	Female
Clerical Support	40	4	40
Physical Plant	21	6	1
Technical Paraprofessional	23	3	13
Professional	20	3	12
Executive, Administrative, Managerial	26	6	11
President's Staff	16	4	6
Total	146	26	83

A significant strength of the support staff is its stability. Employees remaining at the institution for a five-year period or longer are depicted in the table below.

Table 4.2. Employee Recognition for Years of Service.

Years of Service	2001	2000	1999	1998	1997
30 years	1	2	2	3	3
25 years	0	3	2	1	2
20 years	6	5	3	5	7
15 years	6	5	8	6	13
10 years	9	18	10	4	15
5 years	7	7	7	7	20

Like faculty and administration, staff members often perform multiple duties and are also actively involved in the community. Employees regularly assist in civic and local Chamber of Commerce functions and campus programs such as beautification and wellness.

Students

According to survey data, Bluefield State College does a superior job of recruiting students from various ethnic, racial, socioeconomic and geographic areas. This conclusion is supported by an enrollment increase of 10.5% for Fall 2000, which led the public institutions in West Virginia in the percentage of enrollment growth (see Appendix A).

Table 4.3. Sample Fall 2000 BSC Student Profile by Primary Feeder High School.

Greenbrier East High School	334
GED	253
Princeton High School	230
Bluefield High School	204
Mt. View High School	175
Greenbrier West High School	96

Iaeger High School	68
Montcalm High School	64
Big Creek High School	45
Woodrow Wilson High School	41
Shady Spring High School	26

Longitudinal recruitment data reflect that the College is attracting more academically-prepared students (mean ACT scores rose from 18.2 in 1995-1996 to 19.0 in 2000-2001). Also, the College's student body is becoming more racially and ethnically diverse (11.1% of all students are minorities). Significantly, the Institution's focused efforts have resulted in African American student enrollment gains for four consecutive years (6.06% in 1996 to 9.93% in 2000). These figures, demonstrating the College's commitment to diversity and outreach, are particularly impressive considering that the College has no student housing and is located in a region with a relatively small minority population (3.2% African American population in West Virginia) and a shrinking number of recent high school graduates.

In large measure it is the quality of the College's academic programs that attracts students to the Institution. The following table reflects Fall 2000 enrollment by discipline.

Table 4.4. Fall 2000 Student Profile by Discipline.

DISCIPLINE	ENROLLMENT
Arts & Sciences	783
Business	441
Engineering Technology and Computer Science	350
Corrections, Law Enforcement, Criminal Justice	211
Occupational Programs	175
Education	155
Nursing	153
Radiologic Technology	45
Regents BA	45

Development of Enrollment Management and the creation of the One-Stop-Shop have lowered many of the barriers that often hinder marginal or weakly-motivated students from starting and remaining in college. Additionally, the College has developed several avenues to assist under-prepared students in reaching the competencies needed to succeed in college credit courses in English and mathematics. These include an Emerging Scholars Program (held during the summer), a commitment to schedule a multitude of developmental classes, and utilization of alternative placement instruments that are less intimidating to non-traditional students than the ACT. Outreach admissions programs such as Educational Opportunity Center and Veterans Upward Bound also continue to seek opportunities to expand the scope and effectiveness of admissions efforts.

BSC has made efforts to enroll more international students. The majority of international students who enroll at Bluefield State College do so through the encouragement of their respective embassies, and these students typically enroll in nationally accredited baccalaureate programs. These include Architectural, Civil, Electrical, and Mechanical Engineering technologies. As noted earlier in this report, the College has recently received national (ACBSP) accreditation for the Business Administration and Accountancy programs, which will open additional avenues for international students. The number of international students varies between 30 and 50 each year.

Several external weaknesses impact student enrollment. The regional population base continues to decline, with a resulting decline each year in the number of high school graduates. Southern West Virginia is economically distressed, which leads many prospective students to believe that they cannot afford to go to college. Among the internal weaknesses is the lack of student housing, which limits the recruitment efforts in areas far beyond the boundaries of the

region. Limited scholarship and grant funds also impact the College's ability to compete for the better high school and transfer students.

Bluefield State College provides services to a seven-county area of southern West Virginia. Since the last self-study was completed in 1992, population has dropped by nearly 3% to 240,695 persons. Per capita income ranges from a low of $13,786.00 in McDowell County to a high of $20,384.00 in Mercer County, where the main campus is located. Given these demographics, a number of actions must be undertaken to achieve institutional goals and objectives. There must be increased scholarship funds; the recruitment area must increase, which will require that student housing be available; the Institution must look at adding academic programs and student services at both Beckley and Lewisburg, which may require shifting of resources from the main campus; and the Institution must continue to expand opportunities for high school students to gain college credit through Tech Prep articulation agreements, dual credit classes offered in the high schools, and on-campus classes offered to provisional students at reduced rates.

Services

Support Services

Academic and institutional support services utilize financial, human, and physical resources and make available services that contribute to student success. The following support services are available on all three campus locations, either through on-site staff or from main campus extended-service programs: developmental courses, special needs accommodations, advising and placement, a college-experience course, computer laboratories, records/registration, Special Support Services (tutoring, academic skills workshops, etc.), enrollment services, the one-stop-shop, Workforce Investment Act services, Financial Aid services, veterans services,

and security. Bookstore services are available on-site at Bluefield and Lewisburg and by mail for students in Beckley.

Increased utilization of technology has improved student accessibility to college services at all sites. To provide area-wide information and access to student services, Bluefield State College fulfilled a commitment to provide computers, software, and fax machines to all sites. The College uses the Banner student information system, which is networked to all branch campuses to provide access to information such as schedules, course and grade histories, advisors' names, and student addresses and phone numbers. Planned implementations will allow student advisors to complete a degree audit for advisees and enable students to register online through the web page.

The Enrollment Management unit was created in June, 2000, in an effort to focus greater attention on recruitment outreach and to streamline the enrollment process. Under the direction of the Director of Enrollment Management are the following areas: Recruitment, Admissions, Advising and Testing, Orientation, Scholarships, Records and Registration, Career Services, Veteran's Upward Bound, and the Educational Opportunity Center.

The purpose of the Enrollment Management unit is to provide the services prospective students need to enroll at Bluefield State College in an easy, accessible, and caring manner. The creation of the one-stop-shop in the Enrollment Services unit allows a student to come to one location to apply for admission, financial aid, and scholarships; be tested for placement; receive career counseling; and register for classes. This seamless approach is for both two-year and four-year traditional and non-traditional students. It utilizes cross-trained staff available throughout Enrollment Management, not only to recruit and enroll students, but also to continue the relationship for skill development, intervention, and college success strategies.

Several innovative programs have been developed to support these initiatives, including a tuition-free summer student transition/academic skills development program (Emerging Scholars), a college visitation program for all tenth graders in the seven-county area (College Tech Prep Career), and a high school senior in-school college registration program for the main feeder schools in the region.

The Enrollment Services Center provides a variety of retention programs. This component provides a college success course (Life Management Skills), assessment/placement testing, academic advising and counseling for at-risk students, follow-up tracking of non-registered students after early registration, and workshops and tutoring for students, including career counseling.

Bluefield State College uses the ACT and COMPASS as its placement examinations. COMPASS is a product of ACT, Inc., designed specifically to serve adults and last minute walk-in applicants. The COMPASS test is administered to incoming full-time and part-time students who need to enroll in introductory English and mathematics courses. The purpose of the test is to advise students in choosing appropriate classes and to improve their chances to succeed in college.

The College is committed to providing and expanding its testing/placement services. Testing laboratories have been developed on each campus and laptops have been purchased to enable the staff to take testing activities to off-campus locations when needed. Immediately after testing, students receive their results and meet with a counselor.

The academic advising system assists students as they clarify life career goals and develop individualized academic plans. Each student is assigned a faculty advisor or counselor from the Enrollment Services Center. Advisors meet with advisees to discuss academic progress,

help with course registration, and assist with referrals. Enrollment Services counselors advise students who are undecided or need developmental coursework. Upon completing developmental courses and deciding on a major, students are assigned to appropriate faculty advisors. Staff counselors are available at the Bluefield, Lewisburg, and Beckley sites.

Students are notified at midterm if they are not making satisfactory progress, and are encouraged to take specific action such as consulting advisors, seeking tutoring, or withdrawing from those courses in which performance is deficient. The College also requires faculty to report those students who are not attending class regularly; students are notified by the Registrar's Office that they have been withdrawn from the class but may be reinstated by contacting the faculty member and satisfying any deficiencies. A notice of the withdrawal is also sent to the Enrollment Services Center for follow-up.

Data indicate that students are satisfied with the advising system. On the Noel-Levitz Student Satisfaction Inventory, last administered in the Fall of 1999 (and administered every two years), Academic Advising was second only to Safety and Security in terms of importance to students. The gap between expectations and satisfaction was among the smallest of the eleven categories in the survey.

Bluefield State College offers a course for at-risk students who are not familiar with the College environment. Through the Life Management Skills course, students improve their skills in note-taking and test-taking, memorization techniques, reading, critical thinking, life skills, time management, and career exploration. Additionally, students are exposed to community/school involvement opportunities and learn about the traditions and history of Bluefield State College.

The Registrar's Office handles all academic record keeping and reporting, including transcripts, student registrations, and grade reporting. The office conducts degree audits, assists in appropriate aspects of state reporting, provides program and course data to staff, assists in the preparation of registration schedules, and implements and maintains grading and enrollment policies. The office also coordinates transfer credit evaluation and articulation agreement development, and certifies students for veterans' educational benefits.

Permanent student records are maintained in Bluefield for consistency of service and security of information and records. All academic records are entered into the Banner Student Information System, with regular backups exported to an off-campus location. Paper materials in student folders are scanned upon graduation and paper material destroyed, except for official transcripts. The folders are then stored in a secure location in the basement of Conley Hall. All scan disks are stored in a fire-proof safe in the Registrar's Office.

All sites conduct registration with knowledgeable staff who disseminate information and answer student questions. During registration, faculty advisors and counselors meet with students to arrange course schedules. Registrations may be entered by these advisors and counselors at desk computers or taken by the students to multiple entry points on campus.

Veterans, reservists, or dependents of deceased veterans may be eligible to receive educational benefits. The Records Officer in the Registrar's Office is the contact person for veterans' services. To receive benefits, students must meet the Veterans Administration's grade and attendance criteria. Additionally, the Veteran's Upward Bound program provides assistance for veterans to give them an opportunity to prepare for college. The program offers remediation, refresher classes, individual tutoring, academic assessment, career counseling, cultural events,

academic, career, and college information, and assistance with completing financial aid and college admissions forms.

Bluefield State College offers many services to assist students and area residents in finding job opportunities and successfully securing employment. For example, in order to determine students' likes and dislikes and to explore their career interests, the College offers interest inventories through the Counseling Office, the Educational Opportunity Center, the Veterans Upward Bound Program, and other programs such as Talent Search. Additionally, Career Services offers computerized job referral systems, a job bank, details on current part-time and full-time job openings, help with resumé writing, and interviewing assistance. This office also coordinates employer contacts through an on campus job fair held annually. It also provides transportation to several other regional job fairs, job postings on a bulletin board outside the office, and publishes job opportunities in the student newspaper.

Bluefield State College recognizes the need for safety and security at all sites. The Director of Public Safety in Bluefield is responsible for coordinating contract help and student employees to provide security to and from vehicles for evening classes, parking enforcement, and assistance for individuals experiencing vehicle problems. The Director also investigates campus incidents and maintains records for annual reporting of crime statistics. Security in Lewisburg and Beckley is provided on a contractual basis as needed. According to the most recent Student Satisfaction Inventory, Safety and Security was the most important category to students. While students expressed satisfaction with the safety of the campus, they identified a desire for additional parking. The administration is constantly seeking ways to alleviate this concern, including realigning course scheduling to spread out classes and paving new parking areas as funding and land use allow.

The Bluefield State College financial aid program is designed to assist students with financial issues associated with attending college. The primary functions of the Financial Aid office are informing students and their families of financial aid availability, processing financial aid applications, preparing financial aid awards, and coordinating/conducting student financial aid programs. Financial Aid personnel work with Enrollment Services counselors at all locations to help clarify questions and concerns that students have regarding financial aid. Scholarships, loans, grants, and work-study funds are processed through the Bluefield campus, and at designated times in Lewisburg and Beckley. Under state law, a deferred payment plan is available to assist students. The Institution also has a limited emergency loan fund for tuition and fee loans and a B.O.O.K.E.N.D.S. (an acronym for Building Opportunity Objectively to Kindle Enrichment for Needy Deserving Students) program that assists students with textbook expenses through loans and grants.

The Financial Aid Office and other agencies make every effort to meet the financial needs of those qualified. The amount of assistance depends on eligibility criteria and the availability of federal, state, and other agency funds. These funds are awarded to eligible students according to academic qualifications, financial need, and availability of funds. Sources of financial aid include federally funded Pell Grants, the Direct Loan program, the Supplemental Education Opportunity Grant program, the Federal Work Study program. State funding includes tuition waivers (both academic and athletic), West Virginia Higher Education grant programs, Vocational Rehabilitation, National Guard, and Workforce Investment Act (WIA) benefits. Additionally, the Bluefield State College Foundation and Greenbrier Community College Foundation allocate private funding for scholarships, which are administered by the Office of

Enrollment Management in conjunction with the Office of Institutional Development and Advancement.

The Student Support Services (SSS) program works in collaboration with the Enrollment Services office to provide assistance in addressing individual student needs. This TRIO grant program provides free services to students who need academic. Students who come from low-income families, are the first family member to attend college, and/or have a disability often have a more challenging time with studies and with the College environment. Counseling services are available to assist students with their personal problems and concerns, such as family relationships, financial problems, or teacher-student cooperation. Other services offered include career exploration, transfer assistance, mentoring, and cultural experiences. Data indicate that the Student Support Services grant program has helped students succeed. Approximately 265 students receive services annually. Of those who participated in 1999-2000, the overall retention rate was 79% for all participants; 84% had a G.P.A. of 2.0 or higher; 72% of tutoring participants passed the tutored course; and 11 of 25 senior participants graduated with a baccalaureate degree.

The Americans with Disabilities Act (ADA) ensures access to college academic programs for students with disabilities. In order to receive accommodation services, the student contacts the Office of Student Support Services. Students with disabilities are assigned to a counselor who, in collaboration with the ADA Coordinator, ensures necessary accommodations are provided to help the student succeed in the classroom. A file is established containing information regarding the student's disability as well as reasonable accommodations that can be provided. These accommodations are based on documentation provided by the student through his or her high school, physician, or other agency. While Bluefield State College cannot provide

testing to determine disabilities, the College does refer students to other agencies that may be able to help students establish the existence of a disability. Bluefield State College's commitment to provide accessible programs and facilities to all students is demonstrated by the number of services available to students through the ADA Services Coordinator. During the past five years, an average of 45 students have been served annually. The disabilities identified include hearing impairment, visual impairment, orthopedic/mobility impairment, and learning disabilities.

Services for students with disabilities include test readers and/or scribes, textbooks on tape, text enlargement, note-takers, tutors, sign language interpreters, and computer-assisted software. The special needs staff work at developing faculty and staff awareness of disabilities and ADA requirements for services to students with disabilities. The ADA Services Coordinator has prepared a brochure listing the services available and how to apply for those services. Of those requesting assistance, 100% received services.

The Student Government Association represents the student body in the decision-making process directly affecting students. It serves as a channel for the expression of student opinion, encourages the personal and academic development of students through participation in student activities, promotes a feeling of unity among the entire academic community, enhances the relationship between the academic community and its service area, maintains an active relationship with the Alumni Association, and promotes student responsibility and leadership.

An active Campus Life Office demonstrates the College's commitment to the belief that education extends beyond the classroom. In addition to academic enrichment, the College is committed to the social, cultural, and physical development of our students. This commitment is accomplished by working with and providing support for students as they participate in extracurricular activities, intramural activities, clubs, student organizations, leadership

opportunities and other related learning experiences outside of the classroom. Campus life activities are available on both the Bluefield and Lewisburg campuses, but efforts to broaden students' participation are complicated by the fact that Bluefield State is a commuter college.

Academic Services

Computer laboratories are an integral part of the educational setting, enabling Bluefield State graduates to enter the job market or graduate school with knowledge and skills that reflect current ideas and technology. Bluefield State has made a major investment of financial, physical, and human resources to provide up-to-date computer laboratories that are accessible to students at all sites at flexible times. Knowledgeable staff members are available to assist students whenever needed. As a result, all students and college personnel have campus-based Internet access.

Bluefield State College technology services consist of support rendered to faculty, staff, and students by the Instructional Technology Center (ITC), the Center for Extended Learning (CEL), and Institutional Computer Services (ICS), which consist of an Academic Computing department and an Administrative Computing services department. All of these units report to an interim Chief Technology Officer (CTO) who has various unit managers. The ITC and CEL are supervised by a Director who is the interim CTO.

Academic Computing is managed by the Developmental Microcomputer Systems Manager. Faculty request services such as computer repair, purchase of peripherals, instructional technology support, and software support. These requests are handled by ITC staff or referred to ICS staff. ICS has three managers: a Manager of Computer Services which include, within the unit, purchasing, inventory, student accounts, e-mail, computer repair, server purchase and

maintenance, and programming and support of Business Office functions; a Network Manager who develops and maintains the campus networks (main campus and off-campus sites) and Wide Area Network connectivity; and a Manager of Administrative Computing who maintains the Banner Student Information System module and is also responsible for campus migration to Banner Finance, the Banner Financial Aid module, the Business Office check writing system, and the servers which hold these products. In addition, a Help Desk Supervisor manages the Internet access modem pool and a computer technician housed at the Lewisburg center works at the Beckley Center one day a week.

The ITC provides student, faculty, and staff access to computer laboratories, training in instructional technology utilization, maintenance of all student access laboratories across all campuses with help from ICS, a Self-Study room for viewing audiovisual titles, audiovisual equipment and access to the audiovisual collection, assistance with basic media production, creation of Web pages and PowerPoint presentations, and Web course creation and some instructional design support for course development. Laminating press, camcorders, laptops, video projectors, and digital cameras are available for faculty checkout and student use in-house.

The Center for Extended Learning is the part of ITC responsible for all campus television services. These include scheduling and maintaining the BSC Interactive Video Network (IVN), maintaining the campus video and film collection, and programming and producing BSC-TV38 (a cable channel which produces and broadcasts college information), Bluefield City Board of Directors meetings, monthly Mercer County Board of Education meetings, and other community service programs. The CEL also assists ITC in video production for class support of instruction and community support; that is, free video consultation and production for public and community agencies.

The largest effort of the CEL is scheduling and maintaining the Interactive Video Network. The Director of ITC and CEL schedules all campus distance learning classes through consultation with the appropriate division chairs/program directors. The two divisions work jointly to develop a schedule designed to meet student and program needs at five sites (Bluefield, Lewisburg, Beckley, Welch, and Pocahontas County). These sites are two-way audio-video, using a microwave distribution system to WSWP-TV, Beckley and T-1 connectivity through a Multi Point Control Unit to end sites. They also work together to offer instructional television canned courses (ITV), to cross-list courses offered by the Satellite Network of West Virginia (SATNET), which are one-way video/two-way audio, and to develop and offer asynchronous distance learning courses which may be hybrids of the above modalities with a Web component. The College also participates in the Southern Regional Education Board (SREB) Electronic Campus, with four to six courses per semester, as listed on the website.

The CEL is staffed by a full-time Producer/Director, an AV Technician/Graphic Artist, and a part-time technician. The Lewisburg campus has a fulltime IVN Technician who supports that off-campus site. The ITC is staffed by the Director, the Office Manager, and two Academic Computing personnel.

The Wendell G. Hardway Library and the Greenbrier Community College Center Library are dedicated to supporting the academic programs of their respective campuses by providing print, nonprint, and electronic resources to students, faculty, and staff, including the assistance and instruction in the use of these resources. Most services are available to the local community as well. The Library on the main campus is the major repository of books, periodicals, and electronic resources. A staffed branch library is located on the Lewisburg campus with access through interlibrary loan to most of the resources at the main campus. There is a library annex

maintained on the Beckley campus, which contains collections pertinent to the programs of study currently being offered there. Access to these collections is obtained through the Virginia Tech Library System (VTLS) online public access catalog. This electronic database provides author, title, subject and keyword access to the collections at Bluefield, Beckley and Lewisburg. In addition, since this system is shared with Concord College, students can utilize their library holdings.

Books and periodical articles not in the collection may be obtained through interlibrary loan from other colleges via such electronic services as the OCLC Subsystem and Ariel electronic document transmission. Students may obtain materials from Concord College via interlibrary loan. Exchanges of materials between the two libraries take place daily, Monday through Friday, enabling students to pick up and return Concord materials at the BSC library. BSC students also have the option of going directly to the Concord College library and checking out books using BSC library cards. Similarly, exchanges are made between the Lewisburg library and the Bluefield library; however, these are on a weekly basis only.

As of December 2000, the BSC library collection consisted of 72,488 volumes, 2,453 periodical subscriptions (including those available via electronic databases), 654,574 microforms, and 85,244 government publications. The library also subscribes to five online databases, three of which contain full-text articles for many of the periodical titles indexed. As of June 2000, the Lewisburg library collection consisted of 16,668 volumes, 44,698 microforms, 103 subscriptions (including those available via electronic databases), and 406 audio-visual titles. Electronic resources at the main campus are accessible from all campuses. Several of these are accessible from home computers and two have full-text articles available for downloading or printing. Additionally, the creation of a library web page on the BSC website has provided a

number of computer-based library services to students, including e-reserves, e-reference, and bibliographies.

Another learning resource is the Writing Laboratory located on the main campus in the Brown-Gilbert Basic Science Building. The Writing Laboratory provides a staff member to assist students with improving writing and critical thinking skills for class assignments and other college-related activities.

All Learning Resource Centers provide free services to students, faculty, and staff. These services include database searches. The College recognizes students often have full-time jobs and family responsibilities and makes every effort to assure that the resources are available as conveniently as possible. In the 1999 Student Satisfaction Inventory, student satisfaction with these areas was much higher than the comparable four-year college national average.

In support of these resource centers and changing administrative needs, the College has developed a technology plan that provides for the systematic replacement of all student-dedicated and faculty/administrative computers on a four-year cycle to remain compatible with new technology and software.

Each technology department has annual funds for equipment and operating expenses. In addition, Title III grant funds support technology purchases. These funds purchase all major technology replacements and upgrades while operating expense money is used for supplies and basic travel. Grant funds are available for staff travel to conferences and workshops and have also been used to purchase the IVN electronic classrooms, the microwave system, and electronic technology-enhanced classrooms. Additionally, several off-campus IVN sites have been purchased through a PTFP/NTIA grant to connect the Welch Center and Pocahontas County High School to the BSC IVN Network.

With an experienced and talented staff of 12, technology services are very strong for a college of this size. Seven hundred microcomputers are continuously being replaced as part of a four-year replacement cycle. Students, faculty, and staff have assigned email accounts and Internet access. The modern Interactive Video Network also links the main campus with locations in Lewisburg, Beckley, Welch, and Pocahontas County.

Student Health and Safety

Provisions for student health and safety are satisfactory at Bluefield State College and are continuously reviewed and improved. In fact, providing a safe and healthy environment for students as well as employees and campus is a top priority on campus. Physical properties both inside and outside of buildings are continually monitored for safety as well as traffic flow. With the recent replacement of the Easley Bridge, much effort has been devoted to improving traffic flow and access to and from the Bluefield campus. The institution is currently undergoing a campus grounds project to correct sidewalk safety and ADA issues.

Bluefield State College also has a drug free policy, and continues to send a strong message it has zero tolerance for such activities, along with signage at each entrance indicating drug free, gun free zone. The campus community is attuned to safety awareness. As concerns have surfaced, they have been forwarded to administrative personnel to address. Very few insurance claims and no major security issues surface when evaluating the campus crime report.

Physical Resources

Facilities

Bluefield State College has a physical plant that is superior, and it is supportive of the learning and teaching environment of the institution and each of its satellite campuses and

remote locations. In addition to the main campus in Bluefield, the college operates the Greenbrier Community College Center and the Beckley Center.

Despite funding limitations previously discussed, the College has made it a priority to avoid deferring maintenance on its buildings. In fact, a regularly updated facilities plan serves as a blueprint for ongoing campus improvements. Recent physical improvements at the main campus in Bluefield include: remodeling of the Student Union, to include the addition of meeting and conference rooms for both the campus community and the public; remodeling of the Campus Bookstore; upgrading and remodeling of the Instructional Technology Center, including the June Shott Center for Extended Learning; making numerous technical and video/audio improvements to the Tierney Conference Center in Dickason Hall; and renovating the former Greenbrier Women's College building, which now houses the Greenbrier Community College Center.

The College's fiscal year-end investment in plant assets has increased from just under $13,000,000 in 1993 to just over $24,000,000 in 2001. This appreciated amount represents outlays incurred by the institution with respect to land and land improvements, buildings and building improvements, equipment, library books and lease-hold improvements.

Bluefield State College continues to improve communications systems between all sites in an effort to expand capacity and reduce operational costs. New telephone systems with voice mail have been installed at all locations, with the goal of providing local phone access throughout the College. More than $150,000 has been committed towards this effort in the last year alone.

Additionally, new fiber optic backbone has been installed throughout the main campus, between the floors of all buildings, and between the buildings themselves. Enhanced CAT-5

wiring goes to each desktop computer on all three locations as part of this sophisticated network. Nearly $500,000 has been utilized for this project in the past two years. Current improvements utilizing this infrastructure that are in the planning stage include the replacement of the existing security system in order to centralize monitoring by electronic means.

All buildings are ADA compliant, but the College continues to make multiple improvements that will improve access throughout the campus for individuals with disabilities. In 1997, an elevator was installed in Conley Hall, the main administration building, at a cost of $600,000. Other recent improvements include: the addition of a ramp that connects the two ends of the campus that are separated by State Route 52; the addition of access ramps at the Basic Science Building Auditorium, Dickason Hall, the Student Center, and Mahood Hall, and the installation of electric door openers at all campus buildings. More than $175,000 has been spent in 2001 on ADA improvements. Additionally, in 2000, a study that identified future improvements for ADA accessibility was completed.

The College has accomplished these improvements without incurring long-term debt. All college facilities are maintained by a dedicated and service-oriented group of physical plant employees that operate during both day and evening shifts. Many of these individuals are cross-trained and have knowledge of several different trades. As a result, college facilities are well maintained and this is consistent with the many positive comments received from visitors to the campus. SWOC records indicate that staff at all levels list as a campus strength excellent facilities that are well maintained.

While not mentioned as a source of concern in either the Self-Study survey or the 1999 satisfaction inventory, student housing is viewed by many members of the campus community as a critical issue. Currently, Bluefield State provides no on-campus housing, although a list of off-

campus housing opportunities is actively maintained and updated by the Campus Life office. With a declining and aging population characteristic of the service region, the addition of on-campus housing is viewed as a necessity to facilitate stable or increased enrollments in the immediate future. The College has worked with private developers to consider possible sites and is also currently completing an in-house study of potential housing sites through its Architectural Engineering Technology faculty.

Additional challenges in the area of physical resources are to maintain and in fact increase funding for personnel and resource improvements, in light of increasing legislative mandates and enrollment growth in off-campus locations.

The SWOC analysis revealed five specific strengths. First, dedicated, service-oriented Physical Plant employees work during day and evening shifts. Many employees on the Physical Plant staff have knowledge of different trades, which allows for more competent, diverse employees and results in well-maintained facilities. Second, funds are targeted to maintain a clean, healthy and safe environment, rather than deferring needed maintenance. Third, the motor pool replacement plan involves replacing at least two vehicles annually. Fourth, priorities are established for larger projects. Fifth, all buildings are ADA compliant.

The goal to provide a continued safe, healthy, comfortable and attractive environment is a top priority achieved by the physical plant area. Affirmation of the College's achievement in this area comes from outside the institution as well as from inside. Data indicate that the campus is perceived as being a safe environment. Visitors to the campus often comment favorably about the physical appearance of the institution.

Equipment

BSC maintains a sufficient inventory of high-quality equipment. Among the types of equipment are computers, peripheral devices, network servers, a fiber-optic network, science laboratory equipment, nursing equipment, a motor pool, building maintenance equipment, grounds maintenance equipment, fitness equipment, food service equipment, instructional equipment, and general office equipment.

As discussed earlier, the President has approved a four-year replacement cycle for at least 700 microcomputers at all campus sites. This cycle involves the annual replacement of some student-dedicated computers and faculty/administrative computers plus the purchase of replacement printers, video projectors, and electronic technology-enhanced classrooms. In addition new servers have been purchased in the last two years, the campus gigabit ethernet network has been upgraded, and technology management has been reorganized. Divisional budgets and grants are also used to purchase and replace technology equipment.

Equipment needs continue to grow as we seek to keep pace with advancing technology and develop new curricula in response to the needs of business and industry. For example, BSC has ten computer laboratories in Bluefield, one at the Beckley center, and three at the Lewisburg center. However, data collected in the Self-Study process revealed a need for more computer laboratories to support new programs or the expansion of existing programs. In response to future needs in Lewisburg, equipment will be needed to implement the proposed two-year and certificate programs, as well as the learning/remedial laboratory equipment needed to expand tutoring and related offerings.

Parking

Parking is an area in which the College is actively trying to make continual improvements in response to student or other campus community concerns. As discussed

previously, parking has been an issue identified as a student concern, most recently in the 1999 Student Satisfaction Inventory. While students ranked the importance of adequate parking as high, they still site the need for more available parking on campuses. This was the largest performance gap in any of the ninety-eight items rated in this inventory. On further study of the situation, it was determined that the primary instances of parking lot congestion could be isolated to certain times of the day. As a result, the College has made an effort since the 1999 study to provide a more even distribution of courses throughout the day in order to alleviate parking burdens during any particular time frame and provide for a more even flow of traffic.

Financial Resources

BSC's financial resources are sufficient to accomplish its mission and support its educational programs. The College has in fact maintained zero debt while completing the many improvements detailed in the previous section. Other strengths include meeting five-year mandates established in Senate Bill 547 with respect to classified salary schedules and also exceeding faculty salary goals in relation to the Southern Regional Education Board (SREB) averages. BSC has enhanced its technology-related capacity, its capability to provide workforce development services, and also has maintained a clean, safe campus. The College relies heavily on the ability to continually obtain grant funds for various projects such as student support programs, outreach programs, instructional development, and technological upgrades.

Due to limited state funding, employment of additional staff (administrative, faculty, and classified) is cost-prohibitive. Therefore, the College hires adjunct instructors, extra help employees, and student employees to supply the needed services. This also affects the capability of expanding programs to evenings and weekends, and to off-campus locations

Three external factors have significant financial consequences for the Institution. First, largely-unfunded mandated salary increases have required the institution to spend in excess of $1.025 million. Second, because of West Virginia's economic challenges, state appropriations constitute a steadily-declining percentage of the College's total budget. Third, the college has been constrained by a resolution adopted by the Board of Directors from expanding programmatic offerings in Raleigh County.

Various financial ratios indicate that since 1996, BSC has continued its commitment to maintain an adequate fund balance. Financial records, such as the Financial Performance Evaluation, contain fiscal data indicative of the institution's ability to support its current level of operations from available expendable resources without considering revenues generated from operations. This ratio is an important measure of financial strength relative to institutional operating size. It would seem reasonable to expect expendable fund balances to increase. A negative ratio would indicate that the institution's expendable fund balances are in a deficit, which is not the situation with Bluefield State College.

In December 1996, BSC offered a severance plan that obligated the institution for salary and benefits for 15 employees, thereby reducing its available fund balance for one year (spread over two years). The Financial Performance Evaluation supports BSC's concern of declining state revenue in relation to legislative mandates for personnel salaries and related benefits. This trend shows state support is declining and expenditures are rising faster than revenues. However, the College continues to seek other sources of revenue to compensate for declining state funds.

Management of Financial Resources and the Budgeting Process

Annual audited financial statements and related management letters are strong indications of strength. BSC has dedicated, experienced, well-qualified personnel in both its financial and

non-financial offices. The campus community is considerate of limited financial resources, and tends to be conservative with purchases and expenditures.

Reliable financial management, as well as compliance with federal, state and local policies and procedures, are continued priorities. Internal controls are considered when changes occur. In the Financial Performance Evaluation, the ratio of net total revenues to revenues indicates a continued surplus over the comparative years. This ratio confirms the institution is living within its means each year. The positive ratio indicates a surplus each year as evidenced by audited financial statements since 1994.

The recent hiring of an employee with Banner/Oracle experience has enabled BSC to update and maintain data using more efficient electronic techniques. The institution has committed to implementing the Banner Finance application, which will result in better and more timely financial information.

Strengths

1. BSC has a Board of Governors committed to the success of the Institution. The Board of Governors represents a broad variety of professional experiences.
2. The College maintains continued financial stability, including adequate reserves and no long-term debt.
3. Campus facilities are well-maintained and maintenance has not been deferred. In fact, campus improvements are prioritized annually.
4. Bluefield State College employees are well-qualified, experienced, and dedicated.
5. The College provides a safe environment.
6. All buildings are ADA compliant and multiple improvements have been made to ensure that the College is more accessible to individuals with disabilities.

7. Telecommunications and information infrastructures are updated regularly to keep pace with advancing technologies and designed for expansion.
8. Bluefield State College offers a variety of services designed to ensure student success.

Recommendations for Improvement

1. The College should seek funding to assist in the recruitment and retention of minority faculty and staff.
2. The Institution should further develop its work force and economic development capacities by generating increased revenues via industrial contracts and grant opportunities.
3. Bluefield State College should complete the implementation of the Banner Finance Module to improve the efficiency and availability of financial information.
4. The College should continue to pursue student housing as well as services that on-campus students will need.

CHAPTER VI: ACCOMPLISHING THE MISSION AND PURPOSES (HLC Criterion 3)

The institution is accomplishing its educational and other purposes.

"To accomplish its mission, Bluefield State College offers undergraduate liberal arts and professional programs in applied sciences, business, education, humanities, social sciences, engineering technologies, and allied health sciences leading to baccalaureate and associate degrees, the nontraditional Regents Bachelor of Arts degree and continuing education opportunities" (BSC Catalog, p.5). These academic programs are organized into four divisions: Arts and Sciences; Business; Engineering Technology and Computer Science; and Nursing, Education and Professional/Occupational Studies. To ensure that the Institution fulfills its mission in providing quality educational programs and student services, methods of formal/informal assessment are utilized within the Institution.

Broadly defined, assessment is a means of measurement to evaluate progress. More precisely it is the act of gathering and analyzing information concerning performance of stated tasks. Bluefield State College is committed to excellence in instruction and programs that require student mastery of essential academic skills. To help assure attainment of these necessary skills, an assessment program is utilized to determine the effectiveness of the undergraduate curriculum in preparing students in essential skill areas. Students are required to participate in periodic institutional and programmatic assessment activities as directed by the College. Assessment data are used to examine academic programs for quality regarding curriculum, instruction, and student competencies (BSC Catalog p. 54).

Brief History of Assessment at Bluefield State College

Bluefield State College has a number of programs that have been nationally accredited for over 20 years (Engineering Technology, Nursing, & Radiologic Technology). In 1994, the Teacher Education Program attained national accreditation. Programs in the Division of Business received accreditation in 2001. Attainment and maintenance of the accreditation status has been accompanied by continuous assessment and evaluation of academic standards and outcomes. In keeping with the recent emphasis on assessment of student learning outcomes in higher education, the College has expanded these types of assessment activities to all of its academic programs, including general studies. To assist with the understanding of and the need for academic assessment, faculty and administrative workshops and presentations were provided beginning in 1997. The following are examples of activities conducted during this time frame.

- An Ad Hoc Committee on Assessment was formed (preceding the formal establishment of the Assessment Committee). The committee chair made a presentation to the general faculty providing an overview and need for assessment activities.
- A presentation was made to the general faculty by the Chair of the West Virginia Higher Education Council on Assessment to discuss the purpose and strategies of assessment.
- The CEO of Instructional Performance Systems, Inc.(IPSI), presented information to the general faculty on the IPSI system for development of course syllabi.
- Two Radiologic Technology Faculty members presented a model of an outcome assessment plan with identified student learning outcomes for potential development in all programs.
- Attendance at national conferences by the VP of Academic Affairs, members of the assessment committee and interested faculty.

- The assessment committee became a standing committee in the Faculty Constitution in the fall of 2000.
- A presentation to the general faculty was made by a nationally known speaker on retention strategies.

In 1995, a committee was formed to review general studies requirements, with the primary purpose of developing specific learning outcomes. The committee completed its task with the submission of its final report in March 1997. Ten general studies learning outcomes were identified and adopted. (BSC catalog p.66) In 1999, the first administration of the Collegiate Assessment of Academic Proficiency (CAAP) test was conducted to assess the writing, mathematical, and critical thinking skills of students across all programmatic areas.

Assessment Level at Bluefield State College

Institutionally, Bluefield State College is between Level One and Level Two Implementation. Specifically, a number of programs within the Institution that are nationally accredited are at points of Level Three Implementation (maturing). Some programs, both accredited and non-accredited, are at Level Two (emerging), while other non-accredited programs are at Level One (planning).

A culture of assessment is developing that is more encompassing than simply the awarding of final course grades. This culture of assessment requires a paradigm shift from one of instructional effectiveness to student outcomes. This shifting is evidenced by the implementation of programmatic capstone courses, the development of syllabi in the IPSI format for all lower division courses, and internships, clinicals and/or field experiences.

There are numerous assessment activities being conducted College-wide; however, coordination of these activities is still emerging. Therefore, the formal institutional plan of assessment is developing. College organizational plans include an institutional effectiveness

officer who would act as catalyst and resource person to division and program personnel in the development and implementation of a formal plan of institutional assessment.

The following table (6.1) depicts a number of the College's current and ongoing outcomes assessment activities.

Table 6.1 Assessment Measures of Student Outcomes.

Measures	**Program/Area**	**Outcomes**
CAAP	General Studies	The institutional mean is within 1 SD of the national mean. **(**Results available in Resource Room)
ACT WorkKeys	All Associate Degree program excluding General Education	85% of the program completers will score at or above the appropriate "WorkKeys" level for their given occupational area (Results available in Resource Room)
National Licensure Exams		
NCLEX	AS Nursing	94% for 1997 - 2001
ARRT	AS Radiologic Technology	92% for 1997 - 2001
Praxis II	BS Teacher Education	68% for 1993-1999 74% for 2000-2001
Culminating Comprehensive Projects	BS Nursing	C or better in NURS 412, Senior Practicum
	AS Radiologic Technology	C or better on project in RADT 227
	BS Electrical Engineering Technology	Successful completion of ELET 492, Senior Project
	BS Architectural Engineering Technology	Successful completion of ARET 402, Senior Design Studio
	BS Applied Science	Successful completion of

Table 6.1 Assessment Measures of Student Outcomes.		
		NASC 499, Research/Projects
	BA Humanities	C or better in HUMN 499, Projects in Humanities
	BS Computer Science	Successful completion of COSC 499, Projects in Computer Science
	BA Social Science	Successful completion of SOSC 490, Seminar in Social Science
Internships/Clinicals	AS Nursing	C or better in all practicum courses
	AS Radiologic Technology	C or better in all clinical courses
	BS Nursing	C or better in all practicum courses
	AS Professional Office Systems Technology	Successful completion of POST 252, Office Internship
	BS Business Administration	Successful completion of MRKT 498, Marketing Internship
	BS Teacher Education	Successful completion of EDUC 475, Student Teaching
	AS Legal Assisting	Successful completion of LAST 210, Legal Internship
	AS Communications Technology	Successful completion, COMM 298, Communications Internship

Other measures implicit in student outcome assessment include graduation rates, retention figures, satisfaction surveys, job placement rates, graduate surveys, employer surveys

and input from external advisory committees. These specific data are available in the resource room.

External reviews and national accreditations comprise and validate additional types of institutional assessment. All academic programs are subject to periodic review. This systematic review is conducted every five years and is based on a detailed report of the content and performance of the degree program. Prior to July, 2001, this report was reviewed by a state-level committee of faculty who made recommendations to the State College System Board of Directors regarding the status of the program. Programs were approved, approved conditionally, or not approved. Subsequent to July 1, 2001, the local Board of Governors will conduct periodic review of programs.

As previously noted, 16 academic programs at Bluefield State College have achieved external accreditation by agencies that have published standards, evaluation criteria, and methods for determining whether criteria are met. Nationally accredited programs are listed in Table 6.2.

Table 6.2. Accredited Programs.

Program	**Accrediting Agency**
AS/BS Architectural Engineering Technology AS/BS Civil Engineering Technology AS/BS Electrical Engineering Technology AS/BS Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC-ABET) Initial Accreditation - 1972 Next Visit – 2004
AS Nursing	National League for Nursing (NLN) Initial Accreditation - 1977 Next Visit - February 2002
BS Nursing	Commission on Collegiate Nursing Education (previously accredited by NLN - 1994-1999) Initial Accreditation - 1999 Next Visit – 2009
AS Radiologic Technology	Joint Review Committee on Education in Radiologic Technology (JRCERT) Initial Accreditation - 1981

Table 6.2. Accredited Programs.

	Next Visit – 2009
BS Teacher Education	National Council for Accreditation of Teacher Education (NCATE) Initial Accreditation - 1994 Next Visit – 2005
AS General Business AS Professional Office Systems Technology BS Business Administration BS Accountancy	Association of Collegiate Business Schools and Programs (ACBSP) Initial Accreditation - 2001 Next Visit – 2004

All of the aforementioned measures of student outcomes, which include internal and external processes, contribute to academic programs that are coherent in their structure and rigor. The majority of programs are competency-based, which provides the framework for the sequential nature of courses. Curricula are designed to incorporate course sequencing for the achievement of knowledge specific to the degree. Student transcripts contain all courses completed in the semester sequence in which they were taken. BANNER is the computer program used for maintaining student records including transcripts. The Office of the Registrar is responsible for the accuracy of all student records.

Bluefield State College has an identifiable and coherent general studies component (BSC Catalog pp. 67-68). As stated earlier, the College has identified ten general studies learning outcomes, which should be demonstrated by all graduates upon completion of any academic program. In the assessment process, a number of these learning outcomes proved difficult to measure. Although elements of these learning outcomes exist in all academic programs, they are too embedded within the curriculum for measurement. The Academic Assessment Committee is in the process of reviewing and revising these learning outcomes. Revisions will allow more accurate assessment of general studies learning outcomes.

Evidence of Effective Teaching from Qualified Faculty

As Bluefield State College is a teaching institution rather than a research-oriented institution, emphasis is placed on teaching effectiveness. Faculty teaching in the academic programs are qualified in terms of both credentials and experience. Student evaluations to assess teaching effectiveness, a component of the faculty evaluation process, are conducted each semester. Faculty also complete an annual self-evaluation which reflects teaching, professional development, research and scholarly activities. The division chair/program director completes an annual faculty evaluation. This process is used for the annual evaluation of all faculty.

Faculty have the responsibility of curriculum revision to maintain current and rigorous programs of study. Curriculum revisions are initiated by program faculty or the division chair and approved by the Division. Proposals are forwarded to the Joint Academic Affairs Advisory Committee for comment, and are then sent to the Curriculum Committee with comments. The Curriculum Committee approves the proposal or returns it to the Division and/or faculty member. After approval by the Curriculum Committee, the proposal is voted upon by the general faculty and sent to the Vice President for Academic Affairs.

Effective teaching incorporates effective evaluation of student learning. It is the responsibility of the faculty to evaluate all student learning through formative and summative evaluations.

Professional Development of Faculty and Staff

The support that Bluefield State College has provided for professional development for its employees is viewed as being superior. Professional/personnel development activities are defined by the Institution as those activities designed to provide professional knowledge and to improve credentials (BSC Policy B.200). Acceptable activities include sabbatical leaves, travel to professional meetings, release time to complete a higher degree, advanced study and

publishing. Other activities are designed to improve the collegial environment, promote better teaching, and enhance employees' ability to perform their duties.

The Personnel Development Committee has the responsibility for the approval and the distribution of funds requested by application from college employees. The Committee is comprised of the following: a chairperson (the Provost); two faculty members, including one professor or associate professor elected by peers and one assistant professor or instructor elected by peers; and two classified employees including one management-level, non-faculty professional or a technical para-professional and one secretarial-clerical or physical plant employee elected by peers. The policy for personnel development activities is included in the College policy book and guidelines for application are printed in the Bulletin throughout the academic year.

The College uses four categories for consideration of funding requests: (1) degree programs whereby preference is given to individuals pursuing a terminal degree appropriate to their respective areas of responsibility; (2) non-degree study for the intensive study of one topic to provide a renewal of skills for present position or acquisition of new skills or knowledge in an area of need by the Institution; (3) research presentations whereby support is provided for assistance with original research and presentations of papers, research, etc. at regional or national conferences; and (4) attendance at professional meetings, workshops, and conferences. Financial support has also been provided for on-campus speakers and workshop leaders/trainers.

The College has also made available on-campus professional development opportunities to faculty and staff. Examples include computer application training workshops, IPSI curriculum development software training, diversity training, workshops for using electronic classroom technology, and seminars on retention, assessment, and developmental education.

The efforts of the Institution in the area of professional development are superior. If any weakness could be cited, it would be that not everyone avails themselves of the opportunities provided. Funding for personnel development is summarized in Table 6.3.

Table 6.3. Faculty/Staff Development Budgeted And Expended In Fiscal Year 1995 Through Fiscal Year 2000.

HERF*	95 FY	96 FY	97 FY	98 FY	99 FY	2000 FY	TOTAL
BUDGETED	21,000.00	20,000.00	18,000.00	17,000.00	14,000.00	11,000.00	101,000.00
EXPENDED	15,579.12	1,975.52	17,988.43	20,680.01	8,717.19	1,069.50	66,009.77

TITLE III	95 FY	96 FY	97 FY	98 FY	99 FY	2000 FY	TOTAL
BUDGETED	43,532.00	30,000.00	35,000.00	40,000.00	35,000.00	35,000.00	218,532.00
EXPENDED	31,313.52	29,290.69	24,469.63	26,860.47	9,381.42	17,803.41	139,119.14

SUMMARY OF FACULTY/STAFF DEVELOPMENT AMOUNTS BUDGETED AND EXPENDED IN FISCAL YEAR 1995 THROUGH FISCAL YEAR 2000

BUDGETED/ EXPENDED	HERF	TITLE III	TOTAL
TOTAL BUDGETED	101,000.00	218,532.00	319,532.00
TOTAL EXPENDED	66,009.77	139,119.14	205,128.91

* Higher Education Resource Fee (Student fees assessed by state legislation).

Student Services

Student services are organized under the Office of Student Affairs and include Financial Aid, Health Services, Campus Life, Student Support Services, and Athletics. Services under Enrollment Management include Admissions, the Registrar's Office, personal and career counseling, testing, and advising. The Educational Opportunity Center and Veterans Upward Bound Programs provide assistance to those who meet eligibility guidelines.

Student services and academics work together to provide students a quality collegiate experience both inside and outside the classroom. Students who are uncertain about their career goals can obtain career counseling. Academic advising and testing for placement in mathematics and English courses are components of student services. Student services programs are heavily involved with recruitment activities, such as high school visitations, local and regional college career days, Tech Prep campus visits, and high school senior open house programs. Adult recruitment activities include targeted mailings and providing schedule-friendly course offerings for working adults.

An assessment activity in the student services area is the Noel-Levitz Student Satisfaction Inventory, which has been conducted at Bluefield State College on four different occasions over the past eight years. Since 1999, the community college survey has been administered to students at the Greenbrier and Beckley Centers on alternating year rotations. Examples of institutional changes that have been made based on the survey data include additional parking spaces and improved lighting. Also, the class schedule has been developed in a manner to alleviate parking and traffic congestion.

In conclusion, Bluefield State College is accomplishing its educational mission. This is supported by findings of internal and external assessment processes. Survey data collected in the Self-Study also demonstrate the fact that the educational purposes of the College are being achieved. When asked whether "the programs of study at BSC prepare students for career and/or advanced study opportunities," the stakeholders rated the College's performance as outstanding. Responses to the statement "Bluefield State College graduates can compete successfully with graduates from any university/college" indicated a rating of superior by all stakeholders. Responses to the statement "the academic curriculum is evaluated and adjusted to maintain professional relevance" also received a superior rating.

Strengths

1. Bluefield State College has 16 nationally accredited programs, demonstrating the Institution's commitment to attaining and maintaining educational excellence. More than 60% of the College's graduates complete these programs.
2. The College is making progress toward a comprehensive program of academic assessment.
3. Graduates achieve high scores on national licensure examinations.
4. Students are adequately prepared for professional and technical careers as confirmed by employer feedback.
5. The College's academic and student services components work well together in the development of the whole student.
6. The College has well-qualified faculty.
7. The curricular design of 2 + 2 in selected programs provides a seamless transition from an associate degree to the baccalaureate degree.

Recommendations for Improvement

1. A full-time assessment coordinator who will develop and implement a formal institutional plan of assessment is needed. For the past three years, institutional assessment activities have been coordinated by the Vice President for Academic Affairs.
2. The College should coordinate and expand assessment among academic, student, and financial/administrative affairs to strengthen the Institution's design for continuous improvement.
3. The College should better utilize results to drive changes indicated by assessment activities.
4. There is a need for continued revision of the general studies learning outcomes for improved measurability.

CHAPTER VII: PLANNING FOR CONTINUING EFFECTIVENESS

(HLC Criterion 4)

The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

The key to achieving an institution's educational objectives is being well-prepared for both expected and unexpected developments. In order to continue its pattern of success, Bluefield State College strives to meet the needs of its constituents as well as to be responsive to emerging community needs. The College has planning and implementation processes in place to deal with these situations.

Six distinct areas are fundamental to successfully meeting future challenges. The first is a resource base adequate to position the institution for maintaining and improving its programs and its effectiveness. Second, a clearly defined decision-making structure enables the institution to respond to the challenges and opportunities it faces. Third, ongoing assessment by institutional constituent groups provides planning information to students, faculty, and administrators. Fourth, a Strategic Plan developed in consultation with all constituent groups guides the institution in fulfilling its mission. Fifth, the College has strategies for improving educational programs and student quality. Finally, the College maintains a clear and effective structure for organizing and allocating resources.

Resource Base

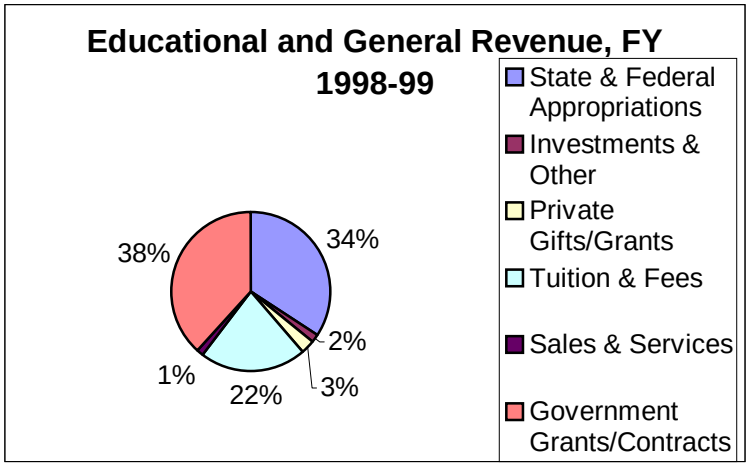
An analysis of Bluefield State College's current financial position indicates that the College maintains a strong fiscal position. Over the last several years, the College has experienced profound challenges from state legislation and unfunded mandates that have forced reallocation of functions and resources. In spite of these legislative mandates, which have placed additional challenges upon the Institution, the College has remained financially sound with fund

balances remaining stable and consistent over the past three years. At the end of fiscal year 2000, Bluefield State College had an unrestricted fund balance of $2,360,601, which equals about two months of actual annual expenditures. The ability to maintain these balances has allowed the College to avoid short-term borrowing. Clearly, the maintenance of these balances affords the College the financial liquidity necessary to address short-term exigencies.

Revenue Sources

Bluefield State College has several sources of income. Among these are student fees, state appropriations, federal revenue sources, and sales and services. Figure 7.1 indicates that government grants and contracts, student fees, and state support represent the major income sources.

Figure 7.1. Educational and General Revenue, FY 1998-99.



Increasingly, the Institution relies on government grants and contracts to secure new funding sources, while state support and student fees have decreased as a percent of income. Over a recent four-year period, federal government grants and contracts represented 33.62% (FY1996) of education and general revenue, compared to 38.69% (FY1999). State support has

declined from 36.69% (FY1996) to 34.27% (FY1999) and student tuition and fees from 24.48% (FY1996) to 21.83% (FY1999).

Bluefield State College Foundations

Bluefield State College has support from two foundations. One is based in Bluefield and holds funds for the Institution as a whole, while the other is based in Greenbrier County and concentrates on support for the Greenbrier Community College Center of Bluefield State College. The foundations have the fiduciary responsibility to their donors and to the College for managing assets. The value of the endowment in Bluefield is currently $5,000,000, which is under the control of a Foundation Board of Directors. The Bluefield Foundation has provided $153,253 for scholarships and other activities in fiscal year 2000, compared to the $70,000 made available in 1995. The Greenbrier Foundation also provides additional scholarship assistance to students at the Center in Lewisburg.

The current resource base is adequate to position the Institution for the future; however, additional fund-raising and grant procurement must occur to increase this base to meet future needs.

Physical Resources

Upgrading of facilities is a continuous process at Bluefield State College. Within the last five years, significant expansion and improvements have been made at the Bluefield, Beckley, and Lewisburg locations. An historically significant facility was secured for GCCC and was totally renovated at a cost exceeding $6,000,000. The Center has experienced significant growth in enrollment since moving into the new building and expanding its programmatic offerings. Negotiations are underway with the Greenbrier County Library Commission to build a joint facility adjacent to the Greenbrier Community College Center building. This will permit expansion of classroom space into the area currently occupied by the College library.

In Beckley, the College secured a long-term lease on a 10,000 square foot structure built specifically for the College to meet institutional requirements. Growth in enrollment has been limited because of previously described restrictions; however, the Institution is seeking the removal of these restrictions. At the same time, BSC must begin development of an administratively-linked, but separately accredited, community college.

In Bluefield, emphasis has been placed upon maintaining and upgrading the present facilities. This has included making all buildings ADA compliant, rebuilding the entire fiber-optic network which links every building, re-roofing campus buildings, and renovating the Harris-Jefferson Student Center. Future projects include completion of a roadway parallel to the railroad to tie all of the Bluefield campus together, further renovation of several campus buildings, and expansion of student parking.

Human Resources

One of the strengths of Bluefield State College is its competent, dedicated faculty, staff, and administrators. Based on the Noel-Levitz Student Satisfaction Inventory, student satisfaction with campus climate and concern for the individual ranked higher than the comparable national group.

All faculty, staff, and administrators have appropriate degrees. The College has begun to utilize adjunct faculty more widely on both the main campus and at off-campus locations to meet the demand for evening classes. Adjunct faculty must meet the same degree requirements as full-time faculty; the College has been fortunate to identify adjuncts who have the appropriate credentials. Of the 76 full-time faculty, six are on the Lewisburg campus and four are on the Beckley campus. As Lewisburg and Beckley continue to expand, additional faculty and staff will be needed to serve the students, which will require additional resources. The quality of faculty, staff, and administrators ensures the continued strength of the Institution.

Decision-Making Process

To guide the decision-making process, the College has a clearly designed administrative organization that includes the functional areas of administration and finance, academics, institutional advancement, student affairs, economic development, multicultural affairs, technology services, and enrollment management. Each Vice-President and/or director of a functional area holds regularly scheduled meetings during which priorities, projects, program planning, in-service training, information sharing, and policy proposals and changes are presented and discussed. The administrators then convey reactions, recommendations, and issues to the President's staff level, with the President making final decisions.

Other entities are involved in the decision-making process at BSC. For example, the College has established advisory committees involving community and industry leaders, faculty, and students to ensure the smooth operation of the College and to provide a mechanism where ideas, complaints, and concerns of community, staff, faculty, and students will have a platform. Each internal constituent group in the Self-Study survey rated the College's performance in the decision-making process as satisfactory or higher.

Assessment

Bluefield State College has continuously-evolving assessment processes that provide information for future planning. Through a variety of methods, the College assesses student learning, academic and support programs, and institutional effectiveness.

All of the specialty accredited programs use graduate follow-up surveys with employers to assess the relevance and strength of the curriculum. Additionally, radiologic technology, technical nursing and teacher education utilize the results of graduate performance on licensure examinations as a basis for program competency measurement and improvement.

In departments where standardized tests are unavailable, departments have developed other assessment tools. These include capstone courses and comprehensive internships and externships. The Institutional Compacts have six-year goals of having programmatic advisory committees and capstone courses or internships in all degree programs. Career Services conducts follow-up surveys with graduates upon degree completion to assess student perceptions of curriculum quality and relevance.

General assessments include the CAAP test of general studies knowledge, the WorkKeys assessment of mathematics and reading skills for technical students, and the Noel-Levitz Student Satisfactory Inventory to survey student expectations and satisfaction in all areas of the College.

Strategic Planning

As a result of recent state legislation, every public college and university was required to develop compacts for submission to the Higher Education Policy Commission. As a strategic planning document, each institution's compact(s) contain specific goals and objectives for the next six years and a plan of action for achieving educational quality. The College has submitted two compacts, one for the baccalaureate college and the other for the community and technical college component. These compacts will be reviewed and revised annually. The compacts were developed through a collaborative process involving the College Council, the Joint Academic Affairs Advisory Committee, faculty, staff, administrators, advisory boards and governing board.

Improving Educational Programs

The region has shown a steady population decline over the last 40 years, yet the College has maintained and even increased the enrollment of both traditional and non-traditional students through the proactive planning and recruitment efforts of the Institution**.**

According to the findings in Chapter V, the decline in the regional population base has resulted in a continuing decline in the number of high school graduates each year. More

intensive efforts to recruit among non-traditional student populations will be required to maintain current enrollment levels, particularly on the Bluefield campus**.** The College has instituted a number of programs to attract students to its campuses, such as the Enrollment Services One-Stop-Shop, EOC, Emerging Scholars, Tech Prep, and Veteran's Upward Bound. The planned student housing will increase the potential pool of students, particularly for baccalaureate technology common market degree programs which are articulated with regional community and technical colleges and will impact attempts to increase the diversity of the student body. The creation of the Enrollment Management unit has been a positive step in developing strategies for sustaining and continuing to meet these objectives.

Through program review and advisory boards, the College has effected modifications in programs. In the past five years, degree programs have been eliminated or consolidated, and six new associate degree programs have been added in response to business and industry requests; i.e., Commercial Aquaculture, Communications Technology, Lodging Operations, Medical Assisting, Legal Assisting, and Occupational Development. The College's six-year plan proposes to strengthen its teacher education program, particularly in mathematics and science, by employing additional faculty.

As mentioned elsewhere in this report, Bluefield State College has 16 nationally accredited two-year or four-year degree programs. Such accreditations strengthen the academic stature and relevance of degree offerings and the Institution encourages divisions to work toward discipline-specific accreditation where appropriate and available.

Organizing and Allocating Resources

In the past, the Institution has received state funding based on the previous year's full-time equivalent enrollment. This provided a framework within which financial planning has taken place. The Institution estimates tuition and fees and other revenue sources for the

upcoming year. The budget is prepared after estimates of state funding, tuition and fees, and other revenue sources are identified. Therefore, the planning process is ongoing so that adjustments can be made and projections modified as assumptions are changed or finalized. Resource allocations are then approved by the President in consultation with the Vice-President for Finance and Administration.

As the result of legislation and Policy Commission directives, state funding is now based on peer comparisons (for a list of peer institutions, see page 44). All other sources of funding remain as previously secured.

Until two years ago, the Accounting Department furnished each area with a monthly update on budget expenditures, commitments, and balances. However, the Institution, responding to an identified Y2K programming problem, changed the accounting system in May 1999, and since then Accounting has been unable to provide routine management reports. The new Banner Finance project, which is underway statewide with the West Virginia Higher Education system, will rectify this situation by permitting on-line review of budget balances.

Strengths

1. Available data suggest that the current resource base is adequate to position the Institution for the future.
2. Physical facilities have been maintained to provide a quality environment for student learning.
3. Faculty and staff provide a caring environment to promote student development and success.
4. The College has no long-term debt.
5. BSC has two Foundations that assist the College in providing funds.
6. BSC has a committee structure with designated representation of all constituent groups (faculty, staff, administrators and students).

7. Assessment strategies are utilized in the academic programs as well as in administrative departments.
8. The number of nationally accredited programs enhances the reputation of the academic programs at Bluefield State College.

Recommendations for Improvement

1. The College should seek other funding sources, including scholarships, grants, and contracts, to reduce its reliance on student tuition and fees.
2. Since federal government grants comprise 38% of revenues, the College should continue to pursue grants from multiple sources.
3. The College should improve communications among all constituent groups to assure meaningful input into matters that affect the future of the Institution.
4. After the Compacts are completed each year, a series of planning meetings needs to occur to assign responsibility for each of the action items in the Compacts. As action plans are reviewed, revisions will be suggested which can become a part of the on-going process of development for the next annual Compacts.
5. BSC should continue to develop new initiatives to attract non-traditional students to counter the declining number of high school students in this area who enroll in college.
6. BSC should seek to more actively market accredited programs as an indicator of educational quality.
7. The Institution should provide budget reports for department heads in a timely manner.

CHAPTER VIII: INSTITUTIONAL INTEGRITY (HLC Criterion 5)

**The institution demonstrates integrity
it its practices and relationships.**

Overview and Integrity Context

Society holds a legitimate expectation of integrity in the actions of its core institutions; primary among these are institutions of higher education. Given the power of higher education institutions to impact societal opinion, it is paramount that they model integrity both in word and deed. The institutional Self-Study process provides an opportunity for Bluefield State College to examine carefully the manner in which we seek to fulfill our mission, and to assess the virtue of our pronouncements and actions toward varied constituent groups. This process includes an examination of various aspects of institutional conduct, including a review of: (1) constituent responses to the comprehensive organizational climate survey conducted by the College, (2) college policies and procedures, (3) the policy implementation process, (4) the accuracy of internal and external college publications, (5) the extent to which opportunities for inquiry and complaints are available to internal and external constituents, and (6) the degree to which those impacted by institutional action are included in the decision-making process.

From the beginning of the Self-Study process, the Self-Study steering committee sought to involve as many of the Institution's constituents as possible, particularly in gathering data for Criterion Five. Its primary concern was based on the belief that an accurate assessment of institutional integrity cannot result from the actions of a committee, regardless of how extensive and complete those actions might be. Certainly the committee can examine policies, procedures, handbooks, manuals, and other publications; however, the action component of institutional integrity is best assessed by those affected by institutional policies, procedures and actions. The institutional survey involved a wide cross-section of respondents, including the vast majority of

faculty and staff, a significant number of students, and a representative cross-section of alumni and public respondents, thereby providing a very complete picture of institutional process and performance. In addition, focus groups were conducted with constituent groups to provide additional perspectives to the quantitative survey data.

By including a number of common survey items across respondent categories, additional comparative analyses are possible. The survey items can be assigned to eight topical factors: mission/values, communication, policies and procedures, diversity, equity/fairness issues, institutional management and organization, assessment, and institutional effectiveness. Appendix F provides a listing of the survey items assigned to each topical area, including a calculation of the mean scores for each of these areas. A summary of these mean scores is provided below in Table 8.1.

Table 8.1. Survey Results Subgroup Topics by Respondent Category.

	Respondent Category				
Subgroup Topic	***Faculty***	***Staff***	***Student***	***Alumni***	***Public***
Mission/Values	7.16	6.54	7.81	7.29	8.09
Communication	7.00	6.29	7.72	7.33	8.02
Policies and procedures	7.15	6.53	8.21	NA	NA
Diversity	7.92	7.28	8.45	7.45	8.66
Employee Equity/Fairness Issues	5.67	5.50	NA	NA	NA
Institutional Mgmt/Organization	6.81	6.24	7.92	7.40	8.35
Assessment	7.25	6.58	8.17	7.58	8.13
Institutional Effectiveness	8.53	7.72	8.43	8.33	8.88

NA: Not Applicable

Value Structure and Programs

Grounded in the foundation of the institutional mission statement, Bluefield State College has developed a set of beliefs that governs behavior within the Institution. Concern for the welfare of the student, honesty and integrity in fulfilling the institutional mission, effectiveness and efficiency in the utilization of resources, and a belief in continual institutional improvement

serve to create the value system that clarifies expected behavior for those within the Institution. While generally not codified, these beliefs are woven into the fabric of the Institution to such an extent as to be apparent to personnel and students new to the College, and to external constituents that interact with the institution. As a result of the Self-Study process, the formal codification of these values, and inclusion in the orientation process for students, faculty, and staff, is recommended. The Faculty Handbook was revised in August of 2001 to include relevant institutional and statewide policies and procedures.

Publication Review

Institutional publications were reviewed to assess the accuracy, relevance, and legality of the information included in these publications. Included in this review were the BSC College Catalog, the Student Handbook, the Faculty Handbook, the Classified Handbook, materials used for recruitment and marketing, and course syllabi. The BSC College Catalog is normally revised on a one-year cycle, with an occasional two-year revision. The information included in the catalog is reviewed by relevant academic and classified personnel, and provides an accurate description of programs and policies at the College. The Student Handbook provides valuable information to students, and presents an accurate view of college programs and services. This handbook is revised annually, and is distributed to students during orientation and registration sessions.

Materials utilized in the recruitment and public relations activities are updated on an as-needed basis, and the College takes care in presenting an honest portrayal of academic programs and activities to both prospective students and the public-at-large. Review of the materials associated with these activities indicates that the College is successful in this regard.

Faculty members are required to provide course syllabi for all classes, and are expected to follow the syllabus for each course. Faculty and student responses on the survey items dealing

with this process indicate a high level of agreement that this process is effective. Faculty are also required to provide copies of course syllabi to the division chair.

Internal Relationships

According to the perceptions expressed in the institutional survey, one must conclude that Bluefield State College conducts internal relationships in an ethical manner. On balance, the responses of students, faculty, and classified staff support this conclusion. As indicated previously, survey questions were factored into eight topical groups. A review of this information reveals students exhibited a higher general satisfaction level, while the classified staff expressed the least satisfaction. Faculty perceptions generally fell between those of students and classified staff, with some exceptions.

Student responses indicate strong positive perceptions with respect to diversity issues, institutional effectiveness, the delineation of policies and procedures within the College, and the use of assessment instruments within the College. In fact, examination of the eight topical groups indicates even the lowest mean student response rate achieved an impressive 77% rating. The highly positive student evaluation across the variety of topical categories indicates the College is meeting, or exceeding, student expectations. Student comments in focus groups, and on prior student satisfaction surveys, confirm this assessment.

Faculty responses indicated a strong endorsement of institutional effectiveness, particularly with respect to student preparation for career success. Focus group comments revealed that national accreditation for academic programs is a positive driver in this effort, as faculty constantly evaluate the relevance of programmatic offerings. Like students, faculty expressed a perception that the College deals effectively with diversity issues, while faculty perceptions concerning the effectiveness of organizational communication and institutional management/organization were somewhat less enthusiastic. Survey responses also indicated that

faculty tenure at the Institution was positively correlated to a favorable perception of college policies and activities.

The perceptions of classified staff were less favorable than those of students or faculty. Classified responses were lower for each of the topical areas; however, the two highest-rated classified categories coincided with the positive faculty perceptions for institutional effectiveness and diversity. The classified staff data were cross-tabulated by position, identifying those in nonexempt, exempt, and director/administrator positions. The findings suggested that staff holding less powerful positions in the organization exhibit the least favorable perceptions of the Institution.

While providing much positive data, the survey results provided evidence that the Institution needs to improve performance in certain internal activities. Faculty and staff responses suggested a particular weakness in the area of equity/fairness issues, with this topic eliciting significantly lower responses than other topics. Analysis of individual survey items, combined with focus group responses, revealed employee concern that individual contributions are not rewarded adequately. Also, questions were raised regarding the consistency of the compensation system at the College.

Another area of concern was found in the faculty and staff evaluations of institutional management/organization, which received the second least favorable ratings from both groups. Furthermore, faculty and staff indicated that policies and procedures are not discussed with personnel on a regular basis. Related to this topic was the finding that faculty and staff members have a moderate perception that methods for evaluating institutional success are clearly enunciated.

A grievance procedure is available to those who desire to adjudicate perceived injustices, with external hearing examiners being included as part of that process. Personnel are provided

documentation as to the implementation of this process, and the College attempts to resolve grievance issues in the beginning stages. Faculty and classified staff can bring legal action against the Institution after exhausting the grievance procedure.

The recognition that some policies, procedures, and/or processes need improvement will serve to strengthen the Institution, and in no way diminishes the overall positive perceptions held by internal constituent groups.

External Relationships

Bluefield State College has developed strong external relationships, with various external constituent groups providing favorable perceptions of the College. The most notable external relationships include those with alumni, employers, high schools, prospective students, government agencies, and the communities within our service region. Survey data and focus group responses confirmed the success of institutional efforts to conduct these relationships with integrity. The public provided the most favorable survey responses. Consistent with other respondents, the most positive public assessments were directed toward institutional effectiveness and the College's handling of diversity issues.

The College seeks to adhere to all legal requirements, facilitating institutional and program review by appropriate governmental agencies. The College also enjoys a strong reputation for honesty and integrity with the high schools in our service region, the result of a long-term adherence to high ethical standards by those representing the College in recruiting activities. Survey data confirmed that the public feels the Institution provides the quality of education advertised in our marketing materials and processes. While not as glowing as the public assessment, survey responses of the alumni indicated a favorable evaluation of the institution. The alumni were particularly positive in their assessment of institutional effectiveness.

Strengths

1. Constituent groups have positive perceptions of institutional effectiveness and exhibit pride in being affiliated with Bluefield State College.
2. The Institution is vigilant in reviewing and modifying academic programs.
3. Graduates of Bluefield State College are well-prepared and successful in professional endeavors.
4. The Institution has increased efforts to promote diversity.
5. Publications directed to students and members of the public are accurate and subject to periodic revision.
6. Persons associated with the Institution believe that individual safety and privacy are protected.

Recommendations for Improvement

1. The Classified Staff Handbook needs revision.
2. Institutional values should be emphasized and these values should become part of the orientation process for faculty and classified staff.
3. Administrative interaction with faculty and classified staff should be increased, with emphasis on improving communication among campus constituent groups.
4. Institutional policies and procedures should be discussed with relevant constituent groups on a regular basis.

PART 3 – CONCLUDING SECTIONS

CHAPTER IX: SUMMARY OF FINDINGS

Mission

Chapter IV focuses on Criterion 1. An analysis of the statement of mission and purposes found that a strength lies in the fact that it is a broad statement addressing the Institution's goals and the needs of the community. However, the mission statement needs to be formatted to delineate the mission statement from statements of purpose. The mission statement addresses seven of the nine goals in the Strategic Plan, but needs to incorporate the additional goals related to growth and retention as well as technology. Throughout the study, constituent groups generally gave the Institution positive responses in the areas of performance relevant to Criterion 1. However, faculty and staff responses were often lower than the responses of alumni, students, and the public. This revealed the need to enhance involvement of faculty and staff in the development of the Institution's mission and purposes.

Resources

Chapter V addresses Criterion 2 and therefore focuses on the utilization of resources at Bluefield State College to accomplish its purposes. Specifically, the chapter addresses institutional governance, human resources, services, physical resources, and financial resources. As the College continues to adapt to changing legislation that governs higher education in West Virginia, each of the above areas is analyzed with the goal of continuous improvement of products and services for students and the region the College serves.

Recent initiatives have allowed the College to build more capacity in addressing students' needs and in serving the community. Through prudent financial management, the College has minimized short-term debt during this period and continues to retain funds necessary to ensure long-term operations and success. Bluefield State College also continues to focus on the use of

technology, both in the classroom and in its administrative arenas. An additional focus centers on the attraction of external funding sources that will permit the College to continue to expand its services and outreach.

Accomplishing the Mission

Chapter VI consists of an evaluative discussion regarding BSC's performance in accomplishing its mission (Criterion 3). Bluefield State College does a satisfactory job in assessment of it programs and services. The College has 16 nationally accredited programs thus integrating assessment for those outside accrediting agencies into the framework of the College. Significant efforts are made by the faculty and administration to ensure that quality academic instruction and student services are provided to all students at the Institution. Overall, the student satisfaction survey, as well as other surveys, provided the College with greater insight into its strengths and weaknesses. Assessment is a continual, evolving process, ensuring quality education to all students.

Planning for Continued Effectiveness

Chapter VII focuses on Criterion 4. As such, the chapter provides information regarding the extent to which the College is able to sustain its current level of effectiveness and planning for future improvements. Available data suggested that the College is successfully addressing each of six key areas in achieving the Institution's objective of carrying out an effective planning and implementation process. Strengths included maintaining an adequate resource base with no long-term debt; association with two Foundations, which enable the Institution to attract quality students through scholarships; and clearly maintaining appropriate administrative and committee structures.

Other strengths included updates in academic programming and physical facilities. The academic planning process recently led to the establishment of six new degree programs.

Significant expansion and improvements at three campuses resulted in ADA compliance, improved technology, and increased enrollment. Planned changes include the establishment of an office of institutional effectiveness to act as a resource for assessment and evaluation efforts. Also, changes in the finance department will allow online access to financial data.

Improvement focuses will include seeking and obtaining additional funding sources, especially grants and contracts; maintaining competitive tuition and fee rates to increase enrollment; and improving communication flow to ensure effective decision-making.

Institutional Integrity

Chapter VIII provides an evaluation of Bluefield State College in terms of institutional integrity (Criterion 5). The quantitative and qualitative data available indicated that Bluefield State College operates in an ethical manner, and exhibits integrity in both internal and external relationships. Results of the comprehensive constituent survey indicate positive perceptions of the College from all constituent groups, with exceptionally strong results from students and the public. Both of these groups hold critical vantage points from which to evaluate the quality of education provided by Institution. Bluefield State College is perceived as being effective in preparing students for careers and life beyond the collegiate experience. Academic programs are reviewed regularly, and are modified whenever necessary to maintain relevance to demands in the work place. Bluefield State College has increased its efforts to promote diversity, with recent data confirming an increase in minority student representation.

While the institutional self-assessment provided a positive overall evaluation of the institution's integrity, three areas of concern emerged during the process. First, institutional values should be continuously communicated and incorporated into employee orientation sessions. Second, review of institutional publications identified the need for revision of the Faculty Handbook and the Classified Staff Handbook (subsequently, the Faculty Handbook has

been revised and distributed to faculty, while revision of the Classified Staff Handbook is underway). Third, the Self Study also provided evidence that organizational communication needs improvement, indicating the necessity for increased interaction between college administration and various constituent groups.

Greatest Strengths

The strengths of Bluefield State College are as follows:

1. BSC offers numerous programs with 16 of these programs nationally accredited;
2. BSC has a low faculty-to-student ratio (an average of 1 faculty member to 18 students);
3. BSC students are satisfied with programs and the quality of education;
4. BSC has compassionate, devoted, and qualified faculty and staff;
5. BSC has a culturally diverse faculty, staff, and student body;
6. BSC programs provide numerous support services that are particularly beneficial to first generation college students;
7. BSC has a main campus located in Bluefield along with three additional sites located in Lewisburg, Beckley, and Welch;
8. BSC is financially sound with adequate reserves;
9. BSC has well-maintained physical facilities that are accessible to individuals with disabilities;
10. BSC provides numerous cultural programs for students and citizens in the surrounding area; and
11. BSC continues to advance the use of technology in classrooms and offices.

Concerns

While conducting the Self-Study, the following concerns were identified:

1. As a result of the constantly changing condition of higher education in West Virginia, the College is reactive rather than proactive in long-term planning.
2. BSC is located in an economically depressed area of West Virginia with the number of high school students declining each year, limiting the pool of prospective students.
3. BSC has no residential facilities for students.
4. Communications among faculty, staff, and administrators need to be improved.

Conclusion

This report has provided evidence that the College meets or exceeds the criteria for continued accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools.

CHAPTER X: REQUEST FOR ACTION

In conclusion, this Self-Study report demonstrates Bluefield State College satisfies all accreditation requirements. First, Chapter II shows that BSC has responded to NCA concerns, advice, and suggestions as delineated in the site visit report of 1992. Second, Chapter III demonstrates that BSC meets each of the Higher Learning Commission's *General Institutional Requirements*. Third, Chapters IV through VIII provide patterns of evidence that the College has met the five criteria for accreditation.

Bluefield State College fully meets the criteria for eligibility for continued accreditation and fulfills the obligations of membership in the Higher Learning Commission. Therefore, Bluefield State College formally requests the maximum ten-year re-accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools.

Appendix A

North Central Association of Colleges and Schools
Commission on Institutions of Higher Education

30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504
(800) 621-7400; (312) 263-0456; Fax: (312) 263-7462

Basic Institutional Data Form A

PART 1 - FULL-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Bluefield State College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1998-1999	1999-2000	2000-2001
Freshman - Occupationally oriented (Definition 1-A&B)	829	797	852
Freshman - Occupationally oriented (Definition I-C)	2	3	11
Freshman – Undeclared (Definition I-D)	4	3	41
Sophomore - Degree oriented (Definition I-A & B)	361	330	350
Sophomore - Occupationally oriented (Definition I-C)	1	2	0
Sophomore - Undeclared (Definition I-D)	0	0	0
Junior	236	250	259
Senior	234	197	210
TOTAL UNDERGRADUATE	1667	1582	1723
GRADUATE			
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	1667	1582	1723
OTHER			

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Commission on Institutions of Higher Education

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Basic Institutional Data Form A

PART 2 - PART-TIME ENROLLMENT (HEADCOUNT)

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Bluefield State College

	Two Years Prior	One Year Prior	Current Year
UNDERGRADUATE	1998-1999	1999-2000	2000-2001
Freshman - Occupationally oriented (Definition 1-A&B)	272	244	256
Freshman - Occupationally oriented (Definition I-C)	2	4	43
Freshman - Undeclared (Definition I-D)	115	174	277
Sophomore - Degree oriented (Definition I-A & B)	102	112	116
Sophomore - Occupationally oriented (Definition I-C)	0	0	3
Sophomore - Undeclared (Definition I-D)	0	0	0
Junior	110	91	101
Senior	138	132	129
TOTAL UNDERGRADUATE	739	757	925
GRADUATE	N/A	N/A	N/A
Master's			
Specialist			
Doctoral			
TOTAL GRADUATE			
PROFESSIONAL (by degree)			
TOTAL PROFESSIONAL			
TOTAL ALL LEVELS	2405	2339	2648
OTHER			

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Basic Institutional Data Form A

PART 3 - FULL-TIME EQUIVALENT ENROLLMENT

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Bluefield State College

	Two Years Prior	One Year Prior	Current Year
	1998-1999	1999-2000	2000-2001
UNDERGRADUATE - (see definitions I.A thru D)	1906.3	1818.4	2014.6
GRADUATE - (see definition II)			
PROFESSIONAL - (see definition III)			
UNCLASSIFIED - (see definition VI)			
TOTAL	1906.3	1818.4	2014.6

Basic Institutional Data Form A

PART 4 - OTHER SIGNIFICANT INSTITUTIONAL ENROLLMENTS
(e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer Session Enrollment

	Two Years Prior	One Year Prior	Current Year
	1998 – 1999	1999 – 2000	2000 – 2001
TOTAL UNDERGRADUATE	111.6	125.1	186.6
TOTAL GRADUATE			
TOTAL PROFESSIONAL			
TOTAL NON-CREDIT CONTINUING EDUCATION ENROLLMENTS (headcount)			
TOTAL NON-CREDIT REMEDIAL AND DEVELOPMENTAL ENROLLMENTS (FTE)			
TOTAL OTHER			
TOTAL	111.6	125.1	186.6

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Basic Institutional Data Form B

PART 1 - STUDENT ADMISSIONS

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Bluefield State College

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution ? Yes _X_ No ____

	Two Years Prior	One Year Prior	Current Year
FRESHMAN	1999 – 2000	2000 – 2001	2001 - 2002
Number of applicants with complete credentials for admission to the freshman class	1319	1221	1024
Number of applicants accepted	1270	1213	1010
Number of freshman applicants actually enrolled	446	553	488
TRANSFER			
Number of applicants with complete credentials for admission with advanced standing (transfer)	705	498	411
Number of advanced-standing undergraduate applicants accepted	658	474	391
Number of advanced-standing undergraduate applicants actually enrolled	256	212	207
MASTER'S			
Number of applicants with complete credentials for admission to master's programs			
Number of applicants accepted for master's programs			
Number of applicants actually enrolled in master's programs			
SPECIALIST			
Number of applicants with complete credentials for admission to specialist programs			
Number of applicants accepted for specialist programs			
Number of applicants actually enrolled in specialist programs			

Prepare separate reports for each campus. Please add attachments and additional sheets whenever necessary.

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Basic Institutional Data Form B - Part 1 Continued

Name of institution/campus reported: **Not Applicable**

	Two Years Prior	One Year Prior	Current Year
DOCTORAL	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with complete credentials for admission to doctoral programs			
Number of applicants accepted for doctoral programs			
Number of applicants actually enrolled in doctoral programs			

		Two Years Prior	One Year Prior	Current Year
PROFESSIONAL	**Report by degrees**	19 ____ - ____	19 ____ - ____	19 ____ - ____
Number of applicants with Complete credentials for admission to professional programs				
Number of applicants Accepted for professional programs				
Number of applicants actually enrolled in professional programs				

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B
Part 2 - ABILITY MEASURES OF FRESHMAN

Name of institution/campus reported: Bluefield State College

Specify quarter/semester reported: Fall 2000

Are scores used or routinely collected ? Yes X No ___

A. Class ranking of entering freshman	Not Collected
Percent in top 10% of high school class	
Percent in top 25% of high school class	
Percent in top 50% of high school class	
Percent in top 75% of high school class	

B. SAT scores for entering freshman	Verbal	Math
Class average SAT score	ACT STATE	
Percent scoring above 500		
Percent scoring above 600		
Percent scoring above 700		

C. Mean ACT scores for entering freshman	
Composite	19.0
Mathematics	17.8
English	18.5
Natural Sciences	19.8
Social Studies	19.6

D. Other tests used for admission or placement	
Test name	none
Mean or Composite	
Range	

Basic Institutional Data Form B

Part 3 - ABILITY MEASURES OF ENTERING GRADUATE STUDENTS

(Report for last full academic year)

A. Graduate Record Examination **Range** _____ High _____ Low
(for total Graduate School excluding professional schools)

B. Miller Analogies Test **Range** _____ High _____ Low
(for total Graduate School excluding professional schools)

C. On a separate sheet, indicate other test data used for admission to professional programs.

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form B
Part 4 - UNDERGRADUATE STUDENT FINANCIAL AID
(Report for last full fiscal year)

Name of institution/campus reported: Bluefield State College

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	2,958,662.00	1490
	Loans	3,125,971.00	1351
	Employment	138,825.00	103
STATE	Grants and Scholarships	774,198.00	577
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	401,931.00	495
	Loans	0	0
	Employment	311,820.00	160
FROM OTHER SOURCES	Grants and Scholarships	1,271,870.00	380
	Loans	5,000.00	1
Unduplicated number of undergraduate students aided		1853	
Number of students receiving institutional athletic assistance		61	
Percentage of institutional aid for athletic assistance		25%	

Part 5 - GRADUATE AND PROFESSIONAL STUDENT FINANCIAL AID
(Report for last full fiscal year)
NOT APPLICABLE TO BLUEFIELD STATE COLLEGE

SOURCE OF FUNDING		TOTAL $ AMOUNT	NO. OF STUDENTS AIDED
FEDERAL	Grants and Scholarships	0	0
	Loans	0	0
	Employment	0	0
STATE	Grants and Scholarships	0	0
	Loans	0	0
INSTITUTIONAL	Grants and Scholarships	0	0
	Loans	0	0
	Employment	0	0
FROM OTHER SOURCES	Grants and Scholarships	0	0
	Loans	0	0
Unduplicated number of undergraduate students aided			

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C
Part 1 - FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Bluefield State College

Specify quarter/semester reported: 11/00

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor	16	6	19		1	2				5	14	3
Associate Professor	16	10	25			1			1	15	10	
Assistant Professor	8	11	18	1					3	8	7	1
Instructor	2	7	8	1					1	8		
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year	3	1	4						1	2	1	
Number of instructional staff employed in previous academic year, but not reemployed for current academic year	6		4	1			1			2	3	1

Prepare separate report for each campus. Please add attachments and additional sheets wherever necessary.

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Basic Institutional Data Form C
Part 1 continued- FULL-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Bluefield State College

Specify quarter/semester reported: 11/00

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor				7		15
Associate Professor				15		10
Assistant Professor				16		4
Instructor			2	7		
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

	MEAN	RANGE	
		High	**Low**
Professor	57,760.36	66,510	48,698
Associate Professor	45,633.84	52,176	41,688
Assistant Professor	40,583.71	46,128	36,336
Instructor	33,452	35,952	32,670
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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Basic Institutional Data Form C
Part 3 - PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Bluefield State College

Specify quarter/semester reported: 11/00

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	Distribution by Sex		Distribution by Race						Distribution by Age Range			
	Male	Female	White	Black	Hispanic	Asian	Native Am.	Other	20-35	35-50	50-65	65-over
Professor												
Associate Professor												
Assistant Professor												
Instructor	67	68	123	9	1		2		15	71	44	5
Teaching Assistants & other teaching personnel												
Research staff & Research Assistants												
Undesignated rank												
Number of instructional staff added for current academic year												
Number of instructional staff employed in previous academic year, but not reemployed for current academic year												

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Basic Institutional Data Form C
Part 3 continued- PART-TIME INSTRUCTIONAL STAFF AND FACULTY INFORMATION

Name of institution/campus reported: Bluefield State College

Specify quarter/semester reported: 11/00

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all nonprofessional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

	HIGHEST DEGREE EARNED					
	Diploma, Certificate, or None	**Associate**	**Bachelor's**	**Master's**	**Specialist**	**Doctoral**
Professor						
Associate Professor						
Assistant Professor						
Instructor	5	3	51	58	12	6
Teaching Assists. & other teaching peers						
Research staff & Research Assists.						
Undesignated rank						
Number of instructional staff added for current academic year						
Number of instructional staff employed in previous academic year, but not reemployed for current academic year						

Part 2 - SALARIES OF FULL-TIME INSTRUCTIONAL STAFF AND FACULTY

See page 125	**MEAN**	**RANGE**	
		High	**Low**
Professor			
Associate Professor			
Assistant Professor			
Instructor			
Teaching Assists. & other teaching pers.			
Research staff and Research Assistants			
Undesignated rank			

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Bluefield State College/Hardway Library
Do you have specialized libraries not included in this data. Yes ____ No X If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998-1999	1999-2000	2000-2001
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	2,263	2,174	2,181
Total circulation to students	U/A	U/A	U/A
Per capita student use (circulation to students divided by the number of enrolled students)	U/A	U/A	U/A
Total circulation to faculty	U/A	U/A	U/A
Per capita faculty use (circulation to faculty divided by number of FTE faculty)	U/A	U/A	U/A
Total circulation to Community Users	U/A	U/A	U/A
Number of items borrowed from other libraries via interlibrary loan	281	306	2,861
Number of items lent to other libraries via interlibrary loan	295	340	2,251
Hours open per week	62	62	62
On-line electronic database searches (usually mediated by library staff)	0	0	0
Total Library staff presentations to groups/classes	28	21	24
Tours and one-time presentations	Includes	Includes	Includes
Hands-on instruction for using electronic databases	All of	All of	All of
Hands-on instruction for Internet searching	These	These	These
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection	U/A	U/A	U/A
Books and other printed materials	70,053	72,011	74,629
Print serials/periodicals	325	225	2,453
Electronic serials/periodicals	0	1100	
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	U/A	653,767	722,263

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Bluefield State College/Hardway Library

	Two Years Prior	One Year Prior	Current Year
	1998-1999	1999-2000	2000-2001
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	N/A	N/A	N/A
Government documents not reported elsewhere	U/A	81,870	91,141
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	5	5	5
Number of CD-ROM databases available for searches by students	U/A	U/A	4
Number of subscriptions to scholarly journals	U/A	U/A	2,350 (est.)
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	4	3	3
Number of FTE non-professional staff	3	3	3
Number of FTE student staff	1	1	1
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)	U/A	U/A	200 1723 FTE=.12
Number of publicly accessible computers	6	6	6
Estimated linear shelving space remaining for expansion	U/A	U/A	54 lin.ft.
Estimated linear feet of materials stored off-site	0	0	0
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	114,792	102,033	105,544
Total non-professional staff salaries	73,822	77,223	78,312
Total student staff salaries	U/A	6,180	7,210
For collection			
Books/other printed materials	23,185	36,541	45,736
Print serials/periodicals	26,170	17,473	17,804
Microfilms	6,714	9,678	
Non-print materials (e.g., films, tapes, CDs)	0	0	0
Government documents not reported elsewhere	0	0	0
Computer software	N/A	N/A	N/A

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Bluefield State College/Hardway Library

	Two Years Prior	One Year Prior	Current Year
	1998-1999	1999-2000	2000-2001
E. EXPENDITURES (Continued)			
Access and other services	14,040	17,696	11,229
Interlibrary loan	159	132	577
On-line database searches	0	0	0
Network membership	10,112	6,206	7,090
Binding, preservation, and restoration	N/A	N/A	N/A
Production of materials (on- or off-site)	N/A	N/A	N/A
Other equipment and furniture purchase/replacement	U/A	U/A	200
Other operating expenses (excluding capital outlay)	11,173	15,150	18,799
Total library expenses	280,167	285,312	292,501

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	X	
Does the library attempt to measure/record reference questions answered?		X
Does the library attempt to measure/record user satisfaction?		X
Does the library attempt to measure/record in-library use of other resources?		X
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	X	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	X	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	X	

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER

Report for current year and previous two years - Estimate if necessary (identify estimates)

Name of institution/site reported: Bluefield State College/GCCC Library
Do you have specialized libraries not included in this data. Yes ____ No X If you do, please identify these specialized libraries or collections on a separate page.

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	July-Dec. 2000
A. USE AND SERVICE			
Total use of the collection (number of books or other materials circulated annually)	1300	2836	1709
Total circulation to students			
Per capita student use (circulation to students divided by the number of enrolled students)			
Total circulation to faculty			
Per capita faculty use (circulation to faculty divided by number of FTE faculty)			
Total circulation to Community Users			
Number of items borrowed from other libraries via interlibrary loan	354	342	202
Number of items lent to other libraries via interlibrary loan	100	N/A	65
Hours open per week	55.5	70	56
On-line electronic database searches (usually mediated by library staff)	0	0	0
Total Library staff presentations to groups/classes			
Tours and one-time presentations			
Hands-on instruction for using electronic databases			
Hands-on instruction for Internet searching			
Semester-length bibliographical instruction	0	0	0
B. COLLECTIONS			
Total number of different titles in collection			
Books and other printed materials	12,846	12,846	16,688
Print serials/periodicals	117	70	2144
Electronic serials/periodicals	0	0	(print & electronic)
Other electronic materials (except serials/periodicals)	0	0	0
Microforms	52,300	52,646	44,698

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Bluefield State College/GCCC Library

	Two Years Prior	One Year Prior	Current Year
	1998 - 1999	1999 - 2000	July – Dec.2000
B. COLLECTIONS (Continued)			
Non-print materials (e.g. films, tapes, CDs)	513	525	406
Government documents not reported elsewhere	0	0	0
Computer software	0	0	0
Number of subscribed/purchased electronic on-line databases	5	5	5
Number of CD-ROM databases available for searches by students	0	0	0
Number of subscriptions to scholarly journals			
C. STAFF (1 FTE Staff = 35-40 hours per week)			
Number of FTE professional staff	1	1	1
Number of FTE non-professional staff	.5	.5	.5
Number of FTE student staff	1.5	1.5	1.5
Number of other FTE staff (please explain on attached sheet)	0	0	0
D. FACILITIES			
Seating ratio (number of seats divided by student headcount enrollment)			
Number of publicly accessible computers	6	6	6
Estimated linear shelving space remaining for expansion			
Estimated linear feet of materials stored off-site			
E. EXPENDITURES			
For staff (exclude fringe benefits):			
Total professional staff salaries	27,264	28692	15,241
Total non-professional staff salaries			
Total student staff salaries			
For collection	25,000	12,000	20,000
Books/other printed materials			
Print serials/periodicals			
Microfilms			
Non-print materials (e.g., films, tapes, CDs)			
Government documents not reported elsewhere			
Computer software			

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Basic Institutional Data Form D

LIBRARY/LEARNING RESOURCE CENTER (continued)

Name of institution/site reported: Bluefield State College/GCCC Library

	Two Years Prior	One Year Prior	Current Year
	1998-1999	1999-2000	July – Dec 2000
E. EXPENDITURES (Continued)			
Access and other services			
Interlibrary loan			
On-line database searches			
Network membership			
Binding, preservation, and restoration			
Production of materials (on- or off-site)			
Other equipment and furniture purchase/replacement			
Other operating expenses (excluding capital outlay)			
Total library expenses	25,000	12,000	20,000

F. OTHER	YES	NO
Output measures		
Does the library attempt to measure/record patron visits to the library?	x	
Does the library attempt to measure/record reference questions answered?		x
Does the library attempt to measure/record user satisfaction?		x
Does the library attempt to measure/record in-library use of other resources?		x
Agreements and policies:		
Are there formal, written agreements to share library resources with other institutions?	x	
Are there formal, written consortorial agreements for statewide or regional use of library materials?	x	
Are there formal, written agreements allowing the institution's students to use other institutions' libraries?	x	

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Basic Institutional Data Form E
INSTITUTIONAL COMPUTING RESOURCES
Report for Current Academic Year

Name of institution/site reported: Bluefield State College/Bluefield /GCCC/Beckley

WorldWideWeb (WWW) URL address: www.bluefield.wvnet.edu

A. ORGANIZATION, PLANNING, AND POLICIES (Please attach an organizational chart. Include names)	**YES**	**NO**
Designated administrator(s) for institutional computing?	X	
Designated administrator(s) for Administrative computing?	X	
Designated administrator(s) for Academic computing?	X	
Centralized computing services?	X	
Formal, written, and approved technology plan?	X	
Technology plan linked to institutional mission and purposes?	X	
Computing resources included in institutional strategic plan?	X	
Policies on the purchase, replacement, and repair of hardware?	X	
Policies on the purchase and updating of software?	X	
Institutional computing responsible/ethical use policy?	X	
Institutional policies that include institutional computer issues?	X	
Institutional policies that include administrative computing issues?	X	
Institutional policies that include academic computing issues?	X	
B. FACILITIES		
Institutional network backbone?	X	
Computer labs networked?	X	
Classrooms functionally networked?	X	
Multi-media computers in labs?	X	
Administrative offices networked?	X	
Academic offices networked?	X	
Residence halls wired?		N/A

Number of non-networked computer labs 8 Total number of stations 92

Number of networked labs 15 Total number of stations 303

Type of access?

Wired through network X Wired Ports _____ Remote dial-up access _____

Personal computers X Internet X Slip/ppp connection to WWW _____

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Basic Institutional Data Form E - Continued

C. FUNCTIONS: ADMINISTRATIVE (Place checks where appropriate)

	Access Available To					Via	
	Students	Faculty	Staff	Administrators	Public	Direct Access	Remote Access Modem WWW
College Activity Calendar	X	X	X	X	X		X
College Catalog	X	X	X	X	X		X
Class Schedule	X	X	X	X	X		X
Financial Aid	X	X	X	X	X		X
On-line registration		X	X	X		X	
Student Academic Record		X	X	X		X	

E-mail: Intra-institution? X Yes ___ No Inter-institution? X Yes ___ No

D. FUNCTIONS: ACADEMIC	YES	NO
Computers in all full-time faculty offices?	X	
Computers in full-time faculty offices networked?	X	
All part-time faculty have access to computers?	X	
All divisional/departmental offices networked?	X	
All students required to have computers?		X
Internet access available from all faculty offices?	X	
Library access available from all faculty offices?	X	
If YES, is access available to the institutions library(ies)?	X	
If YES, is access available to the state-wide or region-wide library system?	X	
If YES, is access available to other libraries?	X	
Library access available from all classrooms?		X
Computers integrated into instruction?	X	
Off-campus access?	X	
If YES, is off-campus access available by the institutional network?	X	
If YES, is off-campus access available by the academic network?	X	
If YES, is off-campus access available by the Internet?	X	
If NO, plans to provide off-campus access within three years?		
Courses on Internet?	X	
Interactive courses in real-time (i.e., 2-way video and voice?)	X	

E-mail: Intra-institution? X Yes ___ No Inter-institution? X Yes ___ No

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Basic Institutional Data Form E - Continued

E. SUPPORT and TRAINING

Number of FTE technical staff? 12 Number of programmers? 4
Number of FTE training staff? 2 Integrated with Human Resources unit (Y/N) N
Name and Title of designated educational specialist? Dr. Tom Blevins, CTO

F. FINANCES/BUDGET for COMPUTING (Current Fiscal Year)

Total Annual Academic Outlay, Operating Funds: _____

Total Annual Administrative Outlay, Operating Funds: _____

Capital funds available: Academic _____

Capital funds available: Administrative _____

Amount of grants/restricted purpose funds available: _____

Technology fee assessed? (Y/N)
If YES, amount per academic year? _____

G. EVALUATION	YES	NO
Formal system of evaluation by students of academic computing?		X
Formal system of evaluation by students of administrative computing?		X
Formal system of evaluation by faculty of academic computing?		X
Formal system of evaluation by faculty of administrative computing?		X
Systems of evaluation linked to plan to evaluate overall institutional effectiveness?	X	
Results of evaluation linked to institutional planning and budgeting processes?	X	

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: Bluefield State College
Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		1998 - 1999	1999 - 2000	2000 - 2001
Certificate	Technical Office Procedures Skills	1	0	1
Certificate	Technical Studies	Not offered	Not offered	9
Associate of Applied Science	Applied Science	1	0	4
Associate of Science	Architectural Engineering Tech	6	6	7
Associate of Science	Civil Engineering Tech	20	10	16
Associate of Science	Commercial Aquaculture	Not offered	2	1
Associate of Science	Communications Technology	4	4	5
Associate of Science	Computer Science	12	10	12
Associate of Science	Corrections	5	9	11
Associate of Science	Electrical Engineering Tech	29	18	12
Associate of Science	General Business	27	17	28
Associate of Science	General Education	19	14	14
Associate of Science	Law Enforcement	32	13	19
Associate of Science	Legal Assisting	14	7	11
Associate of Arts	Liberal Studies		0	0
Associate of Science	Lodging Operations	3	2	0
Associate of Science	Mechanical Engineering Tech	4	7	6
Associate of Science	Medical Assisting	8	10	11
Associate of Science	Nursing	50	48	38
Associate of Applied Science	Occupational Development	1	2	6
Associate of Science	Professional Office Systems Tech	Not offered	2	11
Associate of Science	Radiological Tech	21	21	12
Associate of Science	Secretarial Science	10	2	Not offered
Associate of Applied Science	Technical Studies	0	0	0

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Basic Institutional Data Form F
CERTIFICATE, DIPLOMA AND DEGREE PROGRAMS
Previous Three Years

Name of institution/site reported: Bluefield State College

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

CERTIFICATE, DIPLOMA OR DEGREE	CURRICULUM OR MAJOR	GRADUATES IN PROGRAM		
		19 98 – 1999	1999 – 2000	2000 - 2001
Bachelor of Arts	Humanities	1	4	10
Bachelor of Arts	Social Science	8	14	11
Bachelor of Science	Applied Science	4	6	4
Bachelor of Science	Accountancy	8	10	2
Bachelor of Science	Business Administration	36	24	30
Bachelor of Science	Architectural Engineering Tech	5	5	6
Bachelor of Science	Civil Engineering Tech	15	11	17
Bachelor of Science	Computer Science	7	8	6
Bachelor of Science	Criminal Justice Administration	27	22	14
Bachelor of Science	Adolescent Education	1	Not offered	Not offered
Bachelor of Science	Early/Middle Education	18	16	16
Bachelor of Science	Middle/Adolescent Education	2	1	Not offered
Bachelor of Science	Electrical Engineering Tech	26	22	16
Bachelor of Science	Mechanical Engineering Tech	10	7	7
Bachelor of Science	Mining Engineering Tech	0	2	1
Bachelor of Science	Nursing	22	19	19
Bachelor of Arts	Regents Bachelor of Arts	13	16	15

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Basic Institutional Data Form G

INTERCOLLEGIATE ATHLETICS

Name of institution/campus reported: Bluefield State College

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership:

FOR MOST RECENT ACADEMIC YEAR													
NAME OF SPORT	# OF STUDENTS PARTICIPATING IN INTERCOLLEGIATE ATHLETIC PROGRAMS		NUMBER OF ATHLETIC SCHOLARSHIPS		MEAN AMOUNT OF SCHOLARSHIP		NUMBER OF SCHOLARSHIP STUDENTS COMPLETING DEGREES		NUMBER OF STAFF (Use FTE)		OPERATING BUDGET FOR INTERCOLLEGIATE ATHLETIC PROGRAMS (list current last year)		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	00-01	01-02	
Men's Basketball	23		21		2352.14		1		.83		25,200	24,750	
Women's Basketball		14		13		1753.61		0		.75	22,840	22,900	
Men's Baseball	32		28		1469.71		2		.50		20,100	17,110	
Men's Golf	9		3		854.00		0		.25		8,250	8,850	
Women's Softball		19		9		1098.33		0		.50	15,060	13,460	
Men's Cross Country	11		5		1636.40		2		.25		5,475	5,475	
Women's Tennis		14		6		1308.16		0		.25	6,375	6,875	
Men's Tennis	11		5		1517.60		1		.25		6,375	6,875	
Women's Cross Country		16		1		3210.00		0		.25	6,375	5,475	

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.

Appendix B: Survey Data

A scale of 1 to 10 was use to indicate the extent of agreement with each statement. The scale of 1 to ten was interpreted in the following manner:

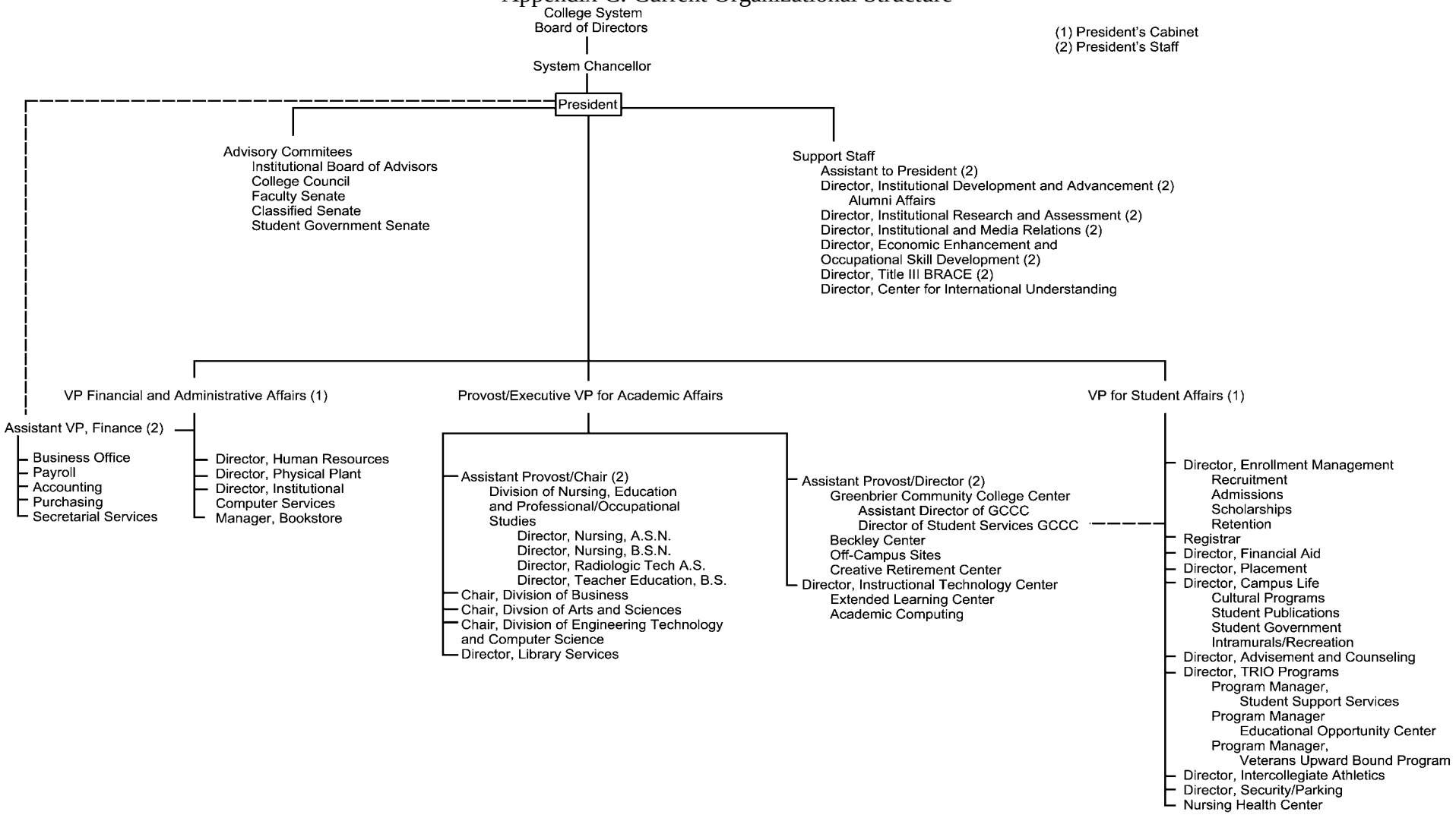
1.00 to 2.49 = Unsatisfactory
2.50 to 3.99 = Poor
4.00 to 6.99 = Satisfactory
7.00 to 8.49 = Superior
8.50 to 10.00 = Outstanding

Item	Faculty Mean	Staff Mean	Student Mean	Alumni Mean	Public Mean	Mean of Mean
1. Bluefield State College has a clearly defined mission statement.	7.75	7.15	7.84	7.38	8.43	7.71
2. The mission of Bluefield State College has been communicated to me.	7.79	6.81	7.36	7.21	7.62	7.36
3. Bluefield State College's mission statement is appropriate.	7.67	6.82	7.79	7.44	8.30	7.60
4. Bluefield State College fulfills its mission.	7.67	6.97	7.79	7.49	8.25	7.63
5. The methods for evaluating Bluefield State College's purposes are well-known.	5.85	5.57	7.63	6.58	7.23	6.57
6. Bluefield State College practices effective planning.	6.16	5.71	7.65	7.34	8.15	7.00
7. Bluefield State College has a set of clearly defined goals.	6.76	6.28	7.84	7.05	8.04	7.19
8. The college informs everyone of its institutional and educational goals.	6.45	5.90	7.62	7.35	7.55	6.97
9. The college provides an environment that supports freedom of inquiry for faculty and students.	7.56	6.62	8.38	7.73	8.26	7.71
10. The people who work at Bluefield State College are receptive to inquiries.	7.82	6.69	8.09	7.76	8.23	7.72
11. Bluefield State College has clearly defined core values that influence behavior within the institution.	6.84	6.18	8.02	7.57	8.22	7.37
12. There is no evidence of discrimination at Bluefield State College.	7.60	7.06	8.21	7.27	8.61	7.75
13. The college actively recruits students from various ethnic, racial, socioeconomic, and geographic areas.	8.20	7.94	8.65	7.83	8.82	8.29
14. Minorities feel comfortable at Bluefield State College.	7.95	6.84	8.48	7.25	8.54	7.81
15. An individual's privacy is protected at Bluefield State College	8.50	7.08	8.50	7.91	8.51	8.10
16. An individual's safety is protected at Bluefield State	8.00	7.60	8.48	7.83	8.67	8.12

College.						
17. The programs of study at Bluefield State College prepare students for career and/or advanced study opportunities	9.07	8.05	8.68	8.37	8.84	8.60
18. Bluefield State College graduates can compete successfully with graduates from any university/college.	8.69	7.61	8.50	8.23	8.57	8.32
19. The academic curriculum is evaluated and adjusted to maintain professional relevance.	8.38	6.69	8.35	8.04	8.42	7.98
20. Bluefield State College makes a positive impact on the service region.	8.76	7.82	8.40	8.16	8.93	8.41
21. The reputation of Bluefield State College in the service region is good.	8.08	7.33	8.46	8.36	8.96	8.24
22. I am proud to be affiliated with Bluefield State College.	8.61	8.00	8.61	8.54	9.08	8.57
23. Bluefield State College has developed an assessment plan and published it for review.	6.62	5.49	7.62	7.34	7.83	6.98
24. The decision-making process at Bluefield State College is effective.	6.06	5.37	7.71	7.12	8.13	6.88
25. The administration of the college attempts to interact with...	5.64	5.99	7.71	6.82	8.69	6.97
26. The administration of Bluefield State College is open to suggestions from...	5.95	5.76	7.79	7.00	8.66	7.03
27. It is important that assessment plans be designed to improve student learning.	8.64	8.09	8.57			8.43
28. The...Handbook is current and expresses the policies and procedures governing faculty behavior at BSC.	7.33	6.00	8.73			7.35
29. Bluefield State College shows integrity and honesty in dealing with...	6.90	6.04	8.25	7.54		7.18
30. Educational programs have developed assessment plans that state goals regarding learning outcomes.	7.61	6.05	8.15	7.36		7.29
31. The policies and procedures addressed in the...Handbook are discussed with...on a regular basis.	4.90	4.12	7.44			5.49
32. Administrative actions toward...are consistent with the policies and procedures in the...Handbook.	6.70	5.61	7.92			6.74
33. BSC has a procedure for the resolution of...grievances that is perceived by...as being fair.	7.18	5.86	7.83			6.96
34. ....are included in the decision-making process at Bluefield State College.	5.88	5.37	7.24			6.16
35. The administration of Bluefield State College is responsive to....needs.	5.98	5.45	7.74			6.39
36. BSC delivers to students the quality of education advertised in the recruiting materials.	8.46	7.32	8.23			8.00
37. BSC's academic programs, student services, and facilities are available to students as stated by the college.	8.03	7.88	8.15			8.02
38. Faculty provide a syllabus for each course that	8.56		8.84			8.70

clearly identifies course objectives and student expectations.						
39. Faculty follow the course syllabus.	8.22		8.47			8.35
40. The compensation system for faculty and staff is consistent throughout the college.	5.57	5.89				5.73
41. Individual contributions are rewarded at Bluefield State College.	5.31	4.97				5.14
42. Academic research is rewarded at Bluefield State College.	5.16	5.44				5.30
43. College faculty and staff are encouraged to participate in community activities.	7.57	6.94				7.26
44. College faculty and staff are rewarded for participation in community activities.	5.43	5.14				5.29
45. Bluefield state College has an assessment plan that emerged from and is carried out by the faculty.	6.04					6.04
46. Each academic area at Bluefield State College has direct indicators of learning that are assessed.	6.62					6.62
47. Each academic area at BSC reports evidence of learning through indirect indicators of learning.	6.85					6.85
43. Assessment plans are in use in non-academic divisions/departments of the college.		5.47				5.47
27. Bluefield State College takes an active role in maintaining contacts with....				7.42	8.38	7.90
28. Bluefield State College has a positive relationship with...				7.49	8.51	8.00

Appendix C: Current Organizational Structure



Effective 7/1/97

Appendix D: List Of Committees and the Constituent

Groups Represented on Each Committee

COMMITTEES	CONSTITUENT GROUPS REPRESENTED
Institutional Advisory Board	Community, faculty, staff, and students
College Council	Administration, faculty, staff, and students
Joint Academic Affairs Advisory Council	Administration
Faculty Senate	Elected faculty representatives
Classified Senate	Elected staff representatives
Promotion and Tenure	Elected tenured faculty
Rights and Privileges	Faculty
Academic Computing Committee	Administration, faculty, students, and staff
Academics Committee	Administration, faculty, and students
Assessment Committee	Administration and faculty
Curriculum Committee	Administration, faculty, and students
Distributive Learning Committee	Administration, faculty, and students
Library Committee	Faculty, students, and staff
Activities Committee	Administration, faculty, and students
Athletics Committee	Faculty, staff, and students
Personnel Development Committee	Administration, faculty, and staff
Student Conduct Committee	Administration, faculty, and students
Student Publications Committee	Faculty, staff, and students
Student Union Board	Administration, faculty, staff, and students
Financial Aid Advisory Committee	Administration, faculty, staff, and students
Americans with Disabilities Act (ADA)	Administration, faculty, staff, and students

Appendix E: Survey Data Relating to Institutional Integrity

Survey Data Relating to Criterion Five: Institutional Integrity

Mission/Values

Item	Faculty	Staff	Students	Alumni	Public
1	7.75	7.15	7.84	7.38	8.43
3	7.67	6.82	7.79	7.44	8.30
4	7.67	6.97	7.79	7.49	8.25
5	5.85	5.57	7.63	6.58	7.23
11	6.84	6.18	8.02	7.57	8.22
Mean	**7.16**	**6.54**	**7.81**	**7.29**	**8.09**

Communication

Item	Faculty	Staff	Students	Alumni	Public
2	7.79	6.81	7.36	7.21	7.62
8	6.45	5.90	7.62	7.35	7.55
10	7.82	6.69	8.09	7.76	8.23
26	5.95	5.76	7.79	7.00	8.66
Mean	**7.00**	**6.29**	**7.72**	**7.33**	**8.02**

Policies and Procedures

Item	Faculty	Staff	Students	Alumni	Public
28	7.33	6.00	8.73		
31	4.90	4.12	7.44		
32	6.70	5.61	7.92		
33	7.18	5.86	7.83		
38	8.56		8.84		
39	8.22		8.47		
Mean	**7.15**	**6.53**	**8.21**		

Diversity

Item	Faculty	Staff	Students	Alumni	Public
12	7.60	7.06	8.21	7.27	8.61
13	8.20	7.94	8.65	7.83	8.82
14	7.95	6.84	8.48	7.25	8.54
Mean	**7.92**	**7.28**	**8.45**	**7.45**	**8.66**

Equity/Fairness Issues

Item	Faculty	Staff	Students	Alumni	Public
29	6.90	6.04	8.25	7.54	
40	5.57	5.89			
41	5.31	4.97			
42	5.16	5.44			
44	5.43	5.14			
Mean	**5.67**	**5.50**			

Institutional Management & Organization

Item	Faculty	Staff	Students	Alumni	Public
6	6.16	5.71	7.65	7.34	8.15
7	6.76	6.28	7.84	7.05	8.04
9	7.56	6.62	8.38	7.73	8.26
15	8.50	7.08	8.50	7.91	8.51
16	8.00	7.60	8.48	7.83	8.67
24	6.06	5.37	7.71	7.12	8.13
25	5.64	5.99	7.71	6.82	8.69
34	5.88	5.37	7.24		
35	5.98	5.45	7.74		
43	7.57	6.94			
Mean	**6.81**	**6.24**	**7.92**	**7.40**	**8.35**

Assessment

Item	Faculty	Staff	Students	Alumni	Public
19	8.38	6.69	8.35	8.04	8.42
23	6.62	5.49	7.62	7.34	7.83
27	8.64	8.09	8.57		
30	7.61	6.05	8.15	7.36	
45	6.04				
46	6.62				
47	6.85				
Mean	**7.25**	**6.58**	**8.17**	**7.58**	**8.13**

Institutional Effectiveness

Item	Faculty	Staff	Students	Alumni	Public
17	9.07	8.05	8.68	8.37	8.84
18	8.69	7.61	8.50	8.23	8.57
20	8.76	7.82	8.40	8.16	8.93
21	8.08	7.33	8.46	8.36	8.96
22	8.61	8.00	8.61	8.54	9.08
36	8.46	7.32	8.23		
37	8.03	7.88	8.15		
Mean	**8.53**	**7.72**	**8.43**	**8.33**	**8.88**