This document represents the findings of the self-study completed at Bluefield State College for submission to the Higher Learning Commission of the North Central Association of Colleges and Schools in support of the College’s request for continued accreditation. This document will serve as an ongoing resource for future planning for the College. Utilizing the five criterion identified by the Higher Learning Commission, the College has made a good faith effort to accurately evaluate its performance by these standards. The College accomplishes this by demonstrating that it:

- operates with integrity,
- has appropriate resources to fulfill its mission,
- provides evidence of student learning and teaching effectiveness,
- promotes a life of learning,
- supports inquiry, creativity, practice, and social responsibility, and
- serves its constituencies effectively.

Bluefield State College has undergone many changes in its recent history addressing challenges along the way. The challenges have sharpened the College’s ability to evolve in its mission, grow stronger financially, and effectively serve the community it supports.
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CHAPTER ONE

BLUEFIELD STATE COLLEGE PROFILE AND HISTORY

Conley Hall
BLUEFIELD STATE COLLEGE PROFILE AND HISTORY

This chapter provides a picture of Bluefield State College (BSC) in terms of the College’s history, legislative impacts on higher education in West Virginia, and the accreditation status of the College along with its specialty programs.

Who is Bluefield State College?

Bluefield State College is a historically black college with a rich and diverse history nestled in the terraced hills of southern West Virginia. The College’s student body represents a cross section of “cultures, races and ethnicity, but also of age, gender, and socioeconomic, family, and employment status.” Another quality that distinguishes the College’s student population is that an estimated 68-70% are first generation students of which “most hail from the Coal Field[s] of South Eastern [West Virginia] Counties, where the college going rate is significantly below the 57.5% average rate of the State.” Further, the average age of the entire student body was 27 as of fall 2010. This reflects the fact that though many of the College’s students are highly motivated, there are “family and employment responsibilities that must be managed along with academic expectations.” Many of these students require developmental courses in reading, mathematics and English. Despite these barriers, there is an “exceptionally high demand for the College’s graduating students – by local and region-wide businesses, industries, agencies and school systems – reflecting the fact that BSC is making significant contributions to economic growth and development by producing highly qualified graduates.”

As of fall 2010, the College’s headcount was 2,063, among whom 77% were full-time, 88% were in-state, 63% were women, and 11% were black. The College awarded 332 degrees, 87 at the associate level and 245 at the baccalaureate level during the 2009-2010 academic year. The fall 2009 to 2010 retention rate was 61%. During the same period the College employed 78 full-time faculty, among whom 13% were minorities, 41% were women with a student-to-faculty ratio of 17 to 1.

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 College was created to serve the educational needs of African-Americans living in the coalfields of southern West Virginia. In the early 1900s, the College had a formal teacher training program and played a vital role in training educators to instruct children of coal mining families. Throughout the first half of the twentieth century, the College experienced enrollment increases and expanded curricular offerings, despite a minimal budget. Bluefield State College was integrated in 1954. By the 1960s, 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, enabling students to fulfill the requirements for the associate and bachelor degrees, was approved as a part of the institutional academic degree structure. In the late 1960s, BSC 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 were 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 in Lewisburg, West Virginia 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. Two years later, the College entered into a cooperative agreement with Beckley College (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. Subsequently, BSC established a facility separate from Beckley College, located in Beckley’s Harper Industrial Park, for the purpose of offering access to higher education opportunities for this rural population.

In 1989, as a result of a Carnegie Institute study of West Virginia, the State Legislature authorized the administrative organizational restructuring 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.

In the 1990s, a series of developments that had begun in the 1950s and continued for more than 40 years, placed Bluefield State College at the center of criticism for allegations of racial discrimination. Those events included the Brown vs. Board of Education court decision that created a much greater choice of higher education institutions for African-American students, including those from this region who had previously been limited to choosing from one of two West Virginia public colleges. At roughly the same time, the region welcomed the return of many Korean War veterans. In southern West Virginia, many of these military veterans who returned home were white. These military veterans had earned G.I. Bill benefits and many were in need of an affordable, career-focused education so they could enter the post-war work force. When a significant number of these veterans enrolled at BSC, the College went from being predominantly black to predominantly white.

Racial tensions were exacerbated in 1966 when Wendell G. Hardway became the first white president in the history of the College. Two years later, on November 21, 1968, a
A bomb exploded on campus and the governing board for higher education in West Virginia closed the College’s dormitories while students were on Thanksgiving break. With no on-campus housing, many minority students from outside the area lost the housing that permitted them to attend BSC.

When BSC faculty and staff were offered a retirement incentive in the 1990s, the remaining three black full-time members of the faculty opted to retire. As a result, BSC was criticized as “America’s Whitest Historically Black College” and it was noted by national media in 1997, that BSC was the only HBCU in the nation with no black faculty.

After a racial discrimination and harassment complaint was filed with the US Department of Education’s Office for Civil Rights (OCR) in 1996, OCR and the College reached agreement, and BSC submitted written assurances to take specific actions to recruit and hire black faculty. The College filed reports to OCR on a periodic basis, including detailed reports of its hiring practices. In 1997, the College also hired a Director of Multicultural Affairs.

Current Legislative Impacts in West Virginia

West Virginia’s public higher education has undergone a series of reorganization measures since the turn of the new millennium. In 2000, Senate Bill 653 provided for the “establish[ment of] a strong technical educational system that is separate from the university system.” This bill’s enactment was in response to recommendations included in a study of West Virginia public higher education, conducted by Dr. Kay McClennen. The report to the Legislative Oversight Commission on Education Accountability (LOCEA), McClennen Report, noted that “the community and technical college will not be able to operate optimally until they move out of the shadow of their ‘parent’ institutions.” The result was the establishment of a separate system for the state’s community and technical colleges (the West Virginia Council for Community and Technical College Education) that would oversee member institutions created by removal of two-year component community colleges from their “four-year” parents, as well as the independently-standign community and technical colleges in existence heretofore. Notably, the McClennen Report had specifically mentioned Bluefield State College as unique in regard to the relationship between a baccalaureate institution and its component community and technical college. The report cited BSC as an excellent example of a four-year community and technical college, where students could transfer seamlessly between a two-year program into its four-year counterpart.

In the last decade, several actions of the West Virginia legislature had significant effects on West Virginia’s higher education system, and Bluefield State College specifically. In 2003, as an outcome of House Bill 2224, the legislature transferred Glenville State College’s Summersville campus to Bluefield State College and the entity formerly known as BSC Community and Technical College became a multi-campus entity known as New River Community and Technical College (NRCTC). In addition to the programs, employees, facilities, and students were transferred to NRCTC.
One year later, the legislature’s passage of Senate Bill 448, creating a West Virginia Community and Technical College Council, had a major impact upon BSC. As a consequence of the McClenney Report to LOCEA, the legislature mandated that a majority of BSC’s associate degree programs and all of the certificate programs be transferred to the newly created NRCTC. A significant number of Bluefield State College’s students had previously begun their studies through the “open admission” community and technical college component, then had progressed seamlessly from two-year into corresponding four-year programs. Additionally, many of BSC’s two-year programs were in areas where the College had achieved regional and national distinction, i.e., nursing, radiologic technology, engineering technology, and computer science. After an extensive show of College and community support to maintain those programs at BSC, Senate Bill 448 was amended to allow BSC to continue operating the associate degree programs in areas of strength; however, these programs would be under the authority of and in contract with the West Virginia Council for Community and Technical College Education, provided those programs maintained national program accreditation. The West Virginia Code states that:

(B) Bluefield State College may continue associate degree programs in areas of particular institutional strength which are closely articulated to its baccalaureate programs and missions or which are of a high-cost nature and can best be provided through direct coordination with a baccalaureate institution.

(C) Bluefield State College may continue the associate of science degree in nursing which is an existing nationally accredited associate degree program in an area of particular institutional strength and which is closely articulated to the baccalaureate program and mission. The program is of a high-cost nature and can best be provided through direct administration by a baccalaureate institution. This program may not be transferred to New River Community and Technical College or any other community and technical college as long as the program maintains national accreditation and is seamlessly coordinated into the baccalaureate program at the institution.  

To financially support the start-up of NRCTC, Senate Bill 448 required reallocation of state appropriations away from BSC to NRCTC. Additionally, Title III appropriations to BSC were reduced for a few years as a result of enrollment decreases that occurred as students shifted from BSC to NRCTC. However, once NRCTC became established, the State returned $952,000 to BSC which was added to the base State appropriations permanently in 2007. Senate Bill 401 required the split of assets between NRCTC and BSC by July 1, 2005.

In addition to financial support, Senate Bill 448 also sought to ensure accreditation was achieved by NRCTC. As a result it gave BSC (an institution with accreditation experience) the responsibility of assisting NRCTC in achieving institutional accreditation by the Higher Learning Commission by mid-2005. The College worked closely with NRCTC and achieved that mandate ahead of schedule with NRCTC obtaining full accreditation in 2007.

To further guarantee the success of the newly created community college, Bluefield State College was also entrusted with the responsibility of providing a broad range of administrative support for NRCTC during the period while the new community college
transitioned to independent operation. No supplemental funds were available for additional personnel which placed an extra burden on the College’s staff. As a consequence of limited resources, BSC experienced a slight delay in its own administrative development. However, the efforts of the College were successful, and NRCTC began operating independently of administrative support from BSC during the fall 2009 semester.

While both BSC and NRCTC came through the process successfully, implementation of Senate Bill 448 posed challenges along the way. In addition to the delay in administrative development, the shifting of students from the four-year institution to the community college resulted in a significant loss in enrollment (approximately 50% of BSC’s headcount enrollment) to NRCTC. However, since the separation, BSC’s overall financial situation has improved. The College has embraced its new role serving for higher education students in West Virginia, and in the four years following the implementation of Senate Bill 448, Bluefield State College’s enrollment has grown steadily. The College has posted increased enrollment since 2006 and has grown by 15.4% (headcount) and 12.9% (FTE). Additionally, BSC has used the past year and this self-study to focus on administrative development and concentrate on planning for the future of the College.

Another state change impacting BSC was West Virginia Higher Education Policy Commission’s (HEPC) modification of Series 23: Standards and Procedures for Undergraduate Admission\(^8\) in 2007 which changed the admission requirements for all West Virginia state institutions. As a consequence, the College had to shift from an open admissions option (impacting the potential enrollment market) to become a more selective admissions institution. The immediate result has been an overall increase in the caliber of students enrolling, and it is expected that retention will improve as a result of the increased admission standards.

As previously stated, legislative changes over the past decade have offered challenges to Bluefield State College, but they have also offered opportunities. The College has done its best to face these challenges and continues to seek ways to benefit from the opportunities. As BSC moves into the 21st Century, the future is bright. The College aspires to achieve university status and offer graduate programs, and it is planning to offer five academic programs entirely in an online modality. The College has transitioned well in the past ten years and looks forward to serving generations of students to come.

**Non-Legislative Events**

In the last several years, Bluefield State College has experienced several non-legislative events. The overall impact of these has assisted in the growth and development of the College in order to better serve its constituents.
The Erma Byrd Higher Education Center (the Center) opened in Beckley, West Virginia in fall 2007. Initially, there was not enough space at the Center for Bluefield State College; however, beginning fall 2010 the College assumed available space at the Center making all of the College’s resources in Beckley available in one location. Plans are under way for additional programs to be offered to the existing Associate of Science Radiologic Technology and Nursing programs at the Center.

In spring 2011, the College named the School of Business in honor of William Paul Cole, Jr., a local business and civic leader. The financial support of Cole’s sons and the matching support of the Shott Foundation enabled the College to obtain state funding to complete a makeover of Mahood Hall, home of the BSC School of Business.

Mahood Hall renovations will provide a new roof, elevator, and extensive lighting improvements. All windows will be replaced and study/lounge areas will be enhanced. A new HVAC system will provide a comfortable learning environment. The building, already wireless, will be equipped with new technologies that will permit instructors to broadcast and communicate with similarly equipped classrooms anywhere in the world in “real time.” The building will also feature electronic classrooms and Smart Boards—interactive whiteboards that combine the simplicity of a traditional whiteboard with the power of a computer. New computers will be installed in laboratories, classrooms, and faculty offices. This renovation will have a significant impact for the College’s students by providing state-of-the-art classroom technology and learning in a comfortable environment.

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 December 2001. As a result of the 2001 evaluation, Bluefield State College was granted accreditation for a 10-year period with the next comprehensive evaluation currently scheduled for September 2011.
Currently, Bluefield State College offers six associate programs and 17 baccalaureate programs of which 14 are specialty accredited academic programs:

- Eight Engineering Technology programs are accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology;
- The Associate Degree Nursing program is accredited by the National League for Nursing Accrediting Commission, 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 Education K-6 Early/Middle program is accredited by the National Council for Accreditation of Teacher Education and approved by the West Virginia Department of Education; and
- The Business Administration and Accountancy programs are accredited by the Association of Collegiate Business Schools and Programs.

These specialty accredited programs demonstrate the quality of education that Bluefield State College provides the region.
CHAPTER TWO

OVERVIEW OF THE SELF-STUDY

Self-Study Meeting
OVERVIEW OF THE SELF-STUDY

Bluefield State College (BSC) completed this report as a record of the results of self-study activities. 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 (HLC). This self-study report begins with an overview of the College’s implementation of the self-study process. The self-study process identifies the mission and purpose, 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.

Mission and Purpose of the Self-Study

The mission of the HLC Self-Study Steering Committee was to guide the Institution through the comprehensive process of self-study in order to achieve reaccreditation from HLC. The self-study process was an examination of the extent to which BSC has the capacity to fulfill its mission. 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 to:

- Examine the operation of the Institution as it relates to the mission statement;
- Examine the Institution’s quality of education and its ability to handle the changing educational landscape;
- Examine and evaluate educational programs, governance and administration, financial stability, admissions and support services, resources, academic achievement, and institutional effectiveness;
- Review strategic planning outcomes in conjunction with the self-study process;
- Review recommendations from the 2002 HLC site visit and document advancements made from the monitoring report; and
- Achieve continued accreditation by the HLC with the request that the College be eligible to enter the Open Pathway for reaccreditation.

Self-Study Procedures

The self-study process at Bluefield State College was designed to evaluate Institutional performance and effectiveness as well as to provide information that can guide and inform future practice. 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:

- Appointing a Self-Study Chair and Co-Chair;
- Appointing a Self-Study Steering Committee with Sub-Committee Co-Chairs;
Reviewing the five criteria for accreditation as outlined in the HLC Handbook 3rd Edition;
Designing and approving BSC’s self-study plan;
Determining the structure of the self-study report;
Determining methods for integrating the completed strategic planning process into the self-study process;
Determining sources of data and information required for self-evaluation;
Gathering and analyzing information and data;
Writing drafts of the self-study report;
Submitting drafts to constituents of BSC and inviting comments on the document;
Compiling the final draft of the self-study report;
Collecting all data referenced in the self-study document for review by the evaluation team in the Resource Room; and
Submitting the self-study report to HLC and evaluation team members.

**Committee Structure**

The Bluefield State College self-study was conducted through the work of a Steering Committee, under the leadership of a Steering Committee Chair and Co-Chair. Aspects of the Steering Committee’s work were divided among nine sub-committees:
1. Criterion One (Mission and Integrity);
2. Criterion Two (Preparing for the Future);
3. Criterion Three (Student Learning and Effective Teaching);
4. Criterion Four (Acquisition, Discovery, and Application of Knowledge);
5. Criterion Five (Engagement and Service);
6. Reading and Editing;
7. Data Collection and Assembly;
8. Resource Room, and;
9. Hospitality.

**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 2008-2013 Strategic Plan, the 2007-2012 West Virginia Higher Education Policy Commission Compact Reporting Elements, and the 2007-2012 West Virginia Higher Education Policy Commission Master Plan. Because the strategic planning preceded the self-study, it was treated as existing data and the content therein was a source of information in the evaluative process that resulted in the present report. Documentation in the Institutional Compact serves as BSC’s contract with the State of West Virginia with respect to how the College will grow and respond to regional education needs.
Organization of the Self-Study Report

This self-study report is organized into nine chapters. The first chapter introduces the profile and historical overview of the College. The second provides an overview of the evaluative self-study process that was implemented at BSC, and an explanation of the relationship between the self-study and other planning activities, and the third addresses the recommendations from the 2002 report. Chapters four through eight address the Higher Learning Commission’s Criteria for Accreditation. Chapter nine requests continued accreditation of BSC by the Higher Learning Commission of the North Central Association of Colleges and Schools. The appendices provide supporting evidence, the Institutional Snapshot, Federal Compliance materials, and a list of documents that will be available in the Resource Room during the visit. Other materials include the BSC Faculty, Staff, and Student Handbooks, the current Academic Catalog, and audited financial statements for the past two academic years.
CHAPTER THREE

RESPONSE TO THE 2002 HLC TEAM REPORT

Brown-Gilbert Basic Science
RESPONSE TO THE 2002 HLC TEAM REPORT

The Report of a Visit to Bluefield State College on February 11-13, 2002, prepared by the Higher Learning Commission of the North Central Association of Colleges and Schools, included five concerns. The reaction or response to each concern is expressed in the following section. The responses to issues of concern are followed by a description of changes and significant developments since 2002.

Response to Issues of Concern

Concern One:

In the 2002 NCA Team Report, the first concern states, “The baccalaureate majors in social science, humanities, applied science, the Regent Bachelor of Arts degree, and the new Liberal Studies associate degree must develop more effective means of assessing student learning. Capstone courses are a positive step, but an effective assessment program, in response to Higher Learning Commission standards, must involve multiple forms of assessment. The team regards this issue as a serious one, and for that reason is calling for the campus to submit a monitoring report within two years that demonstrates how these programs have created a system to assess student learning that fulfills Higher Learning Commission expectations.” Bluefield State College complied with request and submitted a monitoring report in June 2004. After review, the Commission accepted the report in January 2005 and indicated that no further reports were required. Further updates regarding the status of assessing student learning can be found in the Criterion Three chapter.

Concern Two:

In the 2002 NCA Team Report, the second concern states, “Although not identified in the College’s self-study report, the team is concerned with the complaints expressed by various campus constituencies regarding hiring, performance, evaluation, promotion, and termination practices.” Bluefield State College has addressed this issue by developing an Affirmative Action/Equal Employment Opportunity statement and implementing the following Board of Governors’ policies:

- Policy 9 – Staff Development
- Policy 16 – Faculty Development
- Policy 19 – Academic Freedom, Professional Responsibility, Promotion, and Tenure
- Policy 25 – Personnel Administration
- Policy 26 – Productivity of Faculty and Administrators and Employment of Adjunct Part-time Faculty
- Policy 42 – Hiring Policy
- Policy 33 – Classified Employee Salary Policy
- Policy 38 – Bluefield State College Faculty Salary Pay Plan
Concern Three:

In the 2002 NCA Team Report, the third concern states that, “Courses in general studies should be linked directly to the learning objectives and goals listed in the College catalog for the general studies program.” This concern was addressed in the monitoring report submitted in June 2004 and accepted by the Commission in January 2005. Further updates regarding the status of assessing student learning can be found in the Criterion Three chapter.

Concern Four:

In the 2002 NCA Team Report, the fourth concern states, “The College needs to address the need for additional full-time faculty, especially at the Beckley and Lewisburg sites.” With the passage of Senate Bill 448, the Lewisburg site was transferred to NRCTC and this issue has been resolved. Further, with the recent efforts of the College to expand to the Beckley area, and centralization of all academic and support services at the Erma Byrd Higher Education Center, the College has hired a full-time Off-Campus Coordinator. This individual’s duties include expansion of course and program offerings and the development of faculty to facilitate such growth.

Concern Five:

In the 2002 NCA Team Report, the fifth concern states, “Although concerns expressed by the Office of Civil Rights of the U.S. Department of Education were not included in the College’s self-study report, the College must continue and intensify its efforts to increase ethnic and gender diversity among faculty, staff, and administration, and ethnic diversity among its students.” This concern has been addressed by implementing Policy 42 – Hiring Policy for BSC. The College has also implemented procedures to advertise vacant positions in diverse locations and publications. The College also established and expanded the number of student organizations designed to enhance the level of hospitality engendered to a diverse body of students.
CHAPTER FOUR

CRITERION ONE: MISSION AND INTEGRITY

Core Values
CRITERION ONE: MISSION AND INTEGRITY

The College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Mission Statement

The mission of Bluefield State College is to provide students an affordable, accessible opportunity for public higher education. An historically black institution, Bluefield State College prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student’s intellectual, personal, ethical, and cultural development by providing a dedicated faculty and staff, quality educational programs, and strong student support services in a nurturing environment.

Vision Statement

Bluefield State College is committed to being the region's leading institution of higher education. Embracing the diversity that shapes our world, the College strives to assist students from all walks of life to achieve their personal and professional goals. Using the expertise of faculty and staff, along with the commitment of its students and alumni, Bluefield State College will continue to strive for excellence in learning, service to the community, and advancements in research. Proficiency in these areas enables the Institution and its graduates to make important contributions at the community, state, national, and global levels.

Bluefield State College provides a diverse range of curricular and co-curricular interactive opportunities to its students, faculty, staff, alumni, and members of the community. The College builds toward the future with continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff; achieving university status; offering Master's level programs; and expanding its programmatic offerings through distance education initiatives.
Core Values

**Excellence.** We value and are dedicated to excellence in our faculty, staff, and students, programmatic offerings, support services, research, and service to our world.

**Diversity.** We value and are dedicated to the diversity of our faculty, staff, and students, programmatic offerings, and co-curricular opportunities.

**Community.** We value and are dedicated to the development and enhancement of a sense of community, mutual respect, and collaboration among our faculty, staff, students and the greater community we serve.

**Growth.** We value and are dedicated to the intellectual, personal, ethical, and cultural growth of our faculty, staff, and students and to providing those opportunities for growth and continuous improvement throughout our community.

In carrying out the mission, Bluefield State College actively pursues its responsibility as an institution of higher learning in West Virginia. Bluefield State College has emerged as a four-year state supported commuter college serving southern West Virginia with a primary emphasis in the professional and technical two- and four-year programs. These programs originated to serve industry needs of the area. Curricular offerings are inclusive for the liberal arts, the social and natural sciences, business, education, professional programs in nursing, radiologic technology, and engineering technology.

This chapter describes and provides evidence that:
- the College’s mission documents are clear and articulate publicly the College’s commitments,
- in its mission documents, the College recognizes the diversity of its learners, other constituencies, and the greater society it serves,
- understanding of and support for the mission pervade the College,
- the College’s governance and administrative structures promote effective leadership and support collaborative processes that enable the College to fulfill its mission, and
- the College upholds and protects its integrity.

**Core Component 1.a. The College’s mission documents are clear and articulate publicly the College’s commitments.**

The College’s mission documents are clear and articulate the College’s commitments publicly. The Board of Governors adopted the mission, vision, and core values statements of the College which identify the College’s priorities. These documents clearly define the constituents the College intends to serve. For example, in an effort to share the mission statement with campus constituents, the Vice President for Financial and Administrative Affairs places the College’s mission statement on meeting agenda while some faculty include the statement on course syllabi for distribution to students.
1.a.1. The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the College’s mission.

Bluefield State College’s (BSC) Board of Governors adopted the current Mission Statement from the consent agenda at the December 11, 2008 meeting which was then accepted on January 23, 2009 by the West Virginia Higher Education Policy Commission (HEPC). The Board also approved the Vision Statement from the consent agenda at the February 12, 2009 meeting. The mission, vision, core values, goals, and organizational priorities that are clearly and broadly defined include affordable and accessible higher education for students from all walks of life, diverse professions, and flexibility of schedules through distance education initiatives. Being a historically black institution, BSC embraces diversity. The College remains committed to each student and faculty’s personal, intellectual, and cultural growth.

1.a.2. The mission, vision, values, and goals documents define the varied internal and external constituencies the College intends to serve.

The mission, vision, core value statements, and strategic planning goals reflect the internal constituents: students, faculty, staff, and administrators. Additionally, the external constituents are identified as the alumni, the community, and employers. These are clearly displayed in the College’s mission documents on the webpage and in print.

1.a.3. The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

The mission includes statements on the College’s commitment to the student’s “intellectual, personal, ethical, and cultural development by providing dedicated staff and quality educational programs, and strong student support services,” while the vision statement reinforces that BSC will “continue to strive for excellence in learning…and advancements in research.” Additionally, BSC places “continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff.”

Bluefield State College’s core values of “Excellence” and “Growth” also support BSC’s strong commitment to its mission. Additionally, BSC has 23 programs, with 14 that are specialty accredited programs. The College confers over 300 degrees annually (see Table 7 in Criterion 2.b.1.). Further, BSC has been named one of “America’s Best Colleges” by U.S. News & World Report for the eighth consecutive year. These facts as well as others are published on the College’s website and in the recruitment informational DVD.

1.a.4. The mission documents state goals for the learning to be achieved by its students.

Bluefield State College’s mission document includes learning goals for students as evidenced by the statement that the College “prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever changing global society.” By their senior year, many students have participated in some
form of practicum, internship, field experience, co-op, community service projects, or clinical assignment.

The Bluefield State College’s 2008-2013 Strategic Plan\(^{38}\) includes a key performance indicator (KPI), Assessment of Student Learning, which includes goals for learning to be achieved by the College’s students. These goals are continually reviewed and evaluated by the Strategic Planning Steering Committee (SPSC).

1.a.5. The College regularly evaluates and, when appropriate, revises the mission documents.

The SPSC developed Bluefield State’s mission statement in the last steps of the planning process to better reflect a mission more “grounded in reality”\(^{39}\) based on “its core nature, capabilities and limitations.”\(^{40}\) The Board of Governors was informed regarding the progress the SPSC made on revising the mission and vision statements.\(^{41}\) It was later reported by the Director of Institutional Research and Effectiveness to the Board of Governors that revisions were complete and had been posted for a 30 day Institutional comment period.\(^{42}\) A final draft of the statements was presented at a College Council meeting\(^{43}\) for approval to be submitted to the Board of Governors to which the Board gave final approval.\(^{44}\) As outlined in the College’s vision statement, the College is currently working toward “achieving university status [and] offering Master’s level programs.”\(^{45}\) Once this vision is achieved, the College will revisit the current mission and vision statements for appropriate revision.

1.a.6. The College makes the mission documents available to the public, particularly to prospective and enrolled students.

The mission, vision, core values statement, and strategic planning goals are posted on Bluefield State’s website for student and public viewing. Moreover, the College is in the process of updating its website in order to better serve both current and prospective students by providing information these respective audiences require along with information that highlights the institution. Bluefield State also makes available informational DVD’s and 2010-2012 Academic Catalog\(^{46}\) for recruitment purposes. Each of the aforementioned documents clearly presents the College’s mission and vision statements.

Core Component 1.b. In its mission documents, the College recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The College recognizes diversity of its learners, other constituencies, and the greater society it serves as outlined in its mission documents. Diversity is a fundamental value outlined in these documents and affirms the College’s commitment to honor the dignity and worth of students, faculty, staff, and society at large. The College practices the mission of diversity in a variety of ways. For example, during 2011 Black History Month, the College
provided the campus and community with opportunities to participate in poster exhibits, art displays, history bowls, music, storytelling, and sharing of ethnic foods. These activities assist the College in working towards fulfilling its mission regarding the preparation of an “informed citizenship, community involvement, and public service in an ever-changing global society...[as well as] intellectual, personal, ethical, and cultural development.”

1.b.1 In its mission documents, the College addresses diversity within the community values and common purposes it considers fundamental to its mission.

Bluefield State College’s commitment to diversity is reflected in the mission statement and core values. The Mission Statement recognizes that the College is part of “an ever-changing global society” and its commitment to the “student’s intellectual, personal, ethical, and cultural development” is fundamental. Diversity of the faculty, staff, and students, programmatic offerings, and co-curricular opportunities is represented as a core value statement of the College.

The College strives to ensure that all students are given the full opportunity to discover and develop their talents, interests, and unique potential, and to provide a learning-centered environment that presents the context for intellectual, cultural, professional, and personal growth during the college experience. For example, the Office of Multicultural Affairs offers programs, services, and initiatives that address cross-cultural competency and personal empowerment. Additionally, other units across campus foster community development, leadership, and a campus climate that respects and appreciates the history, culture, and traditions of all students.

1.b.2. The mission documents present the College’s function in a multicultural society.

The College’s mission documents outline its function in a multicultural society. The Offices of Multicultural Affairs, International Initiatives, Student Affairs, Student Life, Student Support Services, and recognized student organizations promote diversity and provide cultural enrichment activities across the campus community throughout the academic year. For example, a College-wide “Cross Cultural Dialogue on Campus” series was implemented to encourage cross-racial contact, understanding, and dialogue among faculty, staff, students, and community. The Affirmative Action Council, appointed by the
College’s President in 2008, has made recommendations regarding an increased work force representation, recruitment of minorities, and improved efforts to increase racial, ethnic, and gender diversity of faculty and staff which are paramount for strengthening diversity at Bluefield State College. International diversity is also supported by BSC’s Office of International Initiatives. One of the goals is to ensure international educational activities, opportunities, and resources for students and faculty remain a priority at the College.

1.b.3. The mission documents affirm the College’s commitment to honor the dignity and worth of individuals.

The College builds and promotes a campus community that is inclusive, welcoming, and respectful of differences in race, ethnicity, gender, sexual orientation, national origin, economic background, age, religion, disability, veteran status, or marital status. The College supports cultural diversity in organizations and provides guidance in building social justice awareness by offering learning resources and/or opportunities in diverse formats that meet the global needs of our students. Academic and non-academic units ensure that students enrich their learning experiences to become global citizens. Cultural exchanges are encouraged between students, faculty, staff, administration, and community with the assistance from the Offices of Multicultural Affairs, Human Resources, and International Initiatives.

As an indication of the College’s commitment, several academic programs assist the medically underserved populations in southern West Virginia. A number of nursing faculty and students from the associate and baccalaureate degree nursing programs provide services to Mercer Health Right and Beckley Health Right which are clinics providing free health care to uninsured, diverse, and adult populations. Health promotion community and campus fairs are held yearly with active participation from nursing students and faculty. These learning activities are just a few examples of how the nursing programs meet the objectives and program outcomes regarding the impact of diversity and culture on the health of individuals, families, and communities.

1.b.4. The College’s required codes of belief or expected behavior are congruent with its mission.

The College’s codes of belief and expected behaviors are congruent with its mission and are outlined in handbooks for each constituency on campus: students, faculty, and staff. The academic honesty and codes of conduct are outlined for students in the Student Handbook/Planner 2010-2011. In addition, there are handbooks that address these issues for faculty and staff in the respective faculty and staff handbooks.

1.b.5. The mission documents provide a basis for the College’s basic strategies to address diversity.

The College’s 2008-2013 Strategic Plan includes a KPI, Diverse Campus Climate, which identifies strategies to address diversity. Diverse Campus Climate is defined as “a community of students, faculty, and staff where diverse curricula, ideas, perspectives, and
backgrounds are promoted and represented.” There are specific strategies outlined for this KPI in order to achieve measures and goals identified. These are evaluated annually and revised as appropriate.

Core Component 1.c. Understanding of and support for the mission pervade the College.

There is understanding of and support for the mission throughout the College as it was developed with input from faculty, staff, and administration. The Board of Governors approved the revised mission at the conclusion of the strategic planning process. Further, the mission statement is driven by the strategic decisions outlined in the 2008-2013 Strategic Plan. The mission, vision, and core values are displayed prominently across campus for constituents to view. In addition, the revised statements have been updated on the College’s website and in the 2010-2012 Academic Catalog as well as other appropriate locations in College publications.

The College administered the Noel-Levitz College Employee Satisfaction Survey (CESS) during spring 2010. Employees rated items on importance (1=not important at all through 5=very important) and satisfaction (1=not satisfied at all through 5=very satisfied). On the Noel-Levitz CESS campus culture and policies items regarding mission (see Table 2), employees rated these above important; however, satisfaction ratings indicated employees were only somewhat satisfied. While the College utilizes a variety of methods to communicate information to campus constituents (i.e., all-user e-mails, electronic marquees, IRE newsletters, BSC Quick Facts brochures, and Annual Reports), open-ended remarks regarding campus culture and policies were analyzed and revealed that communication could be improved across campus.

Table 2. Noel-Levitz CESS Understanding and Support for Mission

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th></th>
<th>Satisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Culture and Policies</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>The mission, purpose, and values of this institution are well understood by most employees.</td>
<td>4.25</td>
<td>0.82</td>
<td>3.15</td>
<td>1.09</td>
</tr>
<tr>
<td>Most employees are generally supportive of the mission, purpose, and values of this institution.</td>
<td>4.31</td>
<td>0.73</td>
<td>3.30</td>
<td>0.99</td>
</tr>
<tr>
<td>The goals and objectives of this institution are consistent with its mission and values.</td>
<td>4.41</td>
<td>0.78</td>
<td>3.30</td>
<td>1.15</td>
</tr>
</tbody>
</table>
1.c.1. The board, administration, faculty, staff, and students understand and support the College’s mission.

Bluefield State College’s 2008-2013 Strategic Plan states, “The Bluefield State College Board of Governors authorized the creation of the SPSC in order to become [more] accountable and efficient to its consumers. The purpose of this Committee was to develop a plan that would provide strategic guidance for the College’s future.”

Throughout the planning process, the Committee included 30 representatives from a variety of constituencies across the campus: administrators, faculty, staff, and students.

1.c.2. The College’s strategic decisions are mission-driven.

The SPSC did not start the planning process with the development of a mission statement. Instead, this was the last step in the process. Rowley, Lujan, and Dolence (1997) support revising mission statements at the conclusion of completing the internal and external analyses. The authors posit that institutions that develop mission statements at the beginning of the process may not have a mission “grounded in reality.” This is because the institution has not “gone through a rigorous process of developing a substantive understanding of its core nature, capabilities, and limitations.” When the strategic planning process was completed, it emphasized a more focused and concise mission statement for the College reflecting the strategic choices outlined in the 2008-2013 Strategic Plan.

The College’s plan is aligned with the Higher Education Policy Commission’s Master Plan, Compact Reporting Elements, as well as the Higher Learning Commission accreditation criteria. A matrix illustrating the alignment between the BSC key performance indicators with HEPC’s Master Planning areas is located in the 2008-2013 Strategic Plan.

Each KPI includes a definition, measure, goal, strategy, and responsible office which reviews the appropriate goals and submits status reports to the Office of Institutional Research and Effectiveness. The Office of Institutional Research and Effectiveness submits the results to the SPSC for the rendering of recommendations to ensure satisfactory progress. Progress reports are also submitted to the Board of Governors at the end of each one-, three-, and five-year marks.

As the first step, the SPSC identified the College’s key performance indicators in the following areas: academic, enrollment, administrative, resources, campus support programs, and information technology. Next, the SPSC identified political, economic, sociological, and technical forces (PEST analysis) that could or actually do affect the Institution. The Committee used the analysis to create a list of opportunities and threats in the following
areas: academic, enrollment, administrative, resources, campus support programs, and information technology. The opportunities and threats were ranked to identify the top opportunities and threats in each area.

The top three opportunities were:

1. “Creation of new programs.”

2. “Curriculum offerings and delivery methods to underserved areas, and improving instructional design with the use of technology.”

3. “Better qualified students enrolling.”

The 2010-2012 Academic Catalog identifies one new program that has been created in the School of Nursing and Allied Health; the Bachelor of Science in Health Services Management. A proposed second new program, Business Information Systems, is in the final stages of completion from the School of Business.

“The College has acted upon an emerging opportunity to expand its presence at the Erma Byrd Higher Education Center in Raleigh County.” In fall 2010, 43 courses were offered onsite with an additional 70 courses offered “through distance education, permitting students to earn BSC degrees in Business Administration, Computer Science, Criminal Justice Administration, Humanities, Nursing (ASN and BSN), Radiologic Technology, Regents Bachelor of Arts, Social Science, and Teacher Education.”

HEPC made changes to Series 23: Standards and Procedures for Undergraduate Admission that “establishes standards and procedures for undergraduate institutional admissions policies at four-year colleges and universities.” These changes have resulted in stricter admission requirements, thus requiring students to have higher test scores for admission. By the 2010-2011 academic year, students scoring between 18 and 23 on the ACT Composite increased 2.2 percentage points from the 2006-2007 academic year.

The top three threats identified were:

1. “Cost of hiring new and replacement faculty to expand programs.”

New faculty members are being hired into the College at a salary that is higher than the faculty members that have been with the Institution for many years. The College has conducted a salary study comparing the College’s faculty salaries with the Southern Regional Education Board (SREB) faculty salaries; however, faculty would like a closer examination of internal salary inequities, and the College is working to start that analysis.

2. “Preparedness of first generation students, lack of a culture of valuing a college education.”
Figure 1 illustrates the levels of educational need for the State of West Virginia as identified by the Educational Needs Index funded by the Lumina Foundation. As indicated, the region the College serves in West Virginia (McDowell, Mercer, Monroe, Raleigh, Summers, Wyoming, and Greenbrier Counties) is at a critical level. The College has created a Retention Task Force to address the retention issues of the College’s student population which has a large proportion of first-generation students. The task force is examining preparedness of the incoming students, the Noel-Levitz Student Satisfaction Inventory (SSI), and the National Survey of Student Engagement (NSSE) surveys along with the performance of students enrolled in developmental reading, English, and mathematics courses. Recommendations from this task force will be submitted to the College President by the end of June 2011 for action and implementation fall 2011.

Figure 1. West Virginia Educational Needs Index

(3) “Aging campus family and resistance to change, attitude of entitlement/lack of a culture of cooperation.”

Many of the faculty and staff have spent their entire careers at Bluefield State College and may retire in the next few years. As of fall 2010, the average age of the College’s full-time faculty was 55 years of age with over 70% age 50 and older. For the same time period, the average age of the College’s full-time Classified Staff was 51 years of age with over 65% age 50 and older. This is an issue that is expected to be addressed in the revised Strategic Plan.

The 2008-2013 Strategic Plan identified internal forces in the organizational performance (internal politics, academic traditions, policies, procedures, and current organizational strategies), organizational design (leadership, governance, current goals, and objectives), and resource base (areas of excellence, high-demand programs and services, areas of poor quality, low-demand programs and services, fiscal and capital resource qualities) that could or actually do affect the Institution. These forces were used to categorize
Strengths and weaknesses in the following areas: academic, enrollment, administrative, resource, campus support programs, and information technology. The strengths and weaknesses were then prioritized to identify the top strengths and weaknesses.

The top three strengths were:

1. “Reputation.”
   The College was voted as the region’s institution of higher education “Best of the Best” by local Bluefield Daily Telegraph and Princeton Times poll for 2008 and 2010. Additionally, Bluefield State College was named one of America’s Best Colleges by U.S. News and World Report for eight consecutive years. As further evidence of the College’s reputation, and based upon the performance levels of BSC graduates employed by CONSOL ENERGY, the Corporation has pledged to contribute $150,000 to the Bluefield State College Foundation to establish a new endowed scholarship. BSC graduates employed by CONSOL ENERGY also contribute to the scholarship to assist upcoming professionals following in their footsteps. According to the College’s President, “[at this time] this represents the largest corporate gift in the 115-year history of the College.”

2. “Programmatic accreditations.”
   Of the 16 programs that are eligible for specialty accreditation, 14 (88%) are accredited. The Dean of the School of Engineering Technology and Computer Science is exploring accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET) for the School’s Computer Science program.

3. “Continued growth.”
   Bluefield State College increased student enrollment in 2008-09 to 1,868, surpassing its goal of 1,822 as outlined in the 2007-2012 HEPC Compact. The enrollment for the fall 2010 semester was 2,063 which included an increased enrollment in minority and international students.

The three top weaknesses were identified as:

1. “Resistance to change.”

CONSOL ENERGY Pledges to Bluefield State College Foundation
Some faculty and staff are resistant to a change proposed by the President in the Vision statement, and some have expressed concern as to whether the College should “acquire university status” because of limited resources. The President has had limited discussion with faculty to explain the rationale and implementation of the goal to obtain university status. Faculty Institute is an opportunity for the College to disseminate information to faculty and provide professional development opportunities, and is conducted at the beginning of each semester. Focus groups held at Faculty Institute during the fall 2010 indicated faculty would like to have opportunities for face-to-face discussions with the President and major administrators. Some faculty also expressed a desire for a method to “find out what is going on” outside of their departments at the Institution. This perception may have contributed to the following three items having a gap greater than 1.00 between importance and satisfaction on the Noel-Levitz College Employee Satisfaction Survey (CESS) administered in spring 2010:

- The mission, purpose, and values of this institution are well understood by most employees which has a gap of 1.10.
- Most employees are generally supportive of the mission, purpose, and values of this institution which has a gap of 1.01.
- The goals and objectives of this institution are consistent with its mission and values which has a gap of 1.10.

(2) “New program offerings.”

Prior to the recent programmatic additions to BSC which include the baccalaureate in Radiologic Sciences and the baccalaureate Health Service Management program both residing within the School of Nursing and Allied Health, the College had not introduced a new program since the 1990s. A goal to add new programs was added to the 2008-2013 Strategic Plan under the Course and Programmatic Availability and Delivery key performance indicator in order to address the weakness identified in the environmental scan. In addition, a baccalaureate in Business Information Systems to be housed in The W. Paul Cole Jr. School of Business is pending approval from HEPC.

(3) “Retention, student advising, and course offerings.”

The 2008 retention rate of 58% declined by two percentage points from the previous year and is substantially below peer institutional average of 63.5%. Positive steps have been taken by creating a student mentor program and using an online tutoring program, SMARTTHINKING. The College is exploring the implementation of an academic recovery course to assist students on academic probation, to be implemented by fall 2011. In addition, the Retention Task Force described earlier is another step the College is taking to address this strategic planning weakness.

Three KPIs were identified as the top priorities for the College:
- Course and program availability
- Graduation rate
- Enrollment rate
The entire list of KPIs, with definitions and measures, can be found in the 2008-2013 Strategic Plan.\(^2\)

1.c.3. The College’s planning and budgeting priorities flow from and support the mission.

The College’s planning and budgeting priorities support the mission. These processes and relation to the mission are discussed in Criterion 2.b. The State’s economy, much like the nation’s economy, has been on a downturn for the last two fiscal years. State appropriated funds have been reduced by approximately $500,000 during this period, but have been offset by federal American Recovery and Reinvestment Act (ARRA) funds. Though funds lost through state appropriations have been offset by funds from other sources, Institutional overhead continues to rise making strategic initiatives outlined in the 2008-2013 Strategic Plan\(^2\) difficult to fulfill. However, the College continues to review the goals outlined in the plan and make adjustments in consideration of current budgeting issues. Since the last HLC visit, new monies have been used to support salaries and benefits, operations, and technology. Additionally, the financial consequences of the separation of the community college are discussed in Criterion 2.b.

On the spring 2010 Noel-Levitz CESS\(^3\) employees rated campus culture and policies items regarding planning and budgeting above important; however, satisfaction ratings were split between not very satisfied and somewhat satisfied (see Table 3). The gap between importance and satisfaction was more than 1.00 on each item. The open-ended remarks received in the campus, culture and policies section of the survey did not reveal rich information; however, during the fall 2009 Faculty Institute, participants expressed concern about the College’s patterns of financial allocation and whether budgeting processes sufficiently support the 2008-2013 Strategic Plan\(^4\) A number of respondents expressed the desire for a more responsive, interactive, and transparent budgeting process.

<table>
<thead>
<tr>
<th>Table 3. Noel-Levitz CESS Planning and Budgeting Priorities</th>
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<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>Campus Culture and Policies</td>
</tr>
<tr>
<td>This institution makes sufficient budgetary resources available to achieve important objectives.</td>
</tr>
<tr>
<td>This institution makes sufficient staff resources available to achieve important objectives.</td>
</tr>
<tr>
<td>Work Environment</td>
</tr>
<tr>
<td>My department has the budget needed to do its job well.</td>
</tr>
<tr>
<td>Administrators ensure that faculty and staff have the resources they need to do their work.</td>
</tr>
</tbody>
</table>
1.c.4. The goals of the administrative and academic subunits of the College are congruent with the College’s mission.

The goals of the administrative and academic subunits of the College are congruent with the College’s mission. For example, the Division of Student Affairs and Enrollment Management requires each unit to link goals to the KPIs of the 2008-2013 Strategic Plan and then submit semi-annual performance reports. Cabinet members are required to submit similar reports to the President which are part of the evaluation process. As outlined in Section 5.5.4 of Series 10: Policy Regarding Program Review from HEPC, each academic program “shall be a component of, and appropriately contribute to, the fulfillment of the institutional and system missions. The review should indicate the centrality of the program to the institution, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. Both institutional aspects of the program should be addressed. The effects (positive or negative) that discontinuance of the program might have upon the institution's ability to accomplish its mission should be stated.” These program reviews are conducted on a five year rotating basis. In addition, the College’s academic units support the mission with the programs offered by preparing “students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society.”

1.c.5. The College’s internal constituencies articulate the mission in a consistent manner.

The College’s internal constituencies articulate the mission in a consistent manner. The mission statement was revised at the conclusion of the strategic planning process in fall 2009. The mission statement is available for the campus in a variety of locations including postings across campus, on the College’s website, and published in documents such as the 2010-2012 Academic Catalog, 2008 Quick Facts brochure, and the Plan for Assessing Student Academic Achievement.

Core Component 1.d. The College’s governance and administrative structure promote effective leadership and support collaborative processes that enable the College to fulfill its mission.

The delegation of authority from the Board of Governors to the President promotes effective leadership and supports collaborative processes in order to conduct the business of the College. The administrative personnel across the College are qualified and committed to carrying out authority delegated by position. In addition, the structures and processes are evaluated to facilitate improvement in the College’s effectiveness.

On the spring 2010 Noel-Levitz CESS campus culture and policies items regarding governance, administrative structures, and collaboration (see Table 4) were rated above important; however, satisfaction ratings were split between not very satisfied and somewhat satisfied. The gap between importance and satisfaction was more than 1.30 on
each item. While employee satisfaction is low on these items, there are a variety of campus governance and administrative structures that include campus constituents such as College Council, Board of Governors, Strategic Planning Steering Committee, and Budget Committee. These governing and administrative committees and councils involve faculty, staff, administrators, and students. While participation is encouraged and invitations are extended, the extent of participation varies from committee to committee. One example of the College’s effort to improve satisfaction can be found in the activities of the Budget Committee. Minutes of meetings are now distributed across campus in an effort to inform constituents regarding the budgeting processes.

Table 4. Noel-Levitz CESS Governance and Administrative Structures

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Culture and Policies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This institution involves its employees in planning for the future.</td>
<td>4.28</td>
<td>2.84</td>
<td>1.44</td>
</tr>
<tr>
<td>This institution plans carefully.</td>
<td>4.44</td>
<td>2.67</td>
<td>1.76</td>
</tr>
<tr>
<td>There are effective lines of communication between departments.</td>
<td>4.31</td>
<td>2.69</td>
<td>1.62</td>
</tr>
<tr>
<td>Administrators share information regularly with faculty and staff.</td>
<td>4.39</td>
<td>2.72</td>
<td>1.67</td>
</tr>
<tr>
<td>There is good communication between the faculty and the administration at this institution.</td>
<td>4.43</td>
<td>2.78</td>
<td>1.65</td>
</tr>
<tr>
<td>There is good communication between staff and the administration at this institution.</td>
<td>4.36</td>
<td>2.96</td>
<td>1.39</td>
</tr>
<tr>
<td>Efforts to improve quality are paying off at this institution.</td>
<td>4.46</td>
<td>3.00</td>
<td>1.46</td>
</tr>
<tr>
<td>Employee suggestions are used to improve our institution.</td>
<td>4.20</td>
<td>2.60</td>
<td>1.60</td>
</tr>
</tbody>
</table>

1.d.1. Board policies and practices document the board’s focus on the College’s mission.
AND
1.d.2. The board enables the College’s chief administrative personnel to exercise effective leadership.

The College’s Board of Governors (the Board), established by State statute, governs the operation of Bluefield State College. The Board consists of nine lay members appointed by the Governor, one full-time faculty, one classified staff, and one student representative. The Board selects the President of the College, with the assistance and approval of HEPC. The President serves as the chief executive officer of the College and exercises such powers as are inherent in the position or delegated by the Board.

The Board approved the College’s revised mission statement once the strategic planning process concluded in fall 2008. Once the revised mission statement was approved by the SPSC, it was submitted to College Council for review and recommended for
presentation to the Board. The Board approved the mission statement at the December 11, 2008 meeting and recommended that the mission statement be sent to HEPC for final approval. Upon submission of the revised mission statement to HEPC, it was approved.

Policies are presented to the Board for approval after an extensive review process (see Figure 2). A policy originates in areas supervised by one of the President’s Cabinet members. It is then reviewed by the Cabinet. The policy is then sent to members of the College Council (the Council) whose representatives include administration, faculty, staff, and students. After consulting with its constituents, the members of the Council meet to make a recommendation to the President to either present the policy to the Board or send it back to committee for further consideration. The President typically accepts the Council’s recommendation.
1.d.3. The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. Figures 3 and 4
illustrate the College’s organizational structure. The delegation of powers to the President by the Board of Governors, and by the President to the Cabinet, has established processes allowing broad consultation in areas promoting the College’s mission. The College continues to fulfill its mission by enhancing active participation of existing committees and councils.

Figure 3. Organizational Chart Part 1 of 2
1.d.4. People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.

Individuals in the administrative and governance structures of the College have appropriate credentials for their positions, as documented in educational and job-related experiences, filed in the Office of Human Resources. Although there have been a few cases where individuals have been promoted from within the College, it was because they met credential qualifications in addition to being the best candidate for the job. Most administrators are selected through careful search processes and must meet criteria noted in the job postings. In most circumstances search committees include faculty, staff, and, when appropriate, students and/or members of the external community.
1.d.5. Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. A curriculum development process ensures that curriculum proposals support the mission of the College. “Course and curriculum development, evaluation, and change are the responsibilities of each faculty member. School Deans are expected to provide the leadership”\textsuperscript{105} for this process. The following delineates the approval process for curriculum proposals of the College as outlined in the Faculty Handbook:

A. Curriculum proposals must be initiated and approved at the School level. The School Dean must consult with and inform the Vice President for Academic Affairs and other School Deans regarding curriculum proposals.

B. In the case of course or curriculum proposals affecting any teacher education program, the proposal next goes to the Educational Personnel Preparation Advisory Committee (EPPAC), via the Office of the Dean of the School of Education, for consideration and approval.

C. All proposals are then submitted to the Curriculum Committee for consideration and approval.

D. Upon approval by the Curriculum Committee, proposals are presented to the Faculty Senate for review and action.

E. Proposals positively recommended by the Faculty Senate are forwarded to the Vice President for Academic Affairs for his/her consideration and approval by formal communication, along with the record of prior actions pertaining to the proposal. If approved by the Vice President, proposals will be forwarded to the President.

F. Proposals for new programs approved by the President are sent to the Board of Governors for review and consideration.

G. All proposals with final approval are forwarded to the Registrar.\textsuperscript{106}

In addition to oversight for curriculum proposals and updates, the Deans’ Council also reviews and updates academic processes, including grade appeals, proctoring, and honor code compliance to ensure that academic integrity is maintained.

1.d.6. Effective communication facilitates governance processes and activities.

Examples provided above demonstrate that the structures for shared governance are in place. In addition, members of the Administration often attend monthly meetings of the Faculty Senate and Classified Staff Council to communicate the status of institutional affairs and projects as well as answer questions. The chairs of both organizations are able to openly meet with the President and members of the Cabinet. Administrators have an ‘open-door policy’ and are willing to meet and discuss issues with campus constituents. Faculty Institute is another method the College uses to communicate and reinforce structures and processes to keep the campus community informed. A variety of methods are implemented to communicate information across campus in an efficient manner. All-user campus e-mails, BSC Alert texting, and campus marquees are examples.
Despite the avenues available for communication between College groups and processes designed for participation of constituencies in College governance, the spring 2010 Noel-Levitz CESS identified gaps of over 1.00 on 95% of the items between importance and satisfaction regarding campus culture and policies. However, regarding work environment, there were fewer of the items (37%) identified with a gap of over 1.00 between importance and satisfaction. In an effort to address this concern, the College will continue to purposefully include multiple constituents in governance processes and structures. In addition to the forms of communication described above, participants will continue to be requested to share information with their colleagues across campus.

1.d.7. The College evaluates its structures and processes regularly and strengthens them as needed.

This self-study has provided an opportunity for comprehensive institutional evaluation. The College also has formal and informal evaluation processes in place across the campus. For example, assessment of non-academic units; the assessment of student-learning outcomes; academic program review; and specialty accreditation reviews. The College evaluates its structures and processes and makes periodic changes to strengthen the organization. For example, after implementing a new matrices structure for assessment, data were collected and analyzed for the Humanities program during fall 2009. Faculty determined that English 101 and 102 required revision to improve student research skills. As a result of the College’s curriculum structures and processes, Humanities faculty developed curriculum proposals and presented the English course revisions to the Curriculum Committee on April 16, 2010. The updated curriculum was implemented fall 2010.

The specialty accredited programs in the School of Nursing and Allied Health and the School of Engineering Technology and Computer Science have strengthened programs by using the accreditation visit structures and processes for improvement. For example, during the January 2010 site visit for the associate degree nursing program, there was a recommendation for the Director of the program to be available 12 months a year instead of 10 in order to run the program more effectively. As a result, the Director’s contract was adjusted accordingly. The visiting team from the 1998 accreditation site visit for the baccalaureate nursing program recommended the program strengthen the master plan of evaluation. As a result, the program began utilizing the American Association of Colleges of Nursing/Educational Benchmarking, Inc. (AACN/EBI) assessment tools which assesses students at the conclusion of the program, as well as alumni and employers every three years. The instruments assist in identifying programmatic strengths and weaknesses and provide information regarding how BSC’s BSN program compares to similar programs in the southeast region. With the implementation of these tools and other programmatic improvements, there were no recommendations from the 2008 site visit.

Core Component 1.e. The College upholds and protects its integrity.

The integrity of the College is upheld and protected by abiding by local, state, and federal laws and regulations. The policies and procedures that are implemented at the
College are fair regarding internal constituencies and the structures and processes promote integrity in both auxiliary and co-curricular activities. Further, the College responds in a timely and appropriate manner to the complaints and grievances of its students.

1.e.1. The activities of the College are congruent with its mission.

The mission of Bluefield State College is to “provide students an affordable, accessible opportunity for public higher education. An historically black institution, Bluefield State College prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student’s intellectual, personal, ethical, and cultural development by providing a dedicated faculty and staff, quality educational programs, and strong student support services in a nurturing environment.”

Congruent with its mission, BSC offers the most affordable tuition and fees rate of any baccalaureate college in the State. This promotes accessibility for students to obtain a higher education degree. Further, the degree programs at BSC include coherent general studies requirements consistent with the Institutional mission. Courses and instructors in general studies challenge the students to grow and develop personal and ethical values, as well as respect for the values, traditions, and diversity of others, as they accept the responsibility of citizenship in an ever-changing world. The Institutional Student Learning Outcomes are outlined in the 2010-2012 Academic Catalog.

BSC offers a variety of academic programs in which the primary emphasis is in professional and technical programs as well as emphasis in the liberal arts. Associate of Science degrees are offered in Radiologic Technology, Nursing, Architectural, Civil, Electrical, and Mechanical Engineering Technology. In addition to the associate degrees, the College offers Bachelor of Arts degrees in Humanities, Social Science, and the Regents Bachelor of Arts degree with Bachelor of Science degrees in Applied Science, Accountancy, Business Administration, Criminal Justice Administration, Computer Science, Elementary or Early/Middle Education, Radiologic Science, Health Services Management, and Nursing. Bachelor of Science degrees are also available in Architectural, Civil, Electrical, Mechanical, and Mining Engineering Technology. The Applied Science specializations in pre-med, pre-pharmacy, pre-dentistry, and pre-physical therapy, as well as Humanities pre-law, round out the pre-professional programs. All of these programs provide students with quality educational opportunities to prepare them for the future.

The College assesses student learning in multiple activities consistently reviewing and reporting programmatic learner outcomes at both the associate and baccalaureate degree levels. Indicators such as job placement rates, retention, and graduation rates are determined annually. The College’s 14 specialty accredited programs provide external measurement of student learning. Programs within four of the College’s academic schools rely on advisory boards made up of employers, practitioners, alumni, faculty, and students who provide input and guidance.
Teaching excellence is expected at the College with all courses taught by individuals with relevant experience and credentials. At the time of this self-study, approximately 65% of full-time faculty held appropriate HEPC defined terminal degrees while the balance held appropriate non-terminal degrees. In addition to serving the Institution, faculty and staff are involved in civic and economic development boards, community councils, internships, and partnerships.

1.e.2. The Board exercises its responsibility to the public to ensure that the College operates legally, responsibly, and with fiscal honesty.

BSC’s governing board possesses and exercises the responsibility to the public to ensure that the Institution operates legally, responsibly, and with fiscal honesty. The Board of Governors, which became effective July 1, 2001, has the authority to exercise legal power to establish and review policies governing the Institution. Minutes from the Board meetings are distributed in The Bulletin by e-mail and are available on the College’s Board of Governors website. In addition, in 2009 the West Virginia Legislature enacted WV Code §18B-1D-9 (Commission, council and institutional governing board training and development; training and development requirements, applicability and exceptions.) requiring HEPC to coordinate periodic training and development opportunities for members of institutional governing boards under HEPC’s jurisdiction. Specifically, the WV Code §18B-1D-9 requires that:

(a) The commission and council, either jointly or separately, shall coordinate periodic training and development opportunities for members of the commission, council and institutional governing boards as provided in this section.

(b) Within six months of beginning service on the commission, council or a governing board, each new member shall complete at least three hours of training and development. The training and development shall address the following topics:

1. State goals, objectives and priorities for higher education;

2. The accountability system for higher education set forth in this article;

3. The general powers and duties of members; and

4. Ethical considerations arising from board membership.

(c) With the exception of the ex officio members of the commission and the council and the student member of a governing board, each member shall complete at least six hours of training and development related to his or her duties within two years of beginning service and within every two years of service thereafter.
(d) By July 31 each year, the chair of the commission, council and each governing board shall certify to the commission or council, as appropriate, the number of hours of training and development that each member received during the preceding fiscal year.

(e) If the certification indicates that a board member has not completed the training and development required by this section, the commission or council, as appropriate, shall send a notice to the Governor and the Secretary of State or to the institutional appointing entity that the board member is disqualified from continued service notwithstanding the provisions of sections five and six, article six, chapter six of this code. The commission or council, as appropriate, shall request the Governor or appointing entity to appoint a replacement for that board member.

(f) By September 30 each year, the commission and council shall report to the Legislative Oversight Commission on Education Accountability on the training and development that members of the commission and the council and the governing boards under their respective jurisdictions have received during the preceding fiscal year and shall include this information in the institutional and statewide report cards provided in section eight of this article.

(g) As used in this section, "member" means all members of the commission, council and the governing boards unless a specific exception is provided in this section. 113

1.e.3. The College understands and abides by local, state, and federal laws and regulations applicable to it.

The College recognizes and abides by all local, state, and federal laws, such as Title XI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Drug Free Workplace Act of 1988 and Drug Free Schools and Community Act of 1986; OSHA; and FERPA.

The College now uses BSC Alert to send emergency information via e-mail, voicemail, and text messages. The College has improved parking and handicap accessible accommodations including the addition or improvement of ramps, elevators, lifts, and handicap accessible doors. Bluefield State is governed under laws from the State legislature and the HEPC, which is the State college policy board that develops policies and procedures to guide the State’s public institutions. These policies can override or be in conjunction with internal policies.

1.e.4. The College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

The College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. Handbooks are provided to students, 113
faculty, adjunct faculty, and staff. Content contained in each of these handbooks is developed by the appropriate academic affairs, student affairs, and human resource unit and distributed upon admission to or employment at the College.

1.e.5. The College’s structure and processes allow it to ensure the integrity of its co-curricular and auxiliary activities.

The College’s structure and processes allow it to ensure the integrity of its co-curricular and auxiliary activities. For example, athletics at BSC is an integral part of the education program. The College’s intercollegiate athletic department is a member of the National Collegiate Athletic Association (NCAA) Division II and the West Virginia Intercollegiate Athletic Conference (WVIAC). Athletics must comply with the Conference and NCAA rules and regulations. Athletes are expected to maintain full-time status which is 12 credit hours per semester. Compliance is monitored by the Compliance Coordinator. Graduation rates, scholarships, and other records are kept by the Financial Aid Office and the Office of the Registrar.

The Office of Student Life sets guidelines for the formation and functioning of student organizations, which are detailed in the Student Handbook/Planner 2010-2011. All student organizations must be registered and have a slate of officers, a faculty or staff advisor, and a statement of purpose. Student organizations are required to re-register annually to maintain their approved status. They must follow College regulations.

The College operates some auxiliary functions, such as the BSC Campus Corner Bookstore, Othello Harris-Jefferson Student Center, Blue Wave Café, and faculty/staff housing, which operate under the general direction of Financial and Administrative Affairs. These auxiliaries follow all College policies and procedures, and are included in the annual financial audit of the College which assists in ensuring adequate internal controls exist.

1.e.6. The College deals fairly with its external constituents.

The College deals fairly with its external constituents in a variety ways. For example, the College is consistent with the state and federal laws regarding purchasing, hiring, contracts, and access to facilities.

The Purchasing Department provides professional procurement services to support the goals of the College in an efficient, cost effective, and ethical manner. The Purchasing Department oversees the advertising and bidding processes for required transactions as stipulated by HEPC and Institutional policies. The Purchasing Department also reviews all purchasing card transactions to ensure compliance with state laws and verifies the appropriateness of College purchases.
The public is invited to attend theatre productions, hear speakers, art exhibits, and other programs offered on campus. Outside vendors and contractors provide goods and services to the College. Throughout the years, the College has enjoyed excellent long-term relationships with our external constituencies. For example, the Office of Career Planning and Placement sponsors the annual job fair inviting regional employers including law enforcement agencies, school systems, and hospitals. This fair is open to the public as well as our students.

1.e.7. The College presents itself accurately and honestly to the public.

Bluefield State College is committed to presenting itself accurately and honestly to internal and external audiences through programs, services, publications, and communications. Press releases and marketing materials are reviewed for accuracy and honesty by staff, faculty, and the Media Relations Office.

Updated information is disseminated via the BSC website, area television and radio stations, and newspapers. The College strives to provide the public and potential students with an accurate description of the current academic calendar, programs, degrees, services, fees, and policies. Course schedules are available initially in print form and are updated regularly online.

1.e.8. The College documents timely responses to complaints and grievances, particularly those of students.

Students have a right to seek remedy for a dispute or disagreement through a complaint process. If a complaint is academic, the student may first go to the instructor, then to the Dean of the School who may convene a committee of school faculty to review the issue. If unresolved, the student may meet with the Vice President for Academic Affairs who either handles the issue or refers it to the Academics Committee. Finally, if still unresolved, the student has the option of presenting the issue to the President. Student complaints outside the academic realm follow a similar pattern. These flow to the appropriate Vice President for resolution. These procedures are listed in the Student Handbook. As outlined in the Student Handbook/Planner 2010-2011 the timeline for a Level I complaint indicates that “A response will be provided to the student within five (5) working days of receipt of the grievance by the administrator.” Staff and faculty grievance procedures are outlined in the handbooks for each group.
CHAPTER FIVE

CRITERION TWO: PREPARING FOR THE FUTURE

Student Orientation
CRITERION TWO: PREPARING FOR THE FUTURE

The College's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

This chapter describes and provides evidence that:

- the College realistically prepares for a future shaped by multiple societal and economic trends,
- the College’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future,
- the College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement, and
- all levels of planning align with the College’s mission, thereby enhancing its capacity to fulfill that mission.

Core Component 2.a. The College realistically prepares for a future shaped by multiple societal and economic trends.

The College prepares for the future by conducting internal and external scans of the environment to consider both societal and economic trends. The strategic planning process completed in fall 2009 implemented these types of analyses to guide discussion regarding the future of the College. Many of the measures and goals outlined in the College’s planning documents include issues regarding areas of capacity, technology, and diversity.

2.a.1. The College’s planning documents reflect a sound understanding of the College’s current capacity.

The College engaged in a comprehensive effort to draft the College’s strategic plan in 2006-08. Participants were drawn from faculty, staff, administration, and students to have input on the development of Key Performance Indicators (KPIs). Over 30 KPIs were originally determined to impact the College’s current and future operations. Each KPI was discussed and analyzed in defining the KPI, ascertaining its current status or baseline, and proposing general goals for the future. Participants then utilized a matrix to rank KPIs. The top 10 were selected as 1) the most important, 2) relevant within the upcoming five years, and 3) manageable under current conditions. These are:

- Enrollment and Retention Rate
- Graduation Rate
- Course and Programmatic Availability and Delivery
- Human Capital
- Assessment of Student Learning Outcomes
• Institutional Funding
• Advisory, Alumni and Friends
• Research Environment
• Professional Development and Community Service
• Diverse Campus Climate

The participants then refined the measurements by which each KPI would be evaluated. For each measurement, a quantifiable goal was assigned for a period within the strategic plan’s five year scope, such as one-, three-, and five-year goals. The strategies for achievement of these goals were also determined and included in the KPI description. These goals and strategies are reviewed on an annual basis to ensure they reflect current conditions and are realistic. Responsible offices are assigned to each KPI to provide accountability, but Cabinet level members are responsible for gathering the data from each area as appropriate and submitting a report to the Office of Institutional Research and Effectiveness during the one-, three-, and five-year periods of the plan and are reported out.

KPI conditions in 2007 form the baseline. Goals are stated in terms of percentages where applicable and reflect ambitious but realistic growth. The selected KPIs are basic to the operation of the College. The 2008-2013 Strategic Plan addresses the College’s plans for the future in a systematic way. As such, the consensus was that during 2008-2013 the focus should be on the basic operational elements. The participants agreed that the 10 KPIs selected reflect the College’s mission and fundamental service to students, faculty, staff, and the community.

Goals for KPIs are set at one-, three-, and five-year increments. The 2008-2013 Strategic Plan is reviewed annually to gauge progress on the KPI goals, to ensure that they remain valid, and to determine relevance and intervening factors that could impact goal achievement in future years. The Year One report was distributed to the Board. The status of each goal was defined as accomplished, partially accomplished, not accomplished, or in-progress, and was included in the report. The status of the first-year goals was used as the three- and five-year goals were reviewed to determine relevance and adjusted as appropriate. During the 2010-2011 academic year, a faculty and staff ad hoc review committee examined recommendations from the President’s Cabinet for adjustments to year three and five goals to keep them realistic. As part of that process, the impact of external factors was considered and strategies to maximize opportunities and minimize threats were incorporated.

2.a.2. The College’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.

As part of the development of the 2008-2013 Strategic Plan participants analyzed the external environment which included the political, economic, sociological, and technical forces (PEST) that could affect the institution. The factors were organized into opportunities and threats and then rank ordered. Opportunities that reflected emerging factors included the following:

• Curriculum delivery methods
• Ability to assist in growing the local economy
Threats to the Institution from emerging factors included the following:

- Aging campus family, resistance to change, attitude of entitlement, and lack of a culture of cooperation
- Self-imposed isolation of individuals
- Rapid change and obsolescence in technology

As KPI goals and strategies were developed, these opportunities and threats were examined for their potential impact. Where relevant, measures to address these factors were included in the strategies. For example, under the Enrollment and Retention Rate KPI from the 2008-2013 Strategic Plan, a one-year goal was to “increase institutional enrollment 1% over baseline” by implementing the following strategies:

- Expand metro agreement coverage
- Develop new program articulations with community colleges
- Employ an additional admissions recruiter
- Increase scholarship funding and awards.

The Course and Programmatic Availability and Delivery KPI includes as one of its goals an increase in online course enrollments and retention in online courses to address the global enrollment possibilities created by technology. The strategies to achieve the goal include improved marketing of online courses, remedial support for students struggling with this form of course delivery, and instructors’ office hours conducted via chat rooms.

2.a.3. The College’s planning documents show careful attention to the College’s function in a multicultural society.

The College’s planning documents show careful attention to the College’s function in a multicultural society. The 2008-2013 Strategic Plan includes Diverse Campus Climate as one of the KPIs. Several of the measures identified under that KPI include:

- “Promotion of civility and multiculturalism among students, faculty and staff.”
- “Number of required courses addressing diversity and international issues/affairs.”
- “Number of library resources that represent diversity issues and international and area studies.”

The purpose of the College’s Office of Multicultural Affairs “is to help build, promote, and enhance diversity in Bluefield State College resulting in increased awareness, understanding, appreciation, respect, and celebration of differences in race, ethnicity, national origin, religion, gender, sex, age, economic status, and ability.” This office sponsored more than 30 activities between fall 2007 and fall 2010 attracting approximately 2,000 attendees. Examples of these activities include: Cross Cultural Awareness & Understanding, Employee Development, Intercultural Awareness & Understanding, and School/Community Outreach/Education.
Established in 1895 as a teachers college for African-Americans, Bluefield State College has a rich history of serving minorities since its inception. Graduates have assumed leadership positions in areas such as education, business, and government service. The Wendell G. Hardway Library is home to the William B. Robertson Archives. The collection consists of documents, photographs, and memorabilia of an alumnus who was the first African-American to serve on the executive staff of a Virginia Governor. Dr. Robertson also held appointments under Presidents Gerald Ford and Ronald Reagan in the Peace Corps, Department of Defense, and Department of State.

The College’s population of international students is growing. A total of 95 international students were enrolled at BSC for the fall 2010 semester. These students represent over 20 countries, most coming from Saudi Arabia, the Gambia, Haiti, India, Canada, Germany, Thailand, Kenya, and Spain. These students participate in student government and other organizations, as well as athletics. Students from India and Serbia reached the NCAA Division II regional finals on the 2009-2010 tennis team, and six of the eight members of the 2010-2011 men’s cross country team are international students. Several years ago Saudi Arabian students formed a sport club for soccer which draws student athletes from several countries including the U.S. These games are a popular pastime of the campus community.

The Office of International Initiatives, in collaboration with appropriate campus offices and committees and with input from the College community and the BSC International Initiatives Team, provides the following: assistance in the development of international study program proposals, study abroad programs, faculty and student exchange programs, and development of grant proposals.

2.a.4. The College’s planning processes include effective environmental scanning.

The strategic planning process undertaken by Bluefield State College uses environmental scanning routinely. The College encourages participation from students, staff, faculty, and administration for present and future committees and planning. Some examples of these include the Strategic Planning Steering Committee, Campus Master Plan, and HLC Self-Study Steering Committee. In addition, the Board of Governors’ roster includes nine lay members who bring a broad based community perspective to the review and, ultimately, the approval of institutional planning documents. As a part of the environmental scan, the Noel-Levitz Student Inventory (SSI)133 was completed in the fall of 2009 and compared to surveys from 1999 and 2004 to survey student satisfaction. Other surveys utilized include the Noel-Levitz College Employee Satisfaction Survey (CESS)134 and the National Survey of Student Engagement (NSSE).135 Data from these surveys were used to evaluate the three- and five-year goals of the 2008-2013 Strategic Plan.136 Lastly, some academic programs
utilize community advisory boards to routinely discuss skill sets with employers and practitioners from the local community in an effort to strengthen current as well as plan future academic programs.

2.a.5. The College environment is supportive of innovation and change.

Although the College is steeped in tradition and change can be difficult, through the planning process, the College has recognized opportunities and is in the process of capitalizing on them to ensure the College remains on track with the plan in order to achieve the overall mission. For example, the College is supportive of innovation and change as shown by the initiation of new programs and expanding growth at the Erma Byrd Higher Education Center (the Center). New programs have begun within the past four years with a Bachelor of Science degree in Radiologic Sciences, a 2+2 program complimenting the Associate of Science degree in Radiologic Technology, and Bachelor of Science degree in Health Services Management. The expansion of programs in the Beckley area has had a positive impact on the Institution as a whole. Currently, the College is offering the entire curriculum for both the Associate of Science in Nursing and the Associate of Science in Radiologic Technology at the Center and other programs are planned for spring 2011.

The use of technology has grown rapidly at the College with wireless high speed internet access available in all buildings on the main campus. Computers on campus are replaced on a rotating basis every three or four years in order to maintain current software. The use of WebCT, Blackboard, and Moodle for online delivery is supported by the College.

2.a.6. The College incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue.

Bluefield State College has a long and distinguished history. From its humble establishment as a school to educate African-Americans to its current mission, BSC has been critical in the social, moral, and economic development of the region and the nation.

As BSC approached its Centennial Celebration, the College needed an official department to preserve its dynamic past. In 1992, Dr. Gregory Adkins, President, established the Bluefield State College Archives, located on campus in the Wendell G. Hardway Library. The mission of the department is to collect, care for, interpret, promote, and make accessible the unique historical resources about the College that are available. To accomplish its mission, the BSC archivist gathers and preserves information concerning the College and its history. Other publications of Bluefield State College issued by administrative, teaching, research, and student bodies are also available in the campus library. Documents range from scholarly journals and official reports to departmental newsletters, student organization announcements, and posters produced at the local copy shop. The resources collected and preserved in the archive provide the historical record of the Bluefield State community. Furthermore, the Archives insure the history of Bluefield State is preserved for current and future generations.
2.a.7. The College clearly identifies authority for decision making about organizational goals.

The Board of Governors was established by State statute to oversee the operation of Bluefield State College. The College provides handbooks to faculty, staff, and students that define various decision-making structures. The Faculty Senate represents the faculty, the Classified Staff Council represents the staff, and the Student Government Association (SGA) represents the student body. Each of these bodies consists of representatives for their respective group and is responsible for making decisions to bring positive change to the Institution. In addition, these groups are represented on the College’s Board by group election.

Core Component 2.b. The College’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

The College recognizes the need to manage its human, financial, physical, technological, and other resources effectively in order to maintain and strengthen the quality of its academic programs and support services. The current economic climate of the state and nation has provided challenges; however, the College has always met financial challenges successfully by continuing to practice fiscal responsibility.

The College, with the separation of its community college component in 2004 as a result of the passage of Senate Bill 448, has faced challenges related to state and federal funding. Those challenges were compounded as BSC provided financial and administrative support for the newly created New River Community and Technical College (NRCTC). In fiscal year 2006, upon the approval of the Boards of Governors from both BSC and NRCTC, the College transferred $5.5 million in net assets to NRCTC as required by Senate Bill 401. The transfer involved the split of assets and liabilities, which included transferring $1.1 million in cash, buildings, and land in Lewisburg and Summersville, along with other various assets and liabilities. For BSC, continuing to provide adequate resources in a time of major changes enacted by Senate Bill 448 is evidence the College has been adaptive to change and has met the challenges. By fiscal year 2010, funding was restored to an adequate level to support current operations and staffing requirements by BSC. This was facilitated in some measure by the elimination of previously provided support services to NRCTC, but is also reflective of the fiscal restraint and responsibility demonstrated by BSC.

On the spring 2010 Noel-Levitz CESS, campus culture and policies items regarding the plans for strengthening the resource base and education programs in the future (see Table 5) were rated above very important. Satisfaction ratings were above somewhat satisfied on all items with the exception of one, this institution makes sufficient budgetary resources available to achieve important objectives, which was rated not very satisfied. The
four items with gaps less than 1.00 between importance and satisfaction in ascending order were:

- I am comfortable answering student questions about institutional policies and procedures
- I learn about important campus events in a timely manner
- My job responsibilities are communicated clearly to me
- I have the information I need to do my job well

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution makes sufficient budgetary resources available to achieve important objectives.</td>
<td>4.38</td>
<td>2.75</td>
<td>1.63</td>
</tr>
<tr>
<td>This institution makes sufficient staff resources available to achieve important objectives.</td>
<td>4.26</td>
<td>3.01</td>
<td>1.25</td>
</tr>
<tr>
<td><strong>Work Environment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy for me to get information at this institution.</td>
<td>4.27</td>
<td>3.09</td>
<td>1.18</td>
</tr>
<tr>
<td>I learn about important campus events in a timely manner.</td>
<td>4.04</td>
<td>3.50</td>
<td>0.54</td>
</tr>
<tr>
<td>I am empowered to resolve problems quickly.</td>
<td>4.22</td>
<td>3.19</td>
<td>1.04</td>
</tr>
<tr>
<td>I am comfortable answering student questions about institutional policies and procedures.</td>
<td>4.10</td>
<td>3.66</td>
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</tr>
<tr>
<td>I have the information I need to do my job well.</td>
<td>4.44</td>
<td>3.66</td>
<td>0.78</td>
</tr>
<tr>
<td>My job responsibilities are communicated clearly to me.</td>
<td>4.42</td>
<td>3.85</td>
<td>0.58</td>
</tr>
</tbody>
</table>

2.b.1. The College’s resources are adequate for achievement of the educational quality it claims to provide.

The College’s resource base continues to strengthen and support existing programs and services. The College’s resource base is directly related to the financial, physical assets as well as the human resources including students and employees.
Human Resources: Students

Student enrollment continues to increase, and the number of graduates has remained constant. Five-year enrollment trends indicate a steady enrollment increase over the last five years (see Table 6).

Table 6. Student Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 2006</th>
<th>Fall 2007</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>% Increase 5 Yr Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>HC</td>
<td>1788</td>
<td>1804</td>
<td>1868</td>
<td>1989</td>
<td>2064</td>
<td>15.44%</td>
</tr>
<tr>
<td>FTE</td>
<td>1533.1</td>
<td>1562.8</td>
<td>1634.3</td>
<td>1732.6</td>
<td>1730.7</td>
<td>12.89%</td>
</tr>
</tbody>
</table>

With the current level of student enrollment, more than 300 students graduate annually. IPEDS Completions trend data indicate BSC conferred the following number of degrees:

Table 7. Degrees Conferred

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>324</td>
<td>329</td>
<td>304</td>
<td>322</td>
<td>332</td>
</tr>
</tbody>
</table>

Human Resources: Employees

The College employs a number of faculty, staff, and students to support its mission. IPEDS Human Resources trend data indicate BSC employed the following number of full-time and part-time employees which excludes students:

Table 8. Number Employed by College

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>257</td>
<td>266</td>
<td>274</td>
<td>272</td>
<td>271</td>
</tr>
</tbody>
</table>

Reporting on the 2007-2008 characteristics of faculty and staff HEPC’s report, *Faculty and Staff Characteristics Report Fall 2008*, indicated that (excluding student and extra help employees) the College employed 72 full-time faculty, 74 part-time faculty, 97 classified staff, 7 part-time staff, 22 full-time non-classified staff, and 2 part-time non-classified staff.138

Financial Resources: Audits

The College carefully manages its financial resources and historically has maintained a healthy financial position despite tightening funding levels in recent years and challenges related to the community college split in 2004 and thereafter. The College operates on a financial fiscal year of July 1-June 30. Various independent entities routinely audit and/or review processes and procedures related to the financial well-being and financial processes of the College.
BSC routinely has independent auditors to review various aspects related to the financial condition of the College, adherence to federal compliance and state laws, policies, and procedures, as follows:

- The College prepares accrual based financial statements annually, in accordance with generally accepted accounting principles, and is audited by an independent auditor. In recent years the annual financial report has been audited by Suttle and Stalnaker, Certified Public Accountants (subcontracted by Deloitte and Touche, LLP). BSC has always received a clean, “unqualified” opinion. In addition to the audited financial statements, the independent auditors provide a “Report to the Governing Board” which indicates that the auditing agency “did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.”

Suttle & Stalnaker made “comments and suggestions [for improvement] not considered to be significant deficiencies or material weaknesses” which College personnel have taken corrective measures to address or are in the process of implementing improvements. Prior to 2006 the audited financial statements included data related to the community college. Beginning in 2006, the financial information contained in the statements reflected BSC only.

- The College has an annual audit of federal programs in compliance with an A133 audit, and is part of the State of West Virginia’s single audit process. Areas of non-compliance have been minimal with one item of non-compliance noted for year ending June 30, 2010 (related to exit interview timeliness) which has been corrected.

- State Legislative Auditors periodically review higher education institutions in West Virginia. BSC underwent a review 25 years ago for the year ending June 30, 1984. More recently the College underwent a Legislative Audit for July 1, 2005-June 30, 2007, with the report released in the summer 2009. Recommendations were made within that report, and Legislative Auditors returned in March 2010 and released a follow-up report in July 2010 indicating the College had implemented several of their recommendations in total, or partially, since the summer 2009.

Based upon audited financial statements of public higher education institutions, HEPC presented a “Fiscal Year 2010 Consolidated Audit Presentation” to provide the Commission with “improved transparency in financial operations…of particular concern is the increase in the Other Post Employment Benefits (OPEB) liability.” Also included in the report were various analyses of ratios and financial information. As indicated in this report, the following represents some of the financial information related to BSC:

- “The primary reserve ratio and viability ratio are measures of financial condition based on expendable net assets…and Bluefield State College do[es] not have any significant capital project-related debt; consequently, a viability score was not calculated for these schools.”

- “The primary reserve ratio used to calculate the primary reserve score is determined by dividing expendable net assets into expenses and applying the appropriate strength factor…the increased OPEB liability significantly reduced most of the schools’ primary reserves…Excluding the OPEB liability, Bluefield State College…experienced increases in reserves as a percentage of operating expenses.”

As evidenced in the report:
Financial Resources: Financial Revenue Sources

Revenues supporting the operations of the College are primarily generated from state appropriations, student tuition and fees, contracts and grants from federal, state and private sources, auxiliary revenues, and in the 2010 and 2011 fiscal years fiscal stabilization funds allocated from the state (federal stimulus funds). A Foundation and a Research and Development Corporation also support and enhance the College’s mission. Detail of the revenue sources is documented in the annual audited financial statements. Data for the College beginning in fiscal year 2006 is most reflective of the current direction due to the community college data being included in statements prior to fiscal year 2006.

State appropriations have increased by 30%, or over $1.39 million to support the College’s operations in the last five years. For fiscal year 2010, the College state appropriations were reduced by $481,429 and offset with state fiscal stabilization funds (federal stimulus funds). In fiscal year 2008, the State of West Virginia honored BSC’s request to allocate additional State funds of $952,000 due to the loss of a federal Title III grant as a result of the community college separation. State appropriations received for the last five fiscal years are:

<table>
<thead>
<tr>
<th>Table 10. State Appropriations</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2006</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>$ 4,568,230</td>
</tr>
</tbody>
</table>

Funds received from student tuition and fees have increased due to an increase in enrollment, introduction of the metro rate tuition option in fiscal year 2007, and limited increases in regular tuition and fees and special fees. The audited financial statements include a separate line for tuition and fees which include fees for operations called educational and general (E&G), capital fees, and special fees. E&G fees are primarily

Table 9. Financial Reserves as a Percentage of Operating Expenses

<table>
<thead>
<tr>
<th>Year</th>
<th>BSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2009</td>
<td>0.81</td>
</tr>
<tr>
<td>FY 2009 Without OPEB</td>
<td>0.90</td>
</tr>
<tr>
<td>FY 2010</td>
<td>0.73</td>
</tr>
<tr>
<td>FY 2010 Without OPEB</td>
<td>1.16</td>
</tr>
</tbody>
</table>

“The number of days cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions’ June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB expense.” Based upon this report, for BSC, fiscal year 2009 Number of Days Cash on Hand was 105 and increased to 120 for fiscal year 2010.

Per the audited financial statements by Suttle and Stalnaker ending June 30, 2010, unrestricted net assets were $3.6 million, equal to June 30, 2003 statements when the community college was included in the financial data indicating a continued sign of financial well-being.
utilized to support salaries and benefits, utilities, various day-to-day current expense needs such as travel, educational and office supplies, technology operations, telecommunications, etc.; capital fees support physical plant operations for day-to-day repairs and large deferred maintenance costs; and special fees support specific programs or operations such as lab fees or programmatic needs in the Schools of Business, Education, and Nursing and Allied Health. With the scholarship allowance added, the tuition and fees assessed for the past five fiscal years have increased over $4.3 million or 74% as indicated below:

<table>
<thead>
<tr>
<th>Table 11. Student Tuition &amp; Fees (Includes Scholarship Allowance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2006</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>$5,754,582</td>
</tr>
</tbody>
</table>

Aligned with the College’s mission to provide an affordable opportunity for higher education, increases in tuition and fees (T&F) have been minimal. According to a report released by HEPC, BSC’s resident (annualized fall and spring) T&Fs for fiscal year 2006 was $3,410 and in fiscal year 2010 was $4,596 or a total increase of $1,186 over 5 years. This equates to an average 7% annual increase. For fiscal year 2011, the College honored the Governor’s request to not increase resident T&F’s. In addition, BSC continues to have the lowest resident T&F of all West Virginia baccalaureate institutions.

The College introduced the border rate in fiscal year 2007 to accommodate and recruit potential students in bordering counties. In 2008 the rate was expanded to include additional areas in southwest Virginia and is now referred to as the metro rate. For fiscal year 2011, the metro rate ($3,414 per semester) approximates half of the difference between resident and non-resident T&Fs for Virginia counties bordering West Virginia and other counties that have community colleges within close proximity to the College. This initiative has resulted in a modest increase in metro agreement students attending BSC from 6% in fall 2007 to 7% in fall 2010.

Federal and state grants and private source support are also important revenue resources for students and the Institution. Financial aid grant programs for students represent an extremely important means of support. In fiscal year 2010, the College received the following for student financial assistance:
Table 12. Financial Assistance Received for Students

<table>
<thead>
<tr>
<th>Federal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pell Grant</td>
<td>$ 5,297,000</td>
</tr>
<tr>
<td>• Direct Loan Program</td>
<td>$ 8,331,000</td>
</tr>
<tr>
<td>• SEOG Grant</td>
<td>$ 90,000</td>
</tr>
<tr>
<td>• ACG Grant</td>
<td>$ 63,000</td>
</tr>
<tr>
<td>• Smart Grant</td>
<td>$ 100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• WV Higher Ed. Grant</td>
<td>$1,356,000</td>
</tr>
<tr>
<td>• Promise Scholarship</td>
<td>$ 381,000</td>
</tr>
<tr>
<td>• HEAPS Program</td>
<td>$ 78,000</td>
</tr>
<tr>
<td>• WV Engineering &amp; Science Scholarship</td>
<td>$ 69,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Private and Institutional:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Foundation</td>
<td>$ 239,000</td>
</tr>
<tr>
<td>• Institutional</td>
<td>$ 995,000</td>
</tr>
</tbody>
</table>

The College pursues grants and contracts that advance the College’s mission, core values, and strategic outcomes. BSC facilitates grant development and research funding opportunities. These grant opportunities are processed through the College or the College’s Research and Development Corporation, Inc. For fiscal year 2011, some of the awards outlined in Table 13 illustrate support of the College’s mission:

Table 13. Awards Illustrating Support of the College’s Mission

| Federal HBCU Title III          | $1,907,273     |
| Federal HBCU/SAFRA              | $ 759,217      |
| Federal Student Support Services| $ 368,173      |
| Federal Educational Opportunity Center | $ 328,585 |
| State Professional Development Schools Planning | $ 30,000 |
| HEPC Social Justice             | $ 9,000       |
| Hospital Funding                | $ 10,000      |
| Thurgood Marshall Solar Energy  | $ 40,000      |

The Bluefield State College Foundation, Inc. is a tax exempt 501(c)3 corporation which is one of the most important and unique assets to the Institution that supports the College’s mission and programs. As of June 30, 2010, the Foundation had net assets totaling $7.6 million. The endowments of the Foundation continue to increase as a result of fundraising by the Office of Advancement and Planning. In addition, other means of support have increased with recent gifts commemorating the renaming of the School of Business as “The W. Paul Cole, Jr. School of Business” and funds dedicated to the renovation of Mahood Hall.

The Bluefield State College Research and Development Corporation, Inc. is also a tax exempt 501(c)3 entity that supports the College’s research grants administration. The Research and Development Corporation, Inc. is owner and operator of a major student housing center near the Bluefield campus. The Research and Development Corporation, Inc. had net assets of $1.1 million for the fiscal year ending June 30, 2010.
Physical Assets:

The College’s physical assets (capital assets) support the College’s mission and create a safe environment conducive to learning. The June 30, 2010 financial statements indicate the capital assets have a book value of $11.1 million. This includes land, academic buildings, library and holdings, administrative and student services building, student center, alumni house, maintenance shop, and land improvements.

Recently, the College has had over $9 million allocated to enhancing various physical assets. Such projects include the complete renovation and upgrade of Mahood Hall at $6 million funded from State-backed bonds, other state allocations, and private funding; Brown Gilbert Basic Science (Basic Science) HVAC upgrade of $2.4 million from federal energy stimulus funds, student capital fees, and energy loan from HEPC; Basic Science and Dickason Hall laboratory upgrades of $1 million; and a landscaping project, estimated at $70,000, augmented by a Home Depot grant.

2.b.2. Plans for resource development and allocation document the College’s commitment to support and strengthen the quality of the education it provides.

Plans and processes for resource development related to human, financial, and physical assets are ongoing. Institutional Funding goals outlined in the College’s 2008-2013 Strategic Plan are utilized by the Institutional Budget Committee when making recommendations to the President on important financial issues. For example, increased tuition and fees and salaries were recommended to the President in April 6, 2011. These recommendations were then forwarded to the BOG and approved on April 21, 2011. In addition, the College’s facilities priority list is updated annually and approved by the BOG and forwarded to HEPC as the Project Appropriation Request. These actions result in the creation of the College’s annual State Budget (Personal Services and Expenditure Schedule), followed by departmental budgets.

The College’s strategic plan which was developed in 2008 has influenced the allocation of new resources in recent years, or re-allocation of existing resources. For example, the 2008-2013 Strategic Plan outlines a three-year goal to develop a new academic program in 2010-2011. The Health Services Management program was developed within the School of Nursing and Allied Health. This required the support of a new faculty member who was hired in fiscal year 2011 as required by HEPC.

The College’s Budget Committee provides a vehicle for shared governance and campus input into the budget process. The Budget Committee is composed of members of various constituents on campus, such as faculty, staff, students, and ex-officio members include the Vice President for Academic Affairs, Vice President of Student Affairs and
Enrollment Management, and the Director of Institutional Research and Effectiveness, chaired by the Vice President of Financial and Administrative Affairs. The Budget Committee primarily serves as a mechanism to advise the President on matters related to financial importance to the Institution.

Once the College’s Budget Committee makes a recommendation on salaries and tuition and fees, a comprehensive budget detailing revenue sources and expenditures is prepared. Acting with the authority vested in him by the BSC Board of Governors, the President authorizes the annual budget. This budget is submitted each spring to the West Virginia State Budget Office for approval and becomes effective July 1.

In recent years, proposed salary increases for employees as well as student tuition and fee increases have been discussed, approved, and recommended to the President. These recommendations have then been forwarded to the Board of Governors for approval. For example, due to economic conditions the State of West Virginia has been under a salary increase freeze (except those allowed by law) for fiscal years 2010 and 2011. In the summer of 2010, the State of West Virginia and HEPC authorized higher education institutions to allocate a “one-time pay enhancement,” with payment to begin sometime after October 1, 2010 and ending prior to June 30, 2011. The College’s Budget Committee discussed this issue at length on September 9, 2010, and recommended a $1,500 “one time” across the board enhancement to all faculty, classified staff, and non-classified staff for October 1, 2010 through June 30, 2011. This recommendation was accepted by the Board of Governors on October 14, 2010.

The Project Appropriation Request is a financial request focusing on facility needs. It is prepared by Institutional personnel, approved by the Board of Governors, and sent to HEPC annually. This document provides HEPC with decision making processes to prioritize a statewide list of future project funding. A roof replacement, HVAC upgrade, and complete renovation for Mahood Hall have been on the priority list for over five years and have been funded almost entirely by state supported funds. In recent years, all campus buildings have been upgraded with new fire alarm systems that are networked and provide fire and smoke detection. Half of the funding for these fire alarm systems was provided by state funds and half by Institutional student capital fees.

For the fiscal year 2009, the College received an increase in federal Title III funds and state funds in excess of $2 million for institutional enhancements. The College requested proposals from campus constituents to assist in identifying campus community needs. This campus request resulted in the allocation of one-time funding for additional equipment, software, facility improvements, and other enhancements.

The College’s departmental budgets are prepared utilizing the same process as the College’s Budget Committee. Historically, salaries and benefits have been the budget priority. Considerations that significantly impact the budgetary process include academic accredited programs and lab needs, utilities, and system technology support, the loss of contracted services (such as those from NRCTC), and fluctuations of state revenues. Departmental budgets have remained unchanged for a number of years with the exception of
implementation of special fees required by some specialty accredited programs. Beginning fiscal year 2012, departmental budgets will be distributed prior to the beginning of fall semester.

The College has responded to population shifts in the southern part of the state. For example, during the summer of 2010, the College leased additional space at the Erma Byrd Higher Education Center (the Center) in Raleigh County and vacated the leased space at the Harper Industrial Park in Beckley, West Virginia. In addition to expanding course and program offerings in the Raleigh County area, the College shares courses with Concord University at the Center and offers additional academic courses and enhanced student and administrative services in the region. The College closed its operations in 2010 at Mount View High School in McDowell County due to declining population and market saturation.

2.b.3. The College uses its human resources effectively.

The College focuses its human resources on priorities that include student learning, student support, and institutional performance. The College also values its employees, as evidenced by investment in the development and support, in significant measure through competitive salaries. For example, per audited financial statements in fiscal year 2010 $15.82 million or 78% of its operating expenditures were expended for salaries, wages, and benefits. Since fiscal year 2006, there has been an average annual increase of $2.95 million for salaries and benefits. The instruction as a percent of salaries and wages of the College has increased to 55% in fiscal year 2010, from 49% in fiscal year 2006. This increase is another indicator of the commitment to the learning environment for students and faculty.

Dedicated and effective employees are pivotal to the operation and success of the College and therefore quality employees are a priority. Search committees are intent on hiring the best applicant for the position. Training is provided to the search committees from the Director of Human Resources and/or the Affirmative Action Officer related to appropriate and acceptable hiring practices. National searches are conducted for faculty and upper-level administrators in an effort to employ the most highly qualified individuals.

The College allows staff to take advantage of a flexible work schedule as outlined in the Policy 39 - Employment Innovations. The policy defines flexible work schedules as “work schedules which do not comply with the College’s normal work schedule of 7.5 hours worked per day and a 5 day work week. Flexible work schedules may include, but not limited to, job sharing, and four-day work weeks.” The four day work week requires employees to work the minimum number of hours required by the employee's full-time equivalency. In addition, annual employee performance appraisals are conducted with each employee, and provide feedback on how effectively employees are utilized on behalf of the Institution.

2.b.4. The College intentionally develops its human resources to meet future changes.

The College increased faculty and student training related to distance education and increased its emphasis upon serving the growing market of students and employers in and around Raleigh County. Further, in order to meet future human resource needs, the College
is investing in new equipment and software. For example, with the renovation of Mahood Hall, new smart classrooms are being installed and faculty will be trained.

By design, the College develops its human resources by providing funds to its employees for travel to conferences and training sessions, as well as funding for discipline specific continuing education. Tuition waivers are also available for employees to take classes at BSC. In addition, from fiscal years 2006 to 2010 salaries increased for all employees. Specifically, faculty salaries have increased by more than 22% and classified salaries have increased by more than 19%, non-classified salaries have increased by more than 9% during that period (see Graphs 1-3).

Graph 1. Average Salary for FTE Faculty

![Average Salary for FTE Faculty Graph](image-url)
Graph 2. Average Salary for FTE Classified staff

Graph 3. Average Salary for FTE Non-classified staff
Although salaries have increased steadily in four of the last five fiscal years, there is continued concern regarding funding for new hires and replacements for retiring faculty and staff. Further, concern exists for fully funding the Mercer Classified Salary Schedule which was state legislated in July 2001. The College implemented four consecutive years of salary increases despite the absence of additional funding support in 2010 and 2011. There is a concurrent concern for addressing the need to increase adjunct faculty salaries, and the College is cognizant of the importance of compensating employees in a manner that permits them to enjoy a reasonable quality of life.

2.b.5. The College’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).

The College’s history of financial resource development has a proven track record of ensuring educational quality. Five years after the separation of the community college component, the College’s financial stability continues to be strong and effective. In addition to faculty and staff development previously discussed, the College invests in learning support services, technology support and enhancements for faculty, staff, and students. There are 15 electronic classrooms and five IVN classrooms on BSC’s main campus with eight electronic classrooms and seven IVN classrooms at the Center. Since fall 2007, the College has averaged 14.5% in web classes and 6% in web enhanced classes with continued improvement in the delivery mechanisms and support of the new electronic modes of instruction. The College has also expanded the Banner based services available to serve and support students.

The College has improved its instructional site in the Raleigh County/Beckley area by centralizing academic and support processes at the Center. Following the College’s Campus Development Plan, a 10-year plan approved in 2002 by the BSC Board of Governors and HEPC, various improvements in its facilities and land have been made. Unlike most states, West Virginia historically has provided little funding for facility and land improvements, and the College has relied on capital funds, which are limited to approximately $500,000 per year, or has sought grant funds to support these initiatives. With limited funding, the College has practiced good stewardship of state and college resources, emphasizing efficient use of space, safety, upgrades for maintenance, and energy efficiencies, while creating a more welcoming environment with better accessibility for people with disabilities and improved instructional spaces. In recent years, the State has recognized the need to sustain and improve our buildings and properties. The following represent various campus building and land improvements totaling over $8.07 million since 2002:

Table 14. Campus Building and Land Improvements

<table>
<thead>
<tr>
<th>Building</th>
<th>Year Added</th>
<th>Description</th>
<th>BSC Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown-Gilbert Basic Science Building</td>
<td>FY 07</td>
<td>Elevator</td>
<td>441,381</td>
</tr>
<tr>
<td>Brown-Gilbert Basic Science Building</td>
<td>FY 08</td>
<td>Roof</td>
<td>227,953</td>
</tr>
<tr>
<td>Brown-Gilbert Basic Science Building</td>
<td>FY 09</td>
<td>Water Relocation</td>
<td>53,678</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td><strong>$723,012</strong></td>
<td></td>
</tr>
<tr>
<td>Building</td>
<td>Year Added</td>
<td>Description</td>
<td>BSC Amount</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
<td>--------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Conley Hall</td>
<td>FY 03</td>
<td>Boiler</td>
<td>86,787</td>
</tr>
<tr>
<td>Conley Hall</td>
<td>FY 04</td>
<td>Fire Alarm System</td>
<td>97,944</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$184,731</strong></td>
</tr>
<tr>
<td>Dickason Hall</td>
<td>FY 03</td>
<td>Boiler</td>
<td>86,787</td>
</tr>
<tr>
<td>Dickason Hall</td>
<td>FY 04</td>
<td>Exterior Renovation</td>
<td>319,330</td>
</tr>
<tr>
<td>Dickason Hall</td>
<td>FY 07</td>
<td>Transformer</td>
<td>72,705</td>
</tr>
<tr>
<td>Dickason Hall</td>
<td>FY 09</td>
<td>Water Relocation</td>
<td>53,678</td>
</tr>
<tr>
<td>Dickason Hall</td>
<td>FY 10</td>
<td>Chiller</td>
<td>77,443</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$609,943</strong></td>
</tr>
<tr>
<td>Hatter Hall</td>
<td>FY 03</td>
<td>Building</td>
<td>652,009</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$652,009</strong></td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 04</td>
<td>Fire Alarm System</td>
<td>97,944</td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 08</td>
<td>Roof</td>
<td>449,972</td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 08</td>
<td>Chiller</td>
<td>191,000</td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 08</td>
<td>Walkway</td>
<td>184,937</td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 10</td>
<td>HVAC</td>
<td>225,033</td>
</tr>
<tr>
<td>Ned E. Shott Physical Education Bldg.</td>
<td>FY 10</td>
<td>Boiler</td>
<td>192,859</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$1,341,745</strong></td>
</tr>
<tr>
<td>House</td>
<td>FY 06</td>
<td>Rorer Street</td>
<td>20,000</td>
</tr>
<tr>
<td>House</td>
<td>FY 06</td>
<td>Hill Street</td>
<td>11,320</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$31,320</strong></td>
</tr>
<tr>
<td>Wendell G. Hardway Library</td>
<td>FY 04</td>
<td>Fire Alarm System</td>
<td>97,944</td>
</tr>
<tr>
<td>Wendell G. Hardway Library</td>
<td>FY 07</td>
<td>Chiller</td>
<td>43,573</td>
</tr>
<tr>
<td>Wendell G. Hardway Library</td>
<td>FY 10</td>
<td>Boiler</td>
<td>192,858</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$334,375</strong></td>
</tr>
<tr>
<td>Mahood Hall</td>
<td>FY 04</td>
<td>Fire Alarm System</td>
<td>97,944</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td><strong>$97,944</strong></td>
</tr>
<tr>
<td>Othello Harris-Jefferson Student Center</td>
<td>FY 02</td>
<td>Remodel</td>
<td>192,320</td>
</tr>
<tr>
<td>Othello Harris-Jefferson Student Center</td>
<td>FY 09</td>
<td>Water Relocation</td>
<td>53,678</td>
</tr>
<tr>
<td>Othello Harris-Jefferson Student Center</td>
<td>FY 09</td>
<td>Fire Alarm</td>
<td>67,156</td>
</tr>
<tr>
<td>Othello Harris-Jefferson Student Center</td>
<td>FY 10</td>
<td>Boiler</td>
<td>192,858</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
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<td><strong>$506,012</strong></td>
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<tr>
<td><strong>Total Building Improvements</strong></td>
<td></td>
<td></td>
<td><strong>$4,481,091</strong></td>
</tr>
<tr>
<td>FY 02 Total Building Improvements</td>
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<td></td>
<td>192,320</td>
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<tr>
<td>FY 03 Total Building Improvements</td>
<td></td>
<td></td>
<td>825,583</td>
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<td></td>
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<td>711,106</td>
</tr>
<tr>
<td>FY 05 Total Building Improvements</td>
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<td></td>
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</tr>
<tr>
<td>Building</td>
<td>Year Added</td>
<td>Description</td>
<td>BSC Amount</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td>FY 06 Total Building Improvements</td>
<td></td>
<td></td>
<td>31,320</td>
</tr>
<tr>
<td>FY 07 Total Building Improvements</td>
<td></td>
<td></td>
<td>557,659</td>
</tr>
<tr>
<td>FY 08 Total Building Improvements</td>
<td></td>
<td></td>
<td>1,053,862</td>
</tr>
<tr>
<td>FY 09 Total Building Improvements</td>
<td></td>
<td></td>
<td>228,190</td>
</tr>
<tr>
<td>FY 10 Total Building Improvements</td>
<td></td>
<td></td>
<td>881,051</td>
</tr>
<tr>
<td>Total building Improvements 2002-2010</td>
<td></td>
<td></td>
<td>$4,481,091</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building</th>
<th>Year Added</th>
<th>Description</th>
<th>BSC Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bluefield Campus</td>
<td>FY 04</td>
<td>Sidewalks/ADA</td>
<td>578,501</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upgrades</td>
<td></td>
</tr>
<tr>
<td>Bluefield Campus</td>
<td>FY 07</td>
<td>Entrance/Signage</td>
<td>711,244</td>
</tr>
<tr>
<td>Bluefield Campus</td>
<td>FY 08</td>
<td>Parking/ADA</td>
<td>2,249,725</td>
</tr>
<tr>
<td>Bluefield Campus</td>
<td>FY 09</td>
<td>Landscaping</td>
<td>17,470</td>
</tr>
<tr>
<td>Bluefield Campus</td>
<td>FY 09</td>
<td>Pole Replacement</td>
<td>35,219</td>
</tr>
<tr>
<td>Total Land Improvements</td>
<td></td>
<td></td>
<td>$3,592,159</td>
</tr>
<tr>
<td>Total Building &amp; Land Improvements 2002-2010</td>
<td></td>
<td></td>
<td>$8,073,251</td>
</tr>
</tbody>
</table>

As indicated in 2.b.1, related to resources, the College currently has an unprecedented amount of funds, in excess of $9 million ($6 million in bonds, $850,000 from the American Recovery and Reinvestment Act (ARRA), $600,000 from private donations, $750,000 in loans, $500,000 from HEPC with the remaining funds in tuition and fees), to upgrade and enhance academic facilities on campus over the next year. These funds improve the learning environment, provide more energy efficient spaces, and measures for greater safety.

2.b.6. The College’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing or growth.

The College’s processes for unanticipated program reallocation, downsizing, and growth are flexible. With the elimination of the McDowell County site at Mount View High School as described in Criterion 2.b.1., the College reallocated personnel and resources to the main campus. The College also transferred the telephone operator functions to the Office of Public Safety and utilized funds from the vacant operator position to hire an additional licensed police officer.

In addition, resources from a Finance Office position were reallocated to Athletics to hire a Compliance/Sports Information Officer. The purpose of this position is to provide greater accountability in the College’s athletic endeavors and to ensure compliance with NCAA rules and policies. The College completed a recent internal review regarding issues of concern within the intercollegiate athletic programs. Following the review and notification to the West Virginia Intercollegiate Athletic Conference (WVIAC), all of the College’s intercollegiate athletic programs were placed on probation by the Conference for the remainder of the 2010-2011 academic year and for the entire 2011-2012 academic year.
The WVIAC will monitor the progress toward the achievement of these goals. The College’s intercollegiate athletic programs remain eligible to complete for WVIAC championships.

BSC has also enhanced the safety related systems of the campus in an effort to plan for unanticipated events similar to the Virginia Tech tragedy. For example, the College has implemented a mass text messaging system reaching more than 1,000 subscribers per year; a campus speaker system that is accessible campus wide or by individual building; and purchased automated external defibrillators (AED’s) for each building to assist individuals exhibiting symptoms of a heart attack. Adequate reserves are available for unexpected emergencies. For example, a mercury spill on campus resulted in an $80,000 expenditure for cleanup efforts, and a transformer malfunction in Dickason Hall had previously resulted in $150,000 in unexpected costs.

2.b.7. The College has a history of achieving its planning goals.

The College has a long history of achieving its planning goals as evidenced in the above documentation related to human, financial, and physical resources. At times, plans outside of the College’s control such as the separation of NRCTC with the passage of Senate Bill 448 and periodic higher education reorganization legislation deter achievement of some of these planning goals. However, the College has proven its adaptability to these changes and its commitment to reaching its goals.

In summary, the College consistently plans, evaluates, and improves its efficiency while increasing its enrollment, reducing and/or reallocating resources, and maintaining adequate funds in a challenging economy. The College maintains sufficient resources strategically aligned to support student learners and adequate financial foundation while maintaining and expanding BSC’s educational programs and services.

Core Component 2.c. The College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

To facilitate continuous improvement, the College implements strategies including program reviews, Noel-Levitz surveys, and the National Survey of Student Engagement to provide evidence of institutional effectiveness. The cycle in which these strategies are implemented provide an effective system to collect, analyze and use the organizational data. In addition, feedback loops are at a variety of levels. For example, in the 2004 Noel-Levitz survey, students identified a concern regarding exterior lighting in parking areas on campus which was addressed by the installation of additional lights and added security measures across campus.
2.c.1. The College demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness

The processes of assessment and evaluation are ongoing throughout each area of the College. Based on a concern identified in the previous site visit report, the College developed an Office of Institutional Research and Effectiveness where one responsibility includes assessment. In addition, an Assessment Committee has been created to monitor the General Studies assessment of the Institution as well as the course evaluation system.

The use of the five-year strategic plan enables the College to have a working document for improvement in areas of evaluation and enhancing institutional effectiveness. The strategic plan is overseen by the Office of Institutional Research and Effectiveness and is reviewed on an annual basis. The plan is made available to all constituents, and input regarding the plan is regularly solicited.

Evaluation processes are ongoing at the Institution. Nationally accredited programs throughout the College implement working assessment and evaluative processes. Areas of improvement are noted in accreditation reviews, and each program seeks to incorporate such improvements. Faculty evaluations are performed each semester. Student evaluation processes are conducted throughout individual schools as well as on a five-year basis for the College-wide Noel-Levitz assessment. These evaluative tools provide a snapshot for the College to target needed areas of improvement.

A recent example of an external student evaluation was the Noel-Levitz SSI,¹⁵⁴ which was conducted in fall 2009. The overall mean results indicated that BSC students found survey items more important than the national sample and were also more satisfied (see Table 15). Similarly, BSC’s performance gap (the difference between an item’s importance and the students’ satisfaction with it) was smaller than the national sample. Results from the survey were also compared to those from the 2004 and 1999 administrations. BSC’s current students gave higher mean ratings for both importance and satisfaction on survey items.

<table>
<thead>
<tr>
<th></th>
<th>BSC Results</th>
<th>National Sample Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Importance Rating</td>
<td>6.20</td>
<td>6.20</td>
</tr>
<tr>
<td>Mean Satisfaction Rating</td>
<td>5.44</td>
<td>5.36</td>
</tr>
<tr>
<td>Mean Performance Gap</td>
<td>.76</td>
<td>.84</td>
</tr>
</tbody>
</table>

During the spring 2010 semester all employees of the College were also invited to participate in an evaluation using the Noel-Levitz CESS.¹⁵⁵ Unlike the Noel-Levitz SSI¹⁵⁶ survey for students, the CESS does not provide nationally normed data for comparison. The survey was divided into three sections: campus culture and policies, institutional goals, and work environment. Results of this survey are discussed throughout this self-study document. These data are being used in the current review of the strategic planning goals as well as the newly formed Retention Task Force of the College.
2.c.2. The College maintains effective systems for collecting, analyzing, and using College information

Bluefield State College revised its mission statement in 2009 and developed an assessment plan that will measure student learning which is based on the nine principles developed by the American Association for Higher Education in 1992. The Office of Institutional Research and Effectiveness is responsible for collecting and distributing information regarding student achievement in the general studies curriculum to the College’s Assessment Committee for analysis. According to the College’s Plan for Assessing Student Academic Achievement, each school is responsible for developing and assessing programmatic outcomes with results submitted to the Office of Institutional Research and Effectiveness. Additionally, revisions are made and goals are established, utilizing the Higher Learning Commission’s six fundamental assessment questions as well as the Schools’ curriculum outcomes, to attain the outcomes sought. Faculty course assessments are conducted at the end of every semester, while program reviews are completed on a five-year cycle.

Bluefield State College collects data including student, staff, and faculty satisfaction surveys on a five-year cycle. The results of these surveys are shared with President’s Cabinet, Deans’ Council, Division of Student Affairs and Enrollment Management, and other constituencies. Using a variety of data sources and in collaboration with the Cabinet, the President prepares an annual list of core Institutional unit goals and shares these goals with the governing board. These Institutional unit goals are used to annually evaluate Cabinet members.

The Office of Institutional Research and Effectiveness is tasked with responding to requests for institutional data from a variety of sources. The Office coordinates the compilation and dissemination of historical data on enrollments, degrees conferred, and retention and graduation rates. It also maintains a variety of statistics on faculty and staff and manages and reports on the College’s course evaluation process. Other areas of responsibility for this Office include promoting the development and evaluation of the strategic planning process for the College, providing support for programmatic review, and institutional and general studies assessment.

2.c.3. Appropriate data and feedback loops are available and used throughout the College to support continuous improvement

Appropriate data and feedback loops are available and used throughout the College to support continuous improvement. As described above and based on the Plan for Assessing Student Academic Achievement, implemented fall 2010, the Institutional level General Studies results are collected by the Office of Institutional Research and Effectiveness and analyzed by the College’s Assessment Committee. Program level results are collected and analyzed by faculty and School Deans. Pertinent data, findings, and recommendations in relation to stated goals and objectives are submitted to the Director of Institutional Research and Effectiveness, who develops a Report on Assessment of Student Academic Achievement. This report lists accomplishments, recommendations, and progress in
relation to goals and objectives, and is disseminated to the College’s Assessment Committee, faculty, Deans, President’s Cabinet, and Board of Governors. The report is also posted on BSC’s assessment website for review by BSC faculty, staff, students, administration, and external stakeholders. All assessment results are tied to recommendations for improvement within programs and institutional practices related to student learning.

2.c.4. Periodic review of academic and administrative subunits contribute to improvement of the College

Bluefield State College has a commitment to continually improve its academic programs through a review process. Each School participates in a review process for academic programs. These reviews are conducted on a five-year rotating basis. All of the academic programs that have obtained their specialty national accreditation follow a program review accreditation schedule.

The College has completed a legislative compliance audit as mandated by the West Virginia Legislative Post Audit Division primarily auditing student affairs, finance, and athletics. This was the first audit of its type to be conducted at BSC since 1984. Recommendations were made by the auditors to improve the processes in several departments across the Institution. The College has implemented most of the recommendations of the auditing team as evidenced by the re-evaluation in its most recent report dated October 2010.161

2.c.5. The College provides adequate support for its evaluation and assessment processes

The Office of Institutional Research and Effectiveness provides data as requested across campus to inform decision making. The Office consists of a Director and an executive secretary. In addition, School Deans have started reporting specialty accredited program assessment data to this office as part of the assessment planning process. In order to further develop a culture of assessment within Arts and Sciences, a Social Science Faculty member was assigned Associate Dean of Assessment duties to assist the Director of Office of Institutional Research and Effectiveness to provide guidance on the new assessment process for the School.

Core Component 2.d. All levels of planning align with the College’s mission, thereby enhancing its capacity to fulfill that mission.

In 2006, the Board of Governors requested that the President create a Strategic Planning Steering Committee (SPSC) to examine the planning processes for strategic guidance of the College’s future. The SPSC is composed of faculty, classified staff, administrators, and students.
The College’s strategic plan was approved by the President’s Cabinet and the Board of Governors at meetings in May 2008. Several revisions were made in September 2009, and the three- and five-year goals were reviewed and revised throughout the 2010-2011 academic year which will take effect at the beginning of the fall 2011 semester. The plan established one-, three- and five-year goals with identified strategies for accomplishing the goals. Two-year evaluation intervals allow for plan revisions that may be necessary due to changing internal and external forces. The one-year goals were evaluated in 2009 by the Cabinet member whose area of responsibility pertained to specific indicators. For example, the indicators specific to student enrollment are the responsibility of the Vice President of Student Affairs and Enrollment Management, academic indicators are the responsibility of the Vice President for Academic Affairs. A report is provided to the College community and the Board of Governors in years where goals are identified.

2.d.1. Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the College.

The College’s mission statement, developed from the work of the SPSC, speaks to the vision and values of the Institution which were approved by the College Council and the Board of Governors.

2.d.2. Planning processes link with budgeting processes.

The College has a planning and budgeting process. In 2007, the President created the College’s Budget Committee to advise the President and the Board of Governors on financial matters of strategic importance to the College. These include salary increases and tuition and fee increases. The 2008-2013 Strategic Plan has been updated with input from the College’s constituency groups. These groups include faculty, staff, students, and administration. Based on the key performance indicator “Research Environment” outlined in the 2008-2013 Strategic Plan, and with assistance of the EARDA grant discussed in Criterion 4.a.5. of this self-study, the planning and budgeting process were clearly linked by creating the Office of Scholarly Research and Sponsored Programs and the positions required to run the Office effectively.

2.d.3. Implementation of the College’s planning is evident in its operations.

The College’s planning is evident in its operations. Constituencies across campus are invited and encouraged to participate in the planning process as well as the revision process. Unit managers develop goals and objectives, with input from unit personnel, consistent with the priorities of the College as outlined in the 2008-2013 Strategic Plan. Goals and objectives are submitted for approval by the President to the Board of Governors. These goals are used to guide daily operations within and among the units and flow from the Cabinet level goals and objectives which are developed from the College’s plan.
2.d.4. Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

The process used by the SPSC consisted of identifying key performance indicators for evaluating institutional effectiveness and future planning. The committee identified top opportunities and threats from political, economic, sociological, and technical external forces, along with the top strengths and weaknesses stemming from the internal organization. At the conclusion of the internal and external analyses, 10 KPIs were identified and are the core of the College’s plan. As a result of the strategic planning processes, the Institutional mission and vision were revised to better reflect the strategic choices outlined in the plan. It should also be noted that the plan is aligned with the HEPC’s Master Plan for West Virginia Higher Education. This alignment further ensures that the Institution is assessing and evaluating the plan in concert with future goals for higher education in West Virginia.

During the 2010-2011 academic year, a group of faculty, staff, and administrators started the examination of the three- and five-year goals outlined in the plan to consider changing environments. Based on the group’s recommendation, several goals were deleted or revised because of shifting internal and external conditions facing the College. The group also recommended beginning year-three in the 2011-2012 academic year, rather than the 2010-2011 academic year to allow for further revision of the plan during the spring 2011.

2.d.5. Planning documents give evidence of the College’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the College and its students exist.

The College’s planning documents provide evidence of the awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist. The 2008-2013 Strategic Plan includes KPIs that address student learning, diversity, and technology. The HEPC Compact also includes closely related evidence of these features. Further, the results from the Noel-Levitz SSI and CESS surveys along with the NSSE are utilized for planning purposes.

2.d.6. Planning processes involve internal constituents and, where appropriate, external constituents.

The majority of specialty accredited programs incorporate advisory boards which utilize internal and external constituencies. These groups provide insight into planning and program development and include practitioners, employers, students, alumni, faculty, and administrators. In addition, the strategic planning process involves internal constituents that provide input from a variety of areas across campus.
CHAPTER SIX

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING
CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING

The College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

The education students receive at Bluefield State College reflects the mission and prepares them for “diverse professions, graduate study, informed citizenship, community involvement, and public service.” The College identifies Institutional Student Learning Outcomes supported by the General Studies curriculum. The outcomes represent what students should know and be able to do at the completion of their education at Bluefield State College regardless of academic program and are outlined in the 2010-2012 Academic Catalog:

- Students will read, write, and speak effectively.
- Students will demonstrate information literacy through the use of technology.
- Students will demonstrate basic mathematical problem solving skills.
- Students will understand diverse societal practices and patterns.
- Students will identify, explain, and apply scientific concepts and methods.
- Students will describe artistic, literary, and human creativity products.
- Students will interpret, analyze, and construct arguments.

During February 2009, a team of three from the College attended an assessment workshop sponsored by the Higher Learning Commission (HLC) in Lisle, IL. The workshop provided a forum in which the team examined the six fundamental questions about assessment on campus:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what and how well your students are learning?

The team shared information gained at the workshop with faculty and other key personnel and planned the implementation of several of the concepts learned during the workshop. The School of Arts and Sciences implemented many of the assessment strategies learned at the workshop during the summer of 2009.

This chapter describes and provides evidence that:

- the College’s goals for student learning outcomes are clearly stated for each educational program and makes effective assessment possible,
- the College values and supports effective teaching.
- the College creates effective learning environments, and
- the College’s learning resources support student learning and effective teaching.

**Core Component 3.a. The College’s goals for student learning outcomes are clearly stated for each educational program and makes effective assessment possible.**

The College conducted the Noel-Levitz Student Satisfaction Inventory (SSI) during fall 2009 where students rated items on importance (1=not important at all through 7=very important) and satisfaction (1=not satisfied at all through 7=very satisfied). The following eight survey items (see Table 16) provide student level data which show the College makes effective assessment possible:

**Table 16. Noel Levitz SSI**

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>Import: 6.59</td>
<td>Satis / SD: 5.93 / 1.14</td>
<td>Gap: 0.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>Import: 6.51</td>
<td>Satis / SD: 5.84 / 1.24</td>
<td>Gap: 0.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td>Import: 6.43</td>
<td>Satis / SD: 5.41 / 1.43</td>
<td>Gap: 1.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The assessment and course placement procedures are reasonable.</td>
<td>Import: 6.36</td>
<td>Satis / SD: 5.73 / 1.26</td>
<td>Gap: 0.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major requirements are clear and reasonable.</td>
<td>Import: 6.41</td>
<td>Satis / SD: 5.85 / 1.22</td>
<td>Gap: 0.56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>Import: 6.49</td>
<td>Satis / SD: 5.72 / 1.38</td>
<td>Gap: 0.77</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjunct faculty are competent as classroom instructors.</td>
<td>Import: 6.24</td>
<td>Satis / SD: 5.55 / 1.45</td>
<td>Gap: 0.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate teaching assistants are competent as classroom instructors.</td>
<td>Import: 6.01</td>
<td>Satis / SD: 5.32 / 1.39</td>
<td>Gap: 0.69</td>
</tr>
</tbody>
</table>

** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Analysis of the eight survey items regarding Criterion 3.a. indicates that BSC’s student satisfaction is higher than students at other national four-year public institutions on all items. The College’s students also rank each item very similar to the other national four-year public institutions on importance.
3.a.1. The College clearly differentiates its learning goals for undergraduate programs by identifying the expected learning outcomes for each.

Bluefield State College clearly differentiates its learning goals for undergraduate programs by identifying the expected learning outcomes for each. Two Schools, Nursing and Allied Health and Engineering Technology and Computer Science, offer specialty accredited programs at the associate and baccalaureate degree level. These specialty accredited programs require clearly differentiated student learning outcomes at both levels which are based on the mission of each School as they flow from the mission of the College. For example, the following table outlines the differentiated student learning outcomes in the associate and baccalaureate level Architectural Engineering Technology (ARET) program in the School of Engineering Technology and Computer Science:

Table 17. Associate and Baccalaureate Student Learning Outcomes for ARET

<table>
<thead>
<tr>
<th>Associate of Science Program</th>
<th>Bachelor of Science Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students demonstrate an appropriate mastery of the knowledge, techniques, skills, and modern tools of architectural engineering technology to produce A/E documents and presentations for residential and commercial building systems.</td>
<td>• Students perform analysis and design of building systems.</td>
</tr>
<tr>
<td>• Students identify, analyze, and solve technical problems.</td>
<td>• Students perform economic analyses and cost estimates related to design, construction, operations, and maintenance of systems involving building systems infrastructure.</td>
</tr>
<tr>
<td>• Students communicate by written, oral, and graphical means.</td>
<td>• Students plan and prepare design, construction and operating documents such as specifications, contracts, change orders, engineering drawings, and construction schedules for building systems.</td>
</tr>
<tr>
<td>• Students team to solve problems and present solutions.</td>
<td>• Students select appropriate materials and practices for building construction.</td>
</tr>
<tr>
<td>• Students conduct standardized field and laboratory testing on construction materials and apply results.</td>
<td>• Students maintain an understanding of professional practice issues such as procurement of work, bidding versus quality-based selection, and interaction between architects, designers, contractors, and owners.</td>
</tr>
<tr>
<td>• Students clearly understand professional and ethical responsibilities.</td>
<td>• Students manage building technology projects for schedules, costs, and quality assurance.</td>
</tr>
<tr>
<td>• Students understand diversity, societal, and global issues relating to solutions to problems in professional practice.</td>
<td>• Students adapt to change in the building construction technology environment.</td>
</tr>
<tr>
<td>• Students recognize the need for and the ability to engage in lifelong learning.</td>
<td></td>
</tr>
</tbody>
</table>

As a result of the February 2009 HLC assessment workshop, faculty, the Dean of Arts and Sciences, and the Director of Institutional Research and Effectiveness reviewed and revised programmatic student learning outcomes, assessment tools, assessment timelines, and mapped courses to the programmatic curriculum as well as the Institutional Student Learning
Outcomes during the summer of 2009. The result was the creation of programmatic assessment matrices implemented during fall 2009 as well as curriculum maps of both the Institutional Student Learning Outcomes with the programmatic student learning outcomes and the programmatic student learning outcomes with the programmatic courses.

The process Arts and Sciences faculty implemented to review programmatic student learning outcomes spurred the review of the General Studies outcomes since the majority of courses for the General Studies curriculum reside in the School of Arts and Sciences. It was determined that as each program (Applied Science, Humanities, Social Science, and Criminal Justice Administration) completed assessment matrices, review of the applicable General Studies content outcome would follow. The Director of Institutional Research and Effectiveness presented the recommended revisions to the College’s Assessment Committee who approved the changes and submitted them to the Vice President for Academic Affairs. The updated student learning outcomes were published in the 2010-2012 Academic Catalog. In addition, as a direct result of the February 2009 HLC assessment workshop, the General Studies outcomes were renamed the Institutional Student Learning Outcomes.

The purpose of the name change was to emphasize throughout the College community that achievement of the student learning outcomes does not simply reside in the first two years of the college experience, but rather flows through the entire academic experience. Further, the change represents the fact that achievement of the outcomes is the responsibility of each program, not just where many of the courses for the General Studies curriculum reside. The revised outcomes accepted by the Assessment Committee were shared with the President’s Cabinet, Vice President for Academic Affairs, and the Deans’ Council. As a result, each academic program is responsible to assure students achieve the Institutional Student Learning Outcomes within each program prior to graduation.

The Director of Institutional Research and Effectiveness presented the Assessment Committee with a Plan to Assess Student Academic Achievement which incorporates all aspects of assessment across programs including the General Studies curriculum. This plan was also presented to the Deans’ Council where the Deans were made aware of the data collection responsibilities required in the plan. The Plan to Assess Student Academic Achievement was approved by the Assessment Committee and Deans’ Council and was implemented in the fall 2010 when data collection started.

The curriculum for General Studies is broken down into skills: Basic Skills and Core Skills. Courses that make up the Basic Skills component are the foundation courses in English, mathematics, computer literacy, and speech. Courses that make up the Core Skills are literature, fine arts/humanities, social science, and physical and biological sciences. The courses that make up the General Studies curriculum represent the updated Institutional Student Learning Outcomes and represent what graduates should know and be able to do once they complete their coursework at the College.

The nationally accredited programs at the College are especially adept at differentiating the student learning outcomes. For example in Nursing and Allied Health, both the Commission on Collegiate Nursing Education (CCNE) and the National League for
Nursing Accrediting Commission (NLNAC) require that each accredited program clearly displays and advertises learning outcomes on Institutional literature pertaining to the program. The associate degree nursing learning goals are identified in the following locations: Academic Catalog, Nursing Student Handbook, School of Nursing and Allied Health website, and Nursing brochures. The program is also required to have a systematic plan for evaluation which emphasizes the ongoing assessment and evaluation of our student learning and program outcomes. An example of a program level outcome for the associate degree in nursing is “Provider of care: As a provider of care, the graduate will demonstrate interdisciplinary collaboration and clinical decision making based on the nursing process in providing nursing care to diverse clients across the lifespan, while using a holistic approach and therapeutic communication to promote a caring, safe physical and psychological environment.”

3.3.2. Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

Bluefield State College assesses student learning at multiple levels. The College revised and adopted its current mission statement in 2009 after which the Arts and Sciences faculty, Dean of Arts and Sciences, and the Director of Institutional Research and Effectiveness met to develop a comprehensive set of student learning outcomes for each program in the School. For example, the Bachelor of Arts in Humanities identified the following six outcomes for the program as outlined under Assessment on the College’s Institutional Research and Effectiveness website:

1. Write coherent, organized, well-developed arguments using the conventions of standard written English.
2. Interpret and analyze texts from various cultural perspectives, historical periods, and genres.
3. Incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral presentations.
4. Demonstrate foreign language competency through reading, writing, speaking, and listening.
5. Apply logical and ethical reasoning.
6. Reflect on the arts and literature as a means of personal and cultural enrichment.

Outcomes in each of the Arts and Sciences are assessed at the course and program levels and contribute to the evidence in student achievement of the Institutional Student Learning Outcomes. Faculty also revised the General Studies outcomes which assess achievement at the Institutional level. The revised General Studies outcomes are identified in the 2010-2012 Academic Catalog.

During the summer 2009, all Arts and Sciences faculty met with the Dean as well as the Director of Institutional Research and Effectiveness by program to develop criteria for assessing student learning outcomes at multiple levels. Course level evaluations were developed in order to assess each student learning outcome within the School of Arts and Sciences. Assessment procedures include grading of group projects, group presentations, papers, and embedded test items to assess student learning at the course level. The syllabus for each course includes the specific programmatic outcomes addressed by the course.
Matrices were developed for each Arts and Sciences program to outline outcomes for each program, courses where the outcomes are measured, the assessment instruments used in data collection, and the frequency of data collection (see Table 18). In addition, Institutional level outcomes were mapped to a matrix that provides the courses included in the General Studies assessment, the instruments to be used in the data collection, and the frequency of data collection.

Table 18. School of Arts and Sciences Humanities Programmatic Assessment Matrix

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessed Courses</th>
<th>Assessment Tool</th>
<th>Performance Goal</th>
<th>Time-table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write coherent, organized, well-developed arguments using the conventions of standard written English.</td>
<td>HUMN 222</td>
<td>Final Exam</td>
<td>80% will achieve a 70% or better</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>ENGL 309</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on items 2,4,5,9,10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on items 2,4,5,9,10</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
</tr>
<tr>
<td>Interpret and analyze texts from various cultural perspectives, historical periods, and genres.</td>
<td>HUMN 222</td>
<td>Final Exam</td>
<td>80% will achieve a 70% or better</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>ENGL 309</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on item 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on item 1</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
</tr>
<tr>
<td>Incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral presentations.</td>
<td>HUMN 222</td>
<td>Final Exam</td>
<td>80% will achieve a 70% or better</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>ENGL 309</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 3 or better on a 5 point scale on items 6-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on items 6-8</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Assessed Courses</td>
<td>Assessment Tool</td>
<td>Performance Goal</td>
<td>Time-table</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Demonstrate foreign language competency through reading, writing, speaking, and listening.</td>
<td>FREN 102 &amp; SPAN 102</td>
<td>Final Exam Rubric</td>
<td>80% will score a 3 or better on a 5 point scale on each item</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
</tr>
<tr>
<td>Apply logical and ethical reasoning.</td>
<td>POSC 300</td>
<td>Final Exam Essay Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on items 3 and 4</td>
<td>Fall</td>
</tr>
<tr>
<td></td>
<td>HUMN 222</td>
<td>Final Exam</td>
<td>80% will achieve a 70% or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HUMN 309</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on item 3</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>300-400 Level Research Paper Rubric</td>
<td>80% will score a 4 or better on a 5 point scale on item 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on the arts and literature as a means of personal and cultural enrichment.</td>
<td>HUMN 303</td>
<td>Final Exam</td>
<td>80% will score a 70% or better</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>HUMN 499</td>
<td>Reflection Essay</td>
<td>80% will score a 70% or better</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Exit Survey</td>
<td>70% will rate this student learning statement at a 3 or higher on a 5 point scale</td>
<td></td>
</tr>
</tbody>
</table>

The School of Education’s Performance Standards are assessed at each level of the program in the following areas: behavior, attitude, confidentiality, flexibility, initiative, following instructions, teaching competence, appearance, and attendance. The education program performance assessment model begins at program entry and proceeds beyond graduation and certification. The assessment model is structured around the sequential course delivery of the program. There is continual assessment from pre-admission through post-employment. The data are collected, analyzed, reflected upon, and used to make program decisions. A database is available to track the student data and produce relational reports.

The School of Engineering Technology and Computer Science maintains programmatic evidence of achievement of student learning outcomes extending over the last 10-years. These data are annually reviewed and available for viewing upon request by
stakeholders. Faculty members conduct most of the measurements in embedded course assessment. Assessment occurs throughout the program, but capstone experiences are a focus for measurements. Most of these measurements are triangulated for extra correlation.

3.a.3. Assessment of student learning includes multiple direct and indirect measures of student learning.

The use of multiple direct and indirect measures is prominent in the General Studies curriculum of the College. The Institutional Student Learning Outcomes are measured directly with embedded assessments such as rubrics, problem sets, and the Collegiate Learning Assessment. Indirectly, student learning outcomes are measured by questionnaires, Noel-Levitz Student Satisfaction Inventory, and National Survey of Student Engagement. In addition, outcomes are assessed indirectly by utilizing results from programmatic exit surveys within the School of Arts and Sciences. Each program’s survey, except Applied Science, includes all Institutional Student Learning Outcomes, and students indicate the level to which they have met the identified outcomes.

In the School of Education’s Elementary/Middle School Education program, rubrics use Danielson’s framework for teaching179 to benchmark each standard as unsatisfactory, basic, proficient, or distinguished. Candidates develop a professional portfolio during enrollment in the program which allows them to provide evidence of competence. In their portfolio, candidates submit work samples that include reflective journals of weekly experiences or critical experiences, lesson plans, and videotaped lessons that provide student assessment and analysis. A student teacher evaluation form is a direct measure used to track progress toward the student’s meeting performance standards and dispositions.

In the School of Nursing and Allied Health, assessment occurs at both the course and program levels and utilizes both direct and indirect measures. Course objectives are leveled, clearly defined, and achievement of these objectives leads to achievement of program outcomes. Direct measures include examinations, instructor evaluation of student clinical performance and preparation, written assignments, completion of virtual clinical excursions, presentations, journals, critical thinking assignments, NCLEX-RN, MEDSPUB, and HESI. Examples of indirect measures of student learning include: student self-evaluations, exit surveys, agency evaluations, graduate surveys, and employer surveys.

3.a.4. Results obtained through assessment of student learning are available to appropriate constituents, including students themselves.

Assessment results are collected at the course, program, and institutional levels, and are available for review by constituents. Institutional assessment results are available on the Office of Institutional Research and Effectiveness website and distributed in the IRE Newsletter to campus constituencies as well as the Board of Governors. Program results are available to advisory boards and stakeholders upon request to the School Deans and/or Program Directors.
In the School of Engineering Technology and Computer Science, there are close correlations between mission, vision, and goals with learning outcomes. Outcomes are assessed on a regular basis. They were developed with the following constituents: faculty, students, and industry representatives. They are understood by constituents, and minutes are kept showing discussion and correlation. Faculty members and the Dean accept responsibility for data collection which is shared regularly at industrial advisory boards meetings with faculty and students.

The Nursing and Allied Health programs make results of assessment available to a variety of constituents. For example, the associate degree in nursing assessment results are included in annual reports to the West Virginia Board of Examiners for Registered Professional Nurses and the National League for Nursing Accrediting Commission, distributed to clinical agencies through advisory board meetings, advertised in the local papers and on BSC recruitment materials, and annually to the College’s administration. Other assessment data are available to students through informal sharing to students in class and to the nursing student representatives who attend the monthly nursing meetings.

3.a.5. The College integrates into its assessment of student learning data reported for purposes of external accountability (e.g. graduation rates, passage rates on licensing exams, placement rates, and transfer rates).

Bluefield State College integrates into its assessment of student learning data reported for the purpose of external accountability. The West Virginia Higher Education Policy Commission (HEPC) utilizes data submitted by West Virginia public institutions to publish the West Virginia Higher Education Report Card. In addition, each public institution within the State submits a Compact to the HEPC. The Compact is a formal agreement between public institutions and the State which includes goals for retention rates, graduation rates, and licensure pass rates. The College also participates and annually updates data in the Voluntary System of Accountability’s College Portrait. In addition, many of the accredited programs within the College utilize advisory boards for the purpose of external reporting and accountability.

3.a.6. Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

The faculty at Bluefield State College are involved in defining expected student learning outcomes and creating strategies to determine whether those outcomes are achieved. The School Deans and Department Chairs meet with faculty to develop learner outcomes and strategies to evaluate the outcomes. When necessary changes to the curriculum are identified by faculty changes are proposed. The approval process for curriculum revision is described in Criterion 1.d.5.

Faculty within the School of Arts and Sciences identified programmatic student learning outcomes during the summer 2009 which led to the creation of programmatic matrices described in Criterion 3.a.1. This work also led to further revisions and adjustments to course assessments during the 2009-2010 academic year. In order to ensure achievement
of the learning outcomes, faculty meet each semester in an effort to continually improve student learning through identifying appropriate outcomes and assessments by evaluating assessment results.

Each faculty member is required to participate in an annual performance review. This activity allows for the review of performance in classes and course work, community service, teaching, and research. Faculty are encouraged to propose course improvements and modifications to the curriculum and respond to course evaluation data and comments from students. Department Chairs in Engineering Technology and Computer Science also maintain a Continuous Quality Improvement Plan to review achievement of student learning outcomes and to modify course content as assessments indicate. Curriculum changes are also presented and approved by advisory boards in several of the specialty accredited programs.

3.a.7. Faculty and administrators routinely review the effectiveness and uses of the College’s programs to assess student learning.

Bluefield State College faculty and administrators review program effectiveness and assess student learning. There is a direct connection between the Office of Institutional Research and Effectiveness, Assessment Committee, School Deans, and the Department Chairs to review reports on assessment activities, and establish ways to coordinate between the varied approaches directed by the accrediting agencies. The Deans work to actively recruit and encourage campus wide participation by faculty in the assessment process; however, there is uneven participation by faculty in this activity, which places undue burden on a few faculty to conduct assessment and evaluate results.

In order to maintain accreditation, the specialty accredited programs are required to conduct assessment for program outcomes. These accrediting agencies provide faculty with professional development activities including seminars, workshops, and resources to review the effectiveness of each program in achieving the student learning outcomes. The accreditation reports submitted illustrate how effectively the programs are performing.

Core Component 3.b. The College values and supports effective teaching.

The following eight survey items (see Table 19) from the Noel-Levitz SSI provide student level data that supports the evidence that the College values and supports effective teaching.
Table 19. Noel-Levitz SSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Import</td>
<td>Satis / SD</td>
<td>Gap</td>
</tr>
<tr>
<td>Faculty care about me as an individual.</td>
<td>6.12</td>
<td>5.50 / 1.33</td>
<td>0.62</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>6.10</td>
<td>5.61 / 1.25</td>
<td>0.49</td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.43</td>
<td>5.41 / 1.43</td>
<td>1.02</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>6.42</td>
<td>5.94 / 1.23</td>
<td>0.48</td>
</tr>
<tr>
<td>Residence hall staff are concerned about me as an individual.</td>
<td>5.39</td>
<td>4.82 / 1.54</td>
<td>0.57</td>
</tr>
<tr>
<td>Faculty provide timely feedback about student progress in a course.</td>
<td>6.40</td>
<td>5.33 / 1.58</td>
<td>1.07</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.49</td>
<td>5.72 / 1.38</td>
<td>0.77</td>
</tr>
<tr>
<td>Adjunct faculty are competent as classroom instructors.</td>
<td>6.24</td>
<td>5.55 / 1.45</td>
<td>0.69</td>
</tr>
</tbody>
</table>

** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

Analysis of the eight survey items regarding Criterion 3.b. indicates that BSC’s student satisfaction is higher than students at other national four-year public institutions on all items. The College’s students also rank each item very similar to the other national four-year public institutions on importance.

In addition, on the spring 2010 Noel-Levitz CESS,\(^{181}\) campus culture and policies items regarding the value and support for effective learning (see Table 20) were rated above important. Satisfaction ratings were above somewhat satisfied on all items with the exception of one, *this institution makes sufficient budgetary resources available to achieve important objectives*, which was rated not very satisfied.
### Table 20. Noel-Levitz CESS Value and Support of Effective Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution does a good job of meeting the needs of its faculty.</td>
<td>4.30</td>
<td>3.26</td>
<td>1.04</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of staff.</td>
<td>4.25</td>
<td>3.11</td>
<td>1.13</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of administrators.</td>
<td>4.18</td>
<td>3.60</td>
<td>0.58</td>
</tr>
<tr>
<td>This institution makes sufficient budgetary resources available to achieve important objectives.</td>
<td>4.38</td>
<td>2.75</td>
<td>1.63</td>
</tr>
<tr>
<td>This institution makes sufficient staff resources available to achieve important objectives.</td>
<td>4.26</td>
<td>3.01</td>
<td>1.25</td>
</tr>
</tbody>
</table>

### 3.b.1. Qualified faculty determine curriculum content and instructional strategies at all levels.

Curricular content and instructional strategies are the responsibility of the College’s faculty. Proposals for new courses, modification of existing courses, and development and/or modification of degree programs, areas of concentration, and minors all begin within the schools and then the changes work through the established approval process as described in the *Faculty Handbook*. Faculty within each school meet to discuss and vote on the course and curriculum proposals that are developed within their school. Standardized course and curriculum proposal forms are used College-wide. These forms require justification of the proposal, the anticipated implementation date, and the adequacy of existing resources to support the proposal.

When a course or curriculum proposal is approved at the School level, it is forwarded to the College’s Curriculum Committee for review and recommendation. The Curriculum Committee is a standing committee of the faculty as described in the *Faculty Constitution*. Members represent each of the academic schools and serve two-year terms. During the 2009-2010 academic year, the School of Business faculty proposed several changes to the curriculum: modifying courses, sequencing, and revising an accounting course title, description, and content to update the current specialization. The Curriculum Committee approved these proposals.

To assist the faculty in its consideration of course and curricular content, advisory boards are established in a number of programmatic areas: nursing, radiologic technology, engineering technology, computer science, and education. Many of the programmatic advisory boards include local practitioners in the field who provide content expertise and offer feedback on curricular modifications and instructional strategies. For example, the School of Education’s advisory board includes a representative from the State Department of Education, public school teachers and administrators, and faculty from the Schools of Education and Arts and Sciences who deliver instruction for the program, as well as current students enrolled in the program.
Decisions on the schedule of courses are made cooperatively among the faculty member(s) responsible for the course and their respective dean on the basis of student need. In addition, decisions regarding the modality of course delivery (traditional classroom, online instruction, televised courses, and independent study) are made in the same manner. The Instructional Technology Center (ITC) staff provides professional development seminars and workshops for faculty who implement these modalities to enhance the instructional strategies at all levels.

Adjunct faculty who teach the General Studies lower-division courses are expected to implement the instructional strategies and materials that full-time faculty have developed. Adjunct faculty who teach courses that are not taught by full-time faculty typically have more latitude to develop their own instructional materials and strategies. The professional development seminars and workshops offered by the College are also made available to adjunct faculty.

3.b.2. The College supports professional development designed to facilitate teaching suited to varied learning environments.

The College is committed to professional development designed to facilitate teaching suited to varied learning environments. The College provides professional development resources for this purpose. Professional development funds are administered by the Personnel Development Committee and chaired by the Vice President for Academic Affairs. Categories for this funding source include: degree programs, non-degree study, tuition waivers, research/presentations, and workshops/conferences. Schools can augment this funding from their own travel budgets.

- Percent of faculty receiving faculty development funds to attend conferences or workshops in their field:
  - 2006-2007 - 20%
  - 2007-2008 - 10%
  - 2008-2009 - 16%

- Percent of faculty receiving faculty development funds for continuing education courses or workshops:
  - 2006-2007 - 3%
  - 2007-2008 - 1%
  - 2008-2009 - 1%

Tuition waivers for faculty who are pursuing graduate degrees at West Virginia University or at Marshall University are provided by the respective institutions. Through the College’s Personnel Development Committee, the College provides tuition assistance to faculty and instructional support staff attending other institutions for advanced degrees.
Percent of faculty receiving faculty development funds to pursue advanced degrees:
- 2006-2007 - 3%
- 2007-2008 - 5%
- 2008-2009 - 7%

The College provides speakers and workshops on a variety of instructional-related topics at the beginning of each fall and spring semester during Faculty Institute. The Office of Institutional Research and Effectiveness started a series of professional development workshops in the fall 2009. These CD-ROMs are now on reserve in the Wendell G. Hardway Library. The College invited the Director of Education for the Collegiate Learning Assessment from the Council for Aid to Education to campus in order to provide faculty with a two-day Collegiate Learning Assessment (CLA) Academy professional development workshop in the fall 2010. In addition, the Office of Multicultural Affairs offers a variety of grant funded programs such as the Festival of Cultures, immigration panel discussions, and lunch and learn sessions to facilitate teaching in varied learning environments on campus throughout the year that are of benefit to students, staff, and faculty.

In order to enhance the quality of instruction and to achieve university status, the College is committed to increasing the percentage of its faculty who hold appropriate terminal degrees or professional licensure. To qualify for university status, HEPC has indicated that two-thirds of full-time faculty hold the appropriate terminal degree. By the 2009-2010 academic year, approximately 68% of full-time faculty held a recognized terminal degree. However, in focus group sessions conducted during fall 2009 Faculty Institute, faculty indicated there is not enough support for faculty to obtain advanced degrees. When prompted to describe what was meant by support, faculty most frequently mentioned course release and no opportunities for funded sabbaticals. In addition, many indicated that available funds were inadequate to cover the professional development categories. This concern is addressed more fully in Criterion 4.a.3.

Faculty searches are conducted in accordance with procedures of the Office of Human Resources. In order to continue to increase the number of faculty with terminal degrees, the College now requires the earned doctorate or equivalent for new faculty hires in most academic fields. Full-time faculty positions are advertised in a variety of both national and regional journals and newspapers.

The initial orientation of new full-time faculty members is conducted by the Office of Human Resources, but continues mostly under the direction of the faculty member’s dean. There currently is no common training or orientation of new faculty, although either a Faculty Handbook or an Adjunct Faculty Handbook is provided. New full-time faculty members are mentored by their Dean and by senior colleagues within their department. Full-time and adjunct faculty have the opportunity to work with instructional designers to develop course templates for delivering online courses. Some academic units, including the School of Arts and Sciences, hold periodic meetings with adjunct faculty members to discuss
course expectations, syllabi format, programmatic assessment, and other instructional matters. Adjunct faculty members are invited to attend School meetings, and all full-time and adjunct faculty are provided with office space, computer access, e-mail accounts, and library and instructional support.

On the spring 2010 Noel-Levitz CESS campus culture and policies the following item received a mean score of 4.30 and a satisfaction score of 3.26 with a performance gap of 1.04: *This institution does a good job of meeting the needs of its faculty.* Though employees rated this as an important item, satisfaction levels indicated employees were only somewhat satisfied with the implementation on campus. Although the College provides professional development resources, employees are not as satisfied as may be expected. This may be the result in misperceptions regarding the procedures or availability of professional development resources as described in Criterion 4.

3.b.3. **The College evaluates teaching and recognizes effective teaching.**

The College evaluates teaching and recognizes effective teaching. The Institution implements course evaluations each semester as well as annual merit pay evaluations. The College recognizes effective teaching through promotion and tenure, merit pay, and the Outstanding Faculty Award.

The annual faculty evaluation process has two major objectives as outlined in the *Faculty Handbook:* “1) to determine strengths and areas for improvement regarding teaching, service, and professional development; and 2) to provide information for personnel decisions such as promotion, tenure and merit pay.” Each faculty member meets with the School Dean to set performance goals. There are four components of the evaluation process: “student evaluations of faculty, faculty self-evaluation, division chair evaluation of faculty, and classroom observation.”

The Office of Institutional Research and Effectiveness administers the Student Evaluation of Educational Quality (SEEQ) survey for face-to-face courses and a somewhat modified version of the same form Student Evaluation of Educational Quality Distance Education (SEEQDE) for online courses. These are administered every semester for the student evaluation of faculty. The instrument addresses nine categories: learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, and an overall evaluation. In addition, students are provided space for open-ended comments to allow for expansion of individual items. Every course with an enrollment of more than five is evaluated. Faculty take student feedback and incorporate it into pedagogical decisions and course design. Faculty are also expected to address teaching effectiveness in annual Self-Evaluations utilizing the SEEQ report. Deans use the SEEQ report as part of faculty annual review, and there are specific sections which plug directly into the merit pay formula. Further, the Deans are required to use the SEEQ report and the faculty self-evaluation to complete the Faculty Evaluation Form. In the focus group sessions held during fall 2010 Faculty Institute, faculty indicated that while effective teaching is a component of the merit pay system, specific criteria on teaching effectiveness are not clearly outlined. Faculty do not find the SEEQ easy to interpret for merit purposes.
Faculty complete a self-evaluation which provides information for the School Dean’s evaluation. Each element of the instructor evaluation requests a description that will “identify and explain how [the faculty member will] accomplish the item,” an evaluation that will “determine how well or to what degree [the faculty member will] meet the item”, and a goal “to meet this item during the coming year” under each category applicable. Classroom observations are “at the discretion of the division chairperson or at the request of the instructor for both tenured and non-tenured faculty.” However, “classroom observation will be required for the first four semesters of an instructor’s employment.”

Promotion and tenure policies are included in the Faculty Handbook and implemented through a peer and committee review process. During focus group sessions at fall 2009 Faculty Institute, faculty indicated that promotion and tenure criteria should be updated and that ‘good’ teaching needs to be better defined. A review of the BOG Policy 19 - Academic Freedom, Professional Responsibility and Promotion and Tenure, and merit section of Policy 38 - Faculty Salary Pay Plan will take place in the 2011-2012 academic year. In addition, some faculty felt that the Deans do not have the appropriate training to conduct the evaluations and that the evaluations are not conducted consistently across the campus. Further, it was discussed that there is not enough upper administrative support for School Deans to remove poor performing faculty from their duties; however, the tenure status of faculty contributes to the difficulty of removing or improving poor performers. The College is cognizant of this issue and relies on the expertise of legal authorities to advise on personnel matters.

3.b.4. The College provides services to support improved pedagogies and demonstrates openness to innovative practices that enhance learning.

Bluefield State College provides services to support improved pedagogies and demonstrates openness to innovative practices that enhance learning. Typically, the College invests $200,000 or more per year into equipment technology infrastructure. The total Institutional Technology Unit’s budget including grants, personnel, current expense, travel, and equipment approaches approximately $1.2 million. BSC plans to invest an additional $300,000 in new technology, computers, and software. BSC is piloting the use of DimDim, a software program allowing interactive video lectures which is either tied to the Course Management System or used separately. Faculty teach web-enhanced or hybrid courses in the BlackBoard course management system format and utilize new DimDim software, electronic classrooms, and interactive video systems as well as new technologies such as Camtasia and TurnItIn. Instructional Technology Services, which includes the library, assists each School by providing digital videos of the faculty teaching as requested, pulse pens, and clickers. In the School of Business, LiveText provides templates and rubrics for data collection and assessment. The School of Education is in the process of implementing LiveText as a method of including student artifacts in its assessment collection and analysis system. In order to enhance the innovative practice of the Schools of Business and Education in implementing LiveText for assessment data collection, informal discussions on this topic are taking place to explore the benefits of implementing LiveText campus-wide.
As of fall 2010, the College offered 90 online courses with 1,142 students enrolled in at least one online course (FTE 438.1). As a result, the College is preparing to offer its first online degree programs upon receiving authorization from the Higher Learning Commission. These degrees include: RBA, BA Social Science, BS Business Administration, BS Radiologic Sciences, and BS Nursing. Many of the College’s courses are currently in an electronic format. This self-study includes a substantive change request applying for permission to offer these five degree programs in their entirety online.

During the fall 2009 Faculty Institute focus group sessions, faculty indicated that innovative practices are valued by the College and that funds to support these types of endeavors by faculty are often available. However, many faculty felt new technologies such as smart classrooms should be utilized more frequently. In addition, some faculty discussed the need to update laboratories including clinical laboratories in nursing for simulations and applications laboratories in engineering technology for design and testing. These updates would allow faculty to incorporate more innovative teaching practices and enhance student learning.

3.b.5. The College supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.

The College supports research, teaching, learning, and technological advances that can positively affect student learning and the delivery of instruction. The College supports efforts to incorporate assessment and protective technologies for online and web-enhanced courses such as TurnItIn and Lockdown Browser. In addition, progress to implement the next generation learning management system for the College is in process. Professional development funds are available to attend or take part in conferences and infuse this information into the courses. In fact, faculty present technology ideas at conferences and to peers on other campuses. For example, the Dean of Technology and the Virtual College made a technology presentation to Southern West Virginia Community and Technical College in February 2011.

Staff in the Instructional Technology Center (ITC) are installing an Instructional Design Laboratory/Electronic classroom for instructors and training purposes. This will enable the College to improve technology training and implement some of the technology to which faculty are introduced at conferences. ITC staff coordinates one-on-one and group instruction and in-service programs for professional development.

During the fall 2009 Faculty Institute focus group sessions, faculty indicated that while there are some who underutilize technology, there remains a need for professional development activities to support online teaching. For example, at a previous Faculty Institute, comments identified technology related activities presented by faculty which included demonstrations of placing recorded lectures online for student review.
3.b.6. Faculty members actively participate in professional organizations relevant to the disciplines they teach.

Of the 93% of faculty submitting credential information to the Office of Human Resources during the 2009-2010 academic year, 10% reported that they are a member of a professional organization relevant to the discipline they teach. However, 23% reported participation in professional development activities such as a conference, workshop, or presentation. These numbers may be reflective of the issues addressed in Criterion 4.a.3.

Core Component 3.c. The College creates effective learning environments.

The College conducted the Noel-Levitz SSI in 1999, 2004, and most recently in fall 2009. As outlined in Table 15 in Criterion 2.c.1. the results indicated that overall BSC students found survey items more important than the national sample and were also more satisfied. Similarly, BSC’s performance gap was smaller than the national sample. When compared to the results from the survey administered in 2004 and 1999, BSC’s mean rating for both importance and satisfaction were higher.

Designated strengths are based on receiving a higher than average importance score as well as scoring in the upper 25% of the satisfaction scores. Based on the fall 2009 Noel-Levitz SSI survey results, students identified strengths regarding Criterion 3 for the College, which are listed in descending order of importance:
- The content of the courses within my major is valuable.
- The campus is safe and secure for all students.
- My academic advisor is knowledgeable about requirements in my major.
- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- Computer labs are adequate and accessible.
- My academic advisor is approachable.
- Major requirements are clear and reasonable.
- Class change (drop/add) policies are reasonable.
- I am able to experience intellectual growth here.
Nine of the 10 strengths identified from the 2004 results were in the areas of curriculum, instruction, and instructional and student support services. These areas continue to remain significant strengths at BSC.

Spring 2010 was the first time the College administered the National Survey of Student Engagement (NSSE). This survey provides information on the level of academic challenge (LAC) active and collaborative learning (ACL), student-faculty interaction (SFI), enriching educational experiences (EEE), and a supportive campus environment (SCE). Overall, BSC’s seniors’ average score in each of the Effective Educational Practice categories was higher than average scores for first-year students (see Table 21).
3.c.1. Assessment results inform improvements in curriculum, pedagogy, instructional resources, and student services.

Bluefield State College is very proud of its “student-centered” focus as evidenced by the curriculum, pedagogy, instructional resources, and student services. With a fall 2009 student headcount of 1,989, a student-faculty ratio of 17 to 1, and a highly qualified, dedicated faculty, BSC provides individualized attention and a choice of 23 undergraduate programs. The academic programs provide effective learning environments, educational strategies, activities, and processes. Technologies undergo regular review and ongoing improvement to maintain quality. BSC students are pleased with educational practices, as evidenced in responses to both the Noel-Levitz SSI 1999, 2004, and 2009 surveys and the NSSE 2010 survey.

Results from both the 2004 and 2009 Noel-Levitz SSI surveys indicate satisfaction with curriculum and instruction at BSC. Students find their instructors to be knowledgeable and committed to students’ intellectual growth. The 2009 results indicate an increase in most categories related to curriculum.

Table 22: Noel-Levitz SSI Curriculum and Instruction

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC Mean 2009</th>
<th>BSC Mean 2004</th>
<th>National Mean 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>5.93</td>
<td>5.74</td>
<td>5.44</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>5.84</td>
<td>5.73</td>
<td>5.42</td>
</tr>
<tr>
<td>I am able to experience intellectual growth here.</td>
<td>5.74</td>
<td>5.74</td>
<td>5.48</td>
</tr>
<tr>
<td>There is a commitment to academic excellence on this campus.</td>
<td>5.63</td>
<td>5.60</td>
<td>5.30</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>5.72</td>
<td>5.70</td>
<td>5.31</td>
</tr>
<tr>
<td>Nearly all faculty are knowledgeable in their field.</td>
<td>5.95</td>
<td>5.88</td>
<td>5.62</td>
</tr>
<tr>
<td>Faculty take into consideration student differences as they teach a course.</td>
<td>5.48</td>
<td>5.22</td>
<td>4.92</td>
</tr>
</tbody>
</table>
The College offers instructional resources to support student learning, including library, computer laboratories, and the variety of courses offered. Student services are provided by the Division of Student Affairs and Enrollment Management. This Division provides the following student services: admissions, new student orientation and academic advising, student health, personal counseling, career counseling, study skills, tutoring, testing, registrar, academic auditing, financial aid, and veterans’ services. Noel-Levitz SSI results from 2009 indicate satisfaction with both student and instructional support provided by the College (see Table 23).

The lowest comparative scores, while above the national level, were found in the area of library services. An important component of any learning environment involves the library and access to academic resources. The use of e-journals and databases has extended article access to students beyond the limitations of hard copy resources; deepening access and providing the benefits that accrue from efficient use of time in research. Coordination with a local university extends the capacity of BSC to open additional resources to students.

Table 23: Noel-Levitz SSI Instructional Resources and Student Services

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC Mean 2009</th>
<th>BSC Mean 2004</th>
<th>National Mean 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions staff are knowledgeable.</td>
<td>5.56</td>
<td>5.41</td>
<td>5.02</td>
</tr>
<tr>
<td>Financial aid counselors are helpful.</td>
<td>5.28</td>
<td>5.14</td>
<td>4.75</td>
</tr>
<tr>
<td>Library staff are helpful and approachable.</td>
<td>5.59</td>
<td>5.74</td>
<td>5.47</td>
</tr>
<tr>
<td>The staff in health services area are competent.</td>
<td>5.60</td>
<td>5.48</td>
<td>5.04</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>5.61</td>
<td>5.61</td>
<td>5.47</td>
</tr>
<tr>
<td>Counseling staff care about students as individuals.</td>
<td>5.26</td>
<td>5.26</td>
<td>4.86</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>5.94</td>
<td>5.87</td>
<td>5.42</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>5.59</td>
<td>5.82</td>
<td>5.29</td>
</tr>
<tr>
<td>I am able to register for classes I need with few conflicts.</td>
<td>5.74</td>
<td>5.19</td>
<td>4.90</td>
</tr>
<tr>
<td>Admissions counselors respond to prospective students’ unique needs and requests.</td>
<td>5.16</td>
<td>5.25</td>
<td>4.94</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>5.39</td>
<td>5.43</td>
<td>5.08</td>
</tr>
<tr>
<td>There are adequate services to help me decide upon a career.</td>
<td>5.36</td>
<td>5.29</td>
<td>5.04</td>
</tr>
<tr>
<td>Major requirements are clear and reasonable.</td>
<td>5.85</td>
<td>5.58</td>
<td>5.34</td>
</tr>
<tr>
<td>This institution shows concerns for students as individuals.</td>
<td>5.52</td>
<td>5.49</td>
<td>5.01</td>
</tr>
</tbody>
</table>

Additionally, effective learning environments are established across programs through information exchanges, gathering and using information from self report surveys, faculty meetings, and committee meetings. Surveys are also conducted at the program level, involving students, faculty, and alumni. For example, the School of Nursing and Allied Health use evaluations to collect information about classroom climate, faculty effectiveness,
student self-rated competencies, student future plans, effectiveness of instruction in meeting career goals, and space for additional comments. Results of faculty evaluations are distributed for use in annual evaluation and classroom planning. This information is available for faculty to make improvements in curriculum and pedagogy.

3.c.2. The College provides an environment that supports all learners and respects the diversity they bring.

The College provides an environment that supports all learners and respects the diversity they bring. Presentations at recent Faculty Institutes included “Managing Change: Understanding the Demographics of the Evolving Workforce,” “Bridging Differences – What’s Up America? – A Foreigner’s Guide to Understanding Americans.”

The Office of Multicultural Affairs collaborates with appropriate academic and non-academic units to provide an environment that supports learners and respects diversity. The office initiates and implements year-round and campus-wide programs and activities that include Cross-Cultural Dialogue Series, Diversity Annual Leadership Training, and Annual Festival of Cultures. These programs and events provide regular interactive opportunities for students, staff, administrators, and faculty to come together in a sustained and structured manner throughout the year.

In addition, the Office of Multicultural Affairs works with Human Resources throughout the year to ensure equal opportunity representation and equality in hiring and selection of faculty, staff, and student workers. Also, the Office collaborates with faculty to promote the concept of the inclusive classroom learning community. Through these activities, engagement fosters communication and builds capacity across differing cultures and backgrounds. The Office also collaborates with members of the Affirmative Action Council and the Diversity Advisory Committee on diversity, inclusion, and social justice programming and evaluation. The Office continues to work intentionally and systematically to affirm the importance of diversity and inclusion on BSC campus. Finally, the Office monitors the status of social interaction on the campus, the nature of interactions between and among individuals from different racial and ethnic backgrounds, and the quality of intergroup relations. It is strongly recognized that student-to-student interaction is essential for realizing the educational benefits of diversity. Consequently, increased educational efforts are invested to broaden student access to cross-cultural and interracial contact.
3.c.3. Advising systems focus on student learning, including the mastery of skills required for academic success.

Effective academic advising is an important part of the student’s experience at BSC. Faculty and Enrollment Management advisors work diligently and cooperatively to advise and assist students on academic policies, enrollment procedures, graduation requirements, choice of major, career choices, academic probation, withdrawals, and other academic issues. Academic advising begins long before the student begins coursework. College advisors meet with potential and newly admitted students during campus visits or in community settings (i.e. – high schools) to complete admission applications and register for classes. During recruitment and admission processes, admissions counselors regularly communicate with incoming students via phone, e-mail, and face-to-face interactions.

All students are assigned an on-campus faculty advisor unless they have been placed in developmental courses. The advisor is available to confer with students throughout the program of study to assist in providing a positive, successful educational experience at Bluefield State College. Curriculum audits are performed the semester before graduation when advisors work with students to complete 45- and 90-hour evaluations. Advisors use DegreeWorks, an online degree auditing program to complete the evaluations. These evaluations are reviewed with the student and sent to the Registrar for final review. The advisor can refer the student to available College services if appropriate.

The College is a committed, student-centered Institution. The Noel-Levitz SSI 2004 and 2009 results reflect that BSC is exceeding the national mean in students’ satisfaction regarding the College’s performance in the academic advising area (see Table 24).

Table 24: Noel-Levitz SSI Academic Advising

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC Mean 2009</th>
<th>BSC Mean 2004</th>
<th>National Mean 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>My academic advisor is approachable.</td>
<td>5.79</td>
<td>5.73</td>
<td>5.43</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as</td>
<td>5.60</td>
<td>5.62</td>
<td>5.21</td>
</tr>
<tr>
<td>an individual.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My academic advisor helps me set goals to work</td>
<td>5.28</td>
<td>5.33</td>
<td>4.93</td>
</tr>
<tr>
<td>toward.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about</td>
<td>5.91</td>
<td>5.90</td>
<td>5.47</td>
</tr>
<tr>
<td>requirements in my major.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Academic, career, and personal problems are major issues that can affect the academic success of college students. The Counseling Center functions as an intake center that provides students with personal counseling, career counseling, tutoring, placement testing, study skills, and academic monitoring. In addition to these services, the Counseling Center, in cooperation with the School Deans and faculty, provides academic advising for all newly admitted and returning students.

Counselors and advisors assist all first-time and returning students with academic advising and class registration. Students who meet the minimal placement scores are
assigned a faculty advisor in their field of study. However, students who have deficient placement scores in English, reading, grammar, or math are required to take developmental courses in their respective deficient areas. In addition, students must successfully complete the required developmental courses before enrolling in the subsequent higher-level courses.

To provide a supportive environment, counseling staff members serve as academic advisors for developmental students. Counselors provide developmental students intensive academic monitoring, which aids in academic success and ensures students complete all required remedial courses. To complement the one-on-one advising, counselors and faculty advisors utilize the Building Successful College Students (BSCS 100) course. This course provides students with college survival skills: time management, study skills, learning styles, note taking, test taking, and test anxiety. Developmental students are expected to complete this course. Once students have completed remedial requirements, they are assigned to a faculty advisor and enter the regular advising process.

3.c.4. **Student development programs support learning throughout the student’s experience regardless of the location of the student.**

The College renewed the contract for the online tutoring program called SMARTHINKING, which is utilized by the students. It has improved the ability to deliver tutoring services to students taking online classes who are not able to come to campus. The College added a specific component to tutor students in the associate nursing program. This program complements the College’s face-to-face tutoring program. The Banner Enrollment Management module implemented during the spring 2011 expands the Institution’s ability to track student academic progress, expand the early-alert system for academic problems, and communicate with students more readily and automatically from many offices, including the Business Office, the Registrar’s Office, the Advising Center, and the Financial Aid Office. These services are also provided at the Erma Byrd Higher Education Center (the Center).

3.c.5. **The College employs, when appropriate, new technologies that enhance effective learning environments for students.**

Bluefield State College employs new technologies that enhance effective learning environments for students. Student development programs support learning throughout the student’s experience. The College’s Institutional Computer Services (ICS) provides maintenance and installation of computer hardware and software programs. The ICS maintains computers housed in nine labs located across the main campus and at the Center. The ICS also maintains a network that provides access to computer technology applications. BSC operates the Instructional Technology Center (ITC) to provide training and support for technology-based educational course management systems and computer aided instruction (CAI). Faculty and staff are provided an opportunity to participate in seminars and workshops on computer applications. All learning resources are current, comprehensive, and accessible to students, faculty, and staff. The ITC also has an audiovisual laboratory containing six televisions and five CAI-equipped computers for student use. Faculty are responsible for the ongoing review of audiovisual and computer assisted instructional
materials for relevancy and currency in their respective courses. Software and audiovisual recommendations are made by the faculty to the Deans. The Deans place orders for technology purchases with approval from the ITC staff.

The Computer Center offices are housed on the first floor of Dickason Hall. All students of Bluefield State College can access the College’s network to use a variety of software applications, technical programs, e-mail, and Internet. There is also a computer lab in the Wendell G. Hardway Library which is open evenings and weekends. Computer labs in Dickason Hall and the ITC are available during evening hours.

Curriculum and instruction at BSC incorporate educational theory, interdisciplinary collaboration among faculty, and evidence-based practice when using technologies to enhance learning environments. The College provides funds to attend workshops and conferences in order to enhance effective learning environments. Relevant educational seminars and webinars made available to the faculty and staff include “Using Clickers to Assess and Engage Student Learning,” “Using PDA’s in the Clinical and Classroom Settings,” “Infusing Technology Into Nursing Education,” “WebCT Training,” and “DegreeWorks – A Degree Audit Program.”

The College supports faculty to learn about and implement innovative approaches to education. The Office of Institutional Research and Effectiveness purchased several Magna publication CD-ROMs to help faculty enhance the learning environment across campus. The CD-ROMs are on reserve in the Wendell G. Hardway Library in order for faculty to view them. Another example of enhancing the learning environment in the classroom is the initiation of TurningPoint technology clickers in which the ITC provided funds for the associate nursing degree program to purchase a set of 50.

The technology available in the Wendell G. Hardway Library provides support for the College and enhances the learning environment for faculty, staff, and students. The Library maintains its own home page where students can access a comprehensive collection of online databases regardless of location. The Library also collaborates with the Mountain Library Network (MLN) which is a network of 33 academic and public libraries and is readily available. This network uses the Innovative Interfaces Library System which provides information on the availability of titles in the Wendell G. Hardway Library and other member institutions. Faculty and students can obtain other relevant material by way of interlibrary loan services. In addition, library cards obtained by BSC students are valid at any library in the system.

Throughout the academic year, faculty make recommendations to the library for book, periodical, and e-journal purchases based on current needs and relevancy. Library holdings are reviewed for possible deletion every five years. Each School informs the librarian of recommended deletions.
3.c.6. The College’s systems of quality assurance include regular review of whether its educational strategies, activities, processes, and technologies enhance student learning.

The College’s systems of quality assurance include regular review of its educational strategies, activities, processes, and technologies to enhance student learning. Each academic program is reviewed on a five-year rotating basis in accordance with HEPC’s Series 10: Policy Regarding Program Review\(^{209}\). Programs accredited by specialty accrediting agencies also undergo regular review. Further, an update of the College’s Compact with the HEPC is submitted annually to report on progress of meeting the goals outlined in the Compact. In addition, the College is entering year three of the 2008-2013 Strategic Plan\(^{210}\) and the goals set for this year are reviewed annually by a committee of faculty, staff, and administration based on the recommendations received from the President’s cabinet. Surveys conducted during the 2009-2010 academic year and the HEPC Compact will also be considered in the revisions of the College’s current plan.

**Core Component 3.d. The College’s learning resources support student learning and effective teaching.**

The College provides access to research laboratories, libraries, performance space, and clinical sites to ensure a supportive learning environment. The College also has faculty willing to share and educate colleagues in the effective use of technology. Further, there is adequate staffing and support for learning resources provided on campus. Budgeting priorities for implementation and effective use of technology is valued by the College.

3.d.1. The College ensures access to the resources necessary to support learning and teaching.

The Wendell G. Hardway Library supports the academic programs of the College by providing print, non-print, and electronic resources to students, faculty, staff, and administration and offers 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 library annex maintained at the Erma Byrd Higher Education Center contains collections pertinent to the current programs of study and will be expanded to future programs offered there.

As of June 2010, the Wendell G. Hardway Library collection consisted of 78,934 volumes, 22,364 periodical subscriptions (including those available via electronic databases), 652,343 microforms, and 3,550 government publications. The library also subscribes to 11 online databases, many of which contain full-text articles for the periodical titles indexed. Electronic resources at the main campus are accessible at all campuses. In further support of these technology resources and changing administrative needs, the College has developed a technology plan that provides for the systematic replacement of all student-dedicated and faculty and administrative computers on a four-year cycle to remain compatible with new technology and software.
Laboratory facilities utilized for instruction and research are housed in the Brown-Gilbert Basic Science building (Basic Science) and in Dickason Hall. Space is allocated for laboratory storage, lab manager offices, chemical preparation, weighing, culture of microorganisms, and sterilization of biohazard wastes. Biology, chemistry, natural science, physical science, and physics laboratory classes are held in Basic Science. Dickason Hall houses engineering technology laboratory classes.

Laboratory facilities are well maintained by the College’s academic support staff. The facilities are managed by two full-time staff positions: Academic Lab Manager I (Dickason Hall) and Academic Lab Instructor Assistant (Basic Science). Bluefield State College has recently been allocated $1 million from the state of West Virginia for laboratory upgrades in both buildings. In addition, $2.1 million (from federal American Recovery and Reinvestment Act funds, an HEPC loan, and College contributions) has been allocated for an HVAC (heating and air conditioning) upgrade in Basic Science which will include the laboratory facilities.

Bluefield State College demonstrates its commitment to laboratory safety in its instructional and research facilities. The laboratories are well equipped with instructional equipment and supplies. Adequate storage area is available to house these instructional materials. Appropriate safety equipment and supplies are available in the labs, and students receive safety instruction from the lab instructor. Laboratory facilities are correctly labeled with National Fire Prevention Association (NFPA) warning signs. Proper storage for chemicals and chemical waste is provided in secure designated areas of the buildings. The College’s Policy 46 - Chemical Hygiene Policy is in place for maintenance of the labs and equipment.

Research facilities are available for faculty and student use in both buildings. A biomedical research lab, complete with an animal care facility is available. The facility is utilized for undergraduate research training. In addition, there is space designated for students enrolled in research courses. In Dickason Hall, research space is available for both faculty and students. Lab facility documentation reveals the diversity of research conducted in the Dickason Hall facilities.

3.d.2. The College evaluates the use of its learning resources to enhance student learning and effective teaching.
AND
3.d.3. The College regularly assesses the effectiveness of its learning resources to support learning and teaching.

The College regularly evaluates the learning resources and effectiveness of those resources by administering the Noel-Levitz SSI. The first administration of the survey was in 1999, followed in 2004 and recently in 2009. This survey allows the College to examine the areas of academic advising, campus climate, campus life, campus support services, concern for the individual, instructional effectiveness, recruitment and financial aid, registration effectiveness, safety and security, service excellence, and student centeredness. In addition to the Noel-Levitz SSI, the College administered the NSSE for the first time in
spring 2010. This survey provides information on the level of academic achievement, active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment. This survey is part of the College’s participation in the Voluntary System of Accountability’s College Portrait which helps institutions demonstrate student learning effectiveness. These surveys will continue to be administered in order to inform student learning and effective teaching as well as planning across campus.

3.d.4. The College supports students, staff, and faculty in using technology effectively.

Bluefield State College has made a major investment of financial, physical, and human resources to provide up-to-date technologies that are accessible to students, faculty, and staff at all sites at flexible times. Knowledgeable staff members are available to assist students. As a result, all students and College personnel have access to campus-based Internet, desktop computers, as well as modern instructional technology and distance learning applications in various formats.

ITC provides students, faculty, and staff access to computer laboratories, training in instructional technology utilization and maintenance of all student access laboratories across all campuses with help from ICS. Camcorders, laptops, video projectors, and digital cameras are available for faculty checkout and student use in-house.

The greatest effort within ITC has become the online learning program which is directed by two Instructional Designers. The College utilizes the BlackBoard9 and Moodle Course Management System (called CART at BSC). One Instructional Designer also directs the BSC website design and development activities and is responsible to a College-wide committee which sets web policies and guidelines. In addition, part-time employees are available to serve the student online help desk function. In total six full-time staff manage the academic computing and online learning activities of the ITC.

In addition, a major initiative of campus technology services has been the installation of electronic technology-enhanced classrooms. Title III funds were used to install four electronic classrooms in Dickason Hall which supports the Schools of Nursing and Allied Health and Engineering Technology and Computer Science programs; two electronic classrooms in Basic Science support the School of Arts and Sciences programs; three electronic classrooms in the Ned E. Shott Physical Education Building support the School of Education programs; and five electronic classrooms in
Mahood Hall support the School of Business programs. These enhanced classrooms include Internet access, a Smart Board, a DVD player, and a document camera. In addition, all classrooms used by BSC at the Erma Byrd Higher Education Center are technology enhanced (video projector and Internet access) and an additional five classrooms have interactive video capability. Within the New River Community and Technical College (NRCTC) Lewisburg campus building, BSC utilizes two interactive video classrooms to support classes, and most classrooms used there by BSC faculty are technology enhanced.

The Center for Extended Learning (CEL) is the part of ITC responsible for all campus television services. These include scheduling and maintaining the Interactive Video Network (IVN), maintaining the campus video and film collection, and programming and production for BSC-TV96 (a cable channel which produces and broadcasts College information, Bluefield City Board of Directors meetings, and other community service programs). The CEL also assists ITC in video production for class support of instruction. In addition, the CEL maintains the Exchange e-mail server for the campus, and other servers for academic use by faculty in storing and retrieving audio and video files to support instruction.

The largest effort of the CEL is scheduling and maintaining the Interactive Video Network. The Assistant Director of ITC and CEL schedules all campus interactive video classes through consultation with the appropriate deans and directors. They work jointly to develop a schedule designed to meet student and program needs at educational sites (Bluefield State College main campus, BSC at the NRCTC in Lewisburg, the Erma Byrd Higher Education Center in Beckley, West Virginia and BSC at Southern West Virginia Community and Technical College in Saulsville, West Virginia). These sites are two-way audio-video capable, using IP connectivity through Multi Point Control Units/codecs to end sites. The College also participates in the Southern Regional Education Board (SREB) Electronic Campus, with three to four courses per semester, as listed on the website and is a participating member of the West Virginia Virtual Learning Network, a state consortium which lists and shares online courses via its web site.

3.d.5. The College provides effective staffing and support for its learning resources.

Bluefield State College technology services consist of support rendered to faculty, staff, and students by the ITC, CEL, and ICS, which consist of an Academic Computing department (attached to ITC) and an Administrative Computing services department (attached to ICS). All of these units report to the Dean of the Virtual College and Technology and Chief Technology Officer (CTO) who has various unit managers. The ITC and CEL are supervised by a Director who also serves as the Dean/CTO.

Academic Computing is managed by the Developmental Microcomputer Systems Manager within the ITC and is assisted by a full-time IT Technician. 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. A mixture of state funds for current expense and federal Title III funds for hardware and software
purchases as well as a variety of student fee accounts are used to support all campus technology services and positions.

ICS has three managers:

- a Director of Computer Services whose responsibility within the unit includes, purchasing, inventory, student accounts, e-mail, computer repair, server purchase and maintenance, and programming and support of Business Office functions;
- a Network Manager whose responsibilities include developing and maintaining the campus networks (main campus and off-campus sites) and Wide Area Network connectivity; and
- a Manager of Administrative Computing who also serves as the Director of Computer Services, whose responsibilities include maintaining the Banner Student Information System module, DegreeWorks module, campus migration to Banner Finance, the Banner Financial Aid module, the Business Office check writing system, and servers which hold these products.

ICS currently has five full-time staff (one is on extended sick leave) of which three deliver the administrative computing duties and help desk activities, one manages the network with assistance from other technology units, and another the other manages the Help Desk and assists in maintaining the network and servers on campus.

The CEL is staffed by a full-time Producer/Director, who also serves as Assistant Director of ITC, an AV Technician/Graphic Artist, and a part-time technician. NRCTC-Lewisburg has a fulltime IVN Technician who supports BSC’s off-campus needs. The Erma Byrd Higher Education Center is supported by BSC technicians. There is also a half-time regular student employee, and the Center management provides two full-time managers and student help to accommodate patrons.

3.d.6. The College’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

The College regularly partners with external constituencies on innovative activities that enhance student learning and strengthen teaching effectiveness. The College’s faculty work with the local public school systems, other higher education institutions, and business and civic organizations to provide students with opportunities to enhance learning. Faculty from the School of Engineering Technology and Computer Science have partnered with local middle and high schools to develop innovative programs to attract women into the engineering fields. In addition, they have hosted mine rescue competitions on campus, and created assistantships with local businesses to help students gain real world problem solving skills. The College’s faculty have also collaborated with Concord University on the McNair Scholars Program where students prepare for graduate school through research and other scholarly activities.

With an experienced and talented staff, technology services at the College are very strong. More than 800 microcomputers are continuously being replaced as part of a four-year replacement cycle. Students, faculty, and staff have assigned e-mail accounts and Internet access. The modern Interactive Video Network also links the main campus with
locations in Lewisburg, Beckley, and other sites around the state and nation. These resources enhance student learning and strengthen teaching effectiveness.

3.d.7. Budgeting priorities reflect that improvement in teaching and learning is a core value of the College.

Each technology department receives 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 purchased the IVN electronic classrooms and electronic technology-enhanced classrooms.
CHAPTER SEVEN

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE
CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

The College promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

The College administered the Noel-Levitz College Employee Satisfaction Survey (CESS) during spring 2010. Employees rated items on importance (1=not important at all through 5=very important) and satisfaction (1=not satisfied at all through 5=very satisfied). On the Noel-Levitz CESS campus culture and policies items regarding the promotion of learning consistent with the College’s mission (see Table 25), employees rated these above important, and higher than somewhat satisfied.

Table 25. Noel-Levitz CESS Promotes Learning Consistent with the College’s Mission

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>This institution treats students as its top priority.</td>
<td>4.64</td>
<td>3.44</td>
<td>1.20</td>
</tr>
<tr>
<td>This institution does a good job of meeting the needs of students.</td>
<td>4.56</td>
<td>3.34</td>
<td>1.23</td>
</tr>
</tbody>
</table>

This chapter describes and provides evidence that:

- the College demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning,
- the College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs,
- the College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society, and
- the College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Core Component 4.a. The College demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The College’s constituents demonstrate the value of a life of learning. Professional development opportunities are provided and supported by the College leadership. Faculty and student achievement of scholarship and research are publicly acknowledged by the College community.
4.a.1. The board has approved and disseminated statements supporting freedom of inquiry for the College’s students, faculty, and staff, and honors those statements in practice.

To ensure compliance with West Virginia Higher Education Policy Commission’s (HEPC) Series 9: Academic Freedom, Professional Responsibility, Promotion and Tenure,\(^{214}\) the Bluefield State College Board of Governors approved Policy 19 – Academic Freedom, Professional Responsibility, Promotion, and Tenure which recognizes academic freedom as “necessary” and describes its “vigilant protection” as “vital” (p. 1).\(^{215}\) Policy 19 also explains that “Faculty members and students must always remain free to inquire, study, and evaluate” (p. 1).\(^{216}\) Because of this policy, the College’s academic community is able to “freely study, discuss, investigate, teach, conduct research, and publish” (p. 1).\(^{217}\) The policy is posted in the Board of Governors policy section of the College’s website and referenced in the Faculty Handbook.\(^{218}\) In addition, Section 4 of Policy 14 – Student Rights and Responsibilities, also supports freedom for students by clearly identifying “the essential freedoms of scholarship and inquiry” (p. 3-4).\(^{219}\) The creation of and adherence to these policies illustrates the College’s commitment to the freedom of inquiry. College faculty and administration have adopted a new statement on Academic Honesty and are currently working to implement it.

4.a.2. The College’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

Based on figures provided in the 2008-2009 Annual Report, BSC allocates 60% of operating expenses to student-focused activities. Specific category allocations include “instruction (38%), academic support (5%), student services (9%), and financial aid (8%).”\(^{220}\) If the spending for institutional support, 18%, is also considered, BSC focuses a total of 78% of institutional spending in areas that impact students’ educational experience. The Institution has remained financially stable, even in years of shortfalls.

The 2008-2013 Strategic Plan\(^{221}\) identifies priorities for new revenue resources. In the current system, the budgets are primarily managed by the Vice President of Financial and Administrative Affairs and the Director of Title III. Additionally, the Budget Committee, comprised of representatives of all campus constituents, meets annually and as special needs arise to discuss Institutional financial matters and make recommendations to the President. Current expense budgets have remained constant, but costs have continued to rise. For example, personnel costs have increased from fiscal year 2006-2009 due to such factors as salary increases, increasing costs of replacing faculty, increasing minimum wage for student employees, and increasing health insurance costs. Beginning in 2010 and continuing in 2011, the state appropriations have been reduced by approximately $500,000 annually. These reductions have been offset by federal stimulus funds; however, planning for 2012 is a challenge as stimulus money will no longer be available.

Focus group sessions were held during the fall 2009 Faculty Institute\(^{222}\) and faculty were asked to provide their perceptions and recommendations regarding how the College promotes a life of learning through its planning and pattern of financial allocation. Overall,
faculty indicated a general lack of understanding of the College’s budget process. However, several recommendations surfaced during the focus group sessions: individual Schools should receive more control over their own budget to improve planning, personnel development funds should be increased to promote faculty participation in professional development conferences, financial support should be provided to allow for faculty research sabbaticals, and seed money and administrative support should be made available to seek external grant funding.

4.a.3. The College supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

BSC encourages administrators, faculty, and staff to participate in professional development by conducting and presenting original research in their fields of specialization, taking courses or seminars, and pursuing degrees. Additionally, BSC supports faculty and staff in pursuing grants and professional publications. BSC supports these endeavors by providing unpaid sabbatical leaves, professional development, and travel funds.

Faculty, staff, and administrators are eligible for long-term, unpaid leaves as well as short leaves so that they can pursue professional development. Bluefield State has not had any faculty, staff, or administrators take long-term leaves since the last visit. All faculty taking time to do research, attend a conference, or deliver a presentation during the semester must submit a short-term leave request to be approved by the department head and the Vice President for Academic Affairs. As long as faculty ensure that their classes are covered during their absence, the Vice President for Academic Affairs usually approves the request.

To facilitate College support for development, the College has a Personnel Development Committee chaired by the Vice President for Academic Affairs. The committee is comprised of two faculty members, one Professor or Associate Professor, one Assistant Professor or Instructor, and two classified employees. All members except the Vice President for Academic Affairs are elected by their peers. Faculty, staff, and administrators are eligible to apply for support from this fund. Applicants must submit an application to the committee and the Vice President for Academic Affairs who examines each request and approves or denies college support.

The personnel development fund allows for five categories of professional development to be funded:

A. Degree Programs
B. Non-Degree Study
C. Tuition Waivers
D. Research/Presentations
E. Workshops/Conferences

Applicants must project costs and the time span of the project, provide supporting material, and explain how the activity will “contribute to or enhance my ability to perform my Bluefield State College responsibilities.” Anyone receiving personnel development funding must adhere to the terms specified in the agreement.
Over the past nine years, Bluefield State College has awarded personnel development funds to 388 individual employees totaling $357,501. Additionally, the College has given out $15,479 to faculty groups for professional development. Each employee is limited to $1,000 for a two-year academic term for categories D and E.

Graph 4. Monies Allocated and Awarded for Professional Development

Graph 5. Applicants Rejected and Awarded Monies for Professional Development
Table 26. Total Awarded for Professional Development by Academic Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Employees</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>61</td>
<td>$39,967.84</td>
</tr>
<tr>
<td>2002-03</td>
<td>49</td>
<td>$46,637.18</td>
</tr>
<tr>
<td>2003-04</td>
<td>50</td>
<td>$54,582.38</td>
</tr>
<tr>
<td>2004-05</td>
<td>47</td>
<td>$45,027.43</td>
</tr>
<tr>
<td>2005-06</td>
<td>48</td>
<td>$42,678.49</td>
</tr>
<tr>
<td>2006-07</td>
<td>35</td>
<td>$29,021.40</td>
</tr>
<tr>
<td>2007-08</td>
<td>31</td>
<td>$32,287.16</td>
</tr>
<tr>
<td>2008-09</td>
<td>49</td>
<td>$46,854.51</td>
</tr>
<tr>
<td>2009-10</td>
<td>18</td>
<td>$20,444.26</td>
</tr>
</tbody>
</table>

Of the total number of employees receiving professional development funds, 49 were administrative staff or administrators. Of these 49 employees, 18 completed degrees at one of four levels (one-Associate, six-Baccalaureate, nine-Masters, two-Doctorates). The rest of the professional development money sponsored conference presentations and attendance for faculty. Faculty, administrators, and staff may also take courses at BSC, Marshall University, or West Virginia University using tuition waivers.

The money allocated for professional development, the number of applicants, and the applicants awarded professional development has declined steadily over the past 10-years. BSC allocated roughly $100,000 per academic year for professional development between 2003 and 2006. Starting in 2007, BSC allocated $50,000 per academic year and in 2010 allocated roughly $48,000. At first glance this decline looks quite disturbing; the money allocated for professional development of faculty in an institution hoping to attain university status (a condition which would require greater professional development for all faculty and staff) was cut in half, and now the total amount budgeted is less than half of the amounts awarded earlier in the decade.

Organizational change within the Institution partly explains the change in the professional development budget. The State of West Virginia charged Bluefield State College with the mission of creating New River Community and Technical College (NRCTC) between 2003 and 2006. During that time, Bluefield State College’s budget included NRCTC and its faculty, and therefore had almost double the number of current employees to support. After NRCTC began independent operations, and its faculty left, BSC’s professional development budget shrunk. The economic downturn over the past two years also partly explains the smaller amount of money allocated for professional development. As a State institution in an economically depressed area, BSC has had to trim its budget in a number of areas in order to weather the recession. Finally, the current professional development budget reflects responsible cost analysis of professional development money demanded by faculty and staff. Between 2001 and 2006, BSC used between 39% and 54% of the total amount of money allocated for professional development. In the 2006-2007 academic year, BSC’s allocation for professional development reflected half of the amount allocated in previous years, but also an amount adequate to have paid for professional development in each previous year except for 2003-2004. Therefore, while it
was a greatly reduced amount, the budget cut accurately reflected projected costs for professional development needs based upon previous years. Even after the cut, the number of applicants for professional development declined, and with the exception of one academic year (2008-2009) professional development money awarded ranged between 41% and 64% of money allocated. Additionally, these numbers may be quite disturbing if the Personnel Development Committee rejected many applicants for professional development in order to demonstrate that an adequate amount of money had been allocated. However, few applicants were rejected for professional development funds between 2003 and 2010. Even in years after the cut in total funds allocated, if rejected applicants had been approved and received their maximum amount of money allowed, there would still be significant professional development funds remaining.

Table 27. Numbers of Applicants Rejected, Accepted, Funds Awarded, and Percent of Fund Allocated

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants rejected.</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Number of applicants accepted.</td>
<td>50</td>
<td>47</td>
<td>48</td>
<td>35</td>
<td>31</td>
<td>49</td>
<td>18</td>
</tr>
<tr>
<td>Funds awarded.</td>
<td>$54,582</td>
<td>$45,027</td>
<td>$42,678</td>
<td>$29,021</td>
<td>$32,287</td>
<td>$46,854</td>
<td>$20,444</td>
</tr>
<tr>
<td>Rejected applicants included as awarded.</td>
<td>$55,582</td>
<td>$46,027</td>
<td>$44,678</td>
<td>$30,021</td>
<td>$37,287</td>
<td>$46,854</td>
<td>$24,444</td>
</tr>
<tr>
<td>Percent of money allocated including rejected applicants as awarded.</td>
<td>55%</td>
<td>46%</td>
<td>44%</td>
<td>60%</td>
<td>75%</td>
<td>94%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Ultimately this leaves the question: Why are faculty and staff not taking advantage of professional development money available? The reimbursement process is a disincentive to participate. This is a State process more than an institutional one. All people using funds for travel must first obtain a quote through the State travel vendor, National Travel, which does not always provide optimal rates. However, awardees may then book arrangements through other vendors such as Priceline or Orbitz, but the original quote from National Travel must accompany reimbursement documentation. The reimbursement process is quite slow, so awardees must absorb interest and fees while waiting for reimbursement if they used a personal credit card to make arrangements. Also, the reimbursement form can be confusing, and there is no webpage or help manual to guide people through the process. More people may apply for funding if the reimbursement procedure became streamlined and was clearly explained to all faculty. Yearly reminder sessions at Faculty Institute and a help page on the BSC website might encourage more professional development applicants. During focus groups sessions at the fall 2010 Faculty Institute, many faculty expressed concern about the gap between submission of reimbursement forms and issuance of reimbursement checks,
trouble with the reimbursement form, and a lack of clear communication on practices for professional development reimbursement. In response to this concern, a travel information sheet has been distributed to the campus community in an effort to better explain the travel reimbursement process.

Secondly, some faculty are confused as to which categories of professional development are recognized and the total amount of money which they can receive. Many faculty recognize a $1,000 limit every two years even though that serves only two categories of professional development (Categories D and E). They could still receive tuition waivers, funding for degree programs, and funding for non-degree programs.

The professional development category used most often may also shed light on this gap; most people applying for and receiving professional development funding used it for tuition waivers and degree programs. While BSC promotes and helps faculty and staff pursue terminal advanced degrees, this category is becoming somewhat dated and needs to be reassessed. Few faculty have taken advantage of this benefit, and therefore this component of BSC's professional development program is not translating directly to an enriched experience for students in the classroom. Also, as BSC pursues its policy of hiring only terminally degreed faculty, this category will become more obsolete, and money will be used better by funding leaves, research time, pedagogical development, and other activities. In short, many faculty perceive a hard ceiling on the amount of money they can use for professional development because they really do not qualify for two of the most often used categories. In light of these issues, the Faculty Senate will charge the Personnel Development Committee to reassess these categories, revise them, and communicate the requirements and categories more frequently. Further, it would be helpful to place these materials in a special section on the main BSC webpage called “Faculty Resources.”

Finally, the maximum amount of money allowed for the most common faculty professional development category and the two-year term serve as great disincentives for applying for professional development. For the average conference of three days, the $1,000 maximum may cover registration, flight, and hotel, but in many cases it does not. Also, limiting such awards to one per two academic years does not encourage faculty to produce research and present it at conferences regularly. One conference presentation or attendance every two years does not keep someone current in any field. It also prevents faculty from regularly presenting research with the ultimate goal of publication. More regular presentation and feedback are necessary. Also, if professional development money is used for one conference, no funds remain available for research travel.

Currently, there are no research requirements for promotion and tenure at BSC. Thus, many faculty simply do not conduct or present research and do not take advantage of professional development funds in that capacity as much as they would if there were research requirements. Since BSC intends to become a university, this is a culture that must change. It is encouraging that more faculty are conducting research and that, BSC is taking steps to hire new faculty with research interests in order to help the Institution become a university. The lack of professional development demand is, in part, due to a different college culture, and building a culture of research that bolsters teaching just like creating a culture of assessment
takes time. However, BSC does ask that its faculty attend conferences to stay “current” in their fields and encourages faculty to participate in pedagogical research and conferences. More faculty could use professional development funds to attend these conferences. If BSC altered the professional development categories, faculty might also be able to use these funds to take leaves or release time to develop new teaching methods or techniques.

Bluefield State’s status as an HBCU also provides it with another excellent professional development opportunity for faculty and administrators: the Member University Professional Institute of the Thurgood Marshall College Fund. In 2010, only three BSC employees attended this conference. However, it held a number of valuable sessions about reaccreditation, creating a culture of assessment, supporting research, obtaining grants, teacher education programs, and combining research and teaching. If BSC encouraged attendance and removed the disincentives, this kind of professional development opportunity could help BSC strengthen its efforts in creating a culture of assessment and becoming a university.

BSC is currently exploring other ways of encouraging use of professional development funds. The Personnel Development Committee will examine altering the professional development categories and what is allowable under them. One possible new category could include professional membership reimbursement, funded course releases, and paid leaves. The committee must also develop a publicity campaign to communicate the categories and professional development procedure clearly, openly, and often. New professional development practices could also include a provision for faculty to be eligible for the conference category more than once in a two-year cycle if all of the professional development money has not been used. Finally, the amount of money awarded for conference travel must also be changed. BSC set the current $1,000 amount between 15 and 20 years ago and must be adjusted to reflect current costs and inflation. The Personnel Development Committee should also implement a procedure requiring that this amount be reexamined every three years to keep it current with inflation.

Departments may have travel funds available to support faculty trips to present research at professional meetings and conferences, attend special seminars or meetings, and conduct and complete research. Faculty members must submit a request to their School Dean or supervisor for approval. This pool of support is separate from College funds administered by the Personnel Development Committee.

4.4a. The College publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

Bluefield State College regularly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. BSC’s Media Relations Director talks with faculty, staff, and students to learn about activities. The activities are communicated as appropriate via press releases to local newspapers, television stations, radio groups, Chambers of Commerce, West Virginia Legislators, Board of Governors, HEPC Chancellor, West Virginia Secretary of Education, West Virginia Secretary of State, and the State’s Governor. For example, the Director recently met with a faculty member to learn
about the new courses designed for the spring 2010 term and prepared a press release
announcing the course and providing descriptions for each. The Director also featured a report about a BSC alumnus’
recent study abroad in Germany. Another recent report
featured the research accomplishments of faculty and
students who attended the annual Biomedical Research
Conference for Minority Students. In addition to releasing
this material to local news agencies, the releases are
archived on the BSC website, and sent to all BSC e-mail
accounts. BSC also makes regular announcements on its
electronic marquee at the campus entrances recognizing the
accomplishments of faculty, students, and staff. Some
recent announcements included recognizing the payroll
coordinator for earning the 2009 Ken Fuhrman Memorial
EPICS Award given by the West Virginia State Auditor’s
Conference and announcing a student support service staff
member’s art exhibition in the student center.

Bluefield State College prints and mails the Blue and Gold newsletter to alumni and
friends across the country and the world keeping them informed of the accomplishments of
our faculty, staff, administrators, and students. BSC also keeps virtual copies on the College
website. BSC usually prints three issues per academic year.

Each year, BSC and the Student Government Association hold a
ceremony to award students, faculty, staff, and administrators for their
accomplishments over the past year. In
addition, the School of Business
conducts an annual awards ceremony,
which includes both nonmonetary and
monetary awards for outstanding
students. Students are recognized based
on academic progression (sophomore,
junior, and senior standing), as well as the specific business disciplines. These include
awards for students specializing in Accounting, Computer Science, Management, and
Marketing.

4.a.5. The faculty and students, in keeping with the College’s mission, produce
scholarship and create knowledge through basic and applied research.

The National Survey of Student Engagement (NSSE)\textsuperscript{226} results show that by their
senior year, 20\% of BSC students have engaged in research with a faculty member. Data
also indicate that BSC first-year and senior students are below the mean score for enriching
educational experiences compared to the NSSE 2010 comparison groups. The Noel-Levitz
SSI\textsuperscript{227} survey indicates that Bluefield State College students are more satisfied than their
national four-year public college counterparts regarding the treatment received from faculty, the intellectual growth they experience, the commitment to academic excellence by faculty, and feedback on their progress in a course. The NSSE 2010 results indicate that each of the College’s schools may need to focus more on the complementary learning opportunities including research while the Noel-Levitz SSI indicates that in keeping with the organization’s mission, students produce scholarship and create knowledge. These contradictory findings require further investigation.

Table 28. Noel-Levitz SSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Import</td>
<td>Satis / SD</td>
<td>Gap</td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of individual students.</td>
<td>6.43</td>
<td>5.41 / 1.43</td>
<td>1.02</td>
</tr>
<tr>
<td>I am able to experience intellectual growth here.</td>
<td>6.34</td>
<td>5.74 / 1.32</td>
<td>0.60</td>
</tr>
<tr>
<td>There is a commitment to academic excellence on this campus.</td>
<td>6.33</td>
<td>5.63 / 1.28</td>
<td>0.70</td>
</tr>
<tr>
<td>Faculty provide timely feedback about student progress in a course.</td>
<td>6.40</td>
<td>5.33 / 1.58</td>
<td>1.07</td>
</tr>
</tbody>
</table>

** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

In keeping with the College’s mission to prepare students for diverse professions and graduate study, the School of Arts and Sciences requires its students to complete a research project in most of its programs (humanities, social science, and applied science). Accordingly, undergraduate students in scientific research may focus on the immune system, infection, and bacterial adaptation to environmental stress. With financial support from West Virginia–IDeA (Institutional Development Award) Network of Biomedical Research Excellence (WV-INBRE) and the West Virginia Space Grant Consortium (WVSGC), more than 15 students have been trained since entering the College in 2005. After safety training, record keeping, animal handling, basic microbiological methods, tissue culture, basic molecular biology methods, and immunoassays development, students have increased participation in summer research programs at other higher education institutions and poster presentations at scientific conferences. This makes students more competitive applicants for graduate and professional school. The research activities have also generated sufficient data to submit two manuscripts in May 2010 for publication.
BSC students planning to attend graduate school have the opportunity to participate in the Ronald E. McNair Post Baccalaureate Achievement Program, a federally funded TRiO Program through the U.S. Department of Education, on Concord University’s campus. \(^{228}\) McNair Scholars Program provides access to training and resources to assist students in making a successful transition into graduate programs through workshops, counseling, and mentored research projects. According to the Administrative Assistant for the McNair Program, 20 of the 222 students who have participated in Concord's McNair Program have been BSC students (9%). In an attempt to increase student participation in the program, the School of Arts and Sciences now invites the director to discuss the program and take nominations each fall. Students currently participating in the program also visit classes to explain the benefits and recruit students.

The School of Engineering Technology and Computer Science (ETCS) prepares students for professions in which knowledge of mathematics and natural sciences gained in classrooms, online, and in laboratories, are applied primarily to the implementation and extension of existing technology for the benefit of industry. ETCS education focuses on applications of science and engineering aimed at preparing graduates for practice in applied research, technology development, product improvement, manufacturing, and engineering operational functions. ETCS produces scholarship and creates knowledge through ongoing efforts to connect its most creative ideas and share its best practices with the industries it serves, the professional societies it supports, the competitions it enters, and the region it respects in an engaging partnership for mutual improvement. There have been many examples of these activities in each program and among different combinations of programs over the years. A sampling of the various efforts of students and faculty participating in these programs over the recent years include:

- **ARET (Architectural Engineering Technology) and CIET (Civil Engineering Technology)** designed and helped build a new house for the Mercer County Habitat for Humanity in Bluefield, West Virginia, in 2003.
- **ELET (Electrical Engineering Technology)** anchors the successful involvement in Intelligent Ground Vehicle Competition which routinely involves ARET to make drawings, COSC (Computer Science Engineering Technology) in programming autonomous algorithms, CIET utilizing GPS to layout precise practice courses, MEET (Mechanical Engineering Technology) to develop vehicle platform designs. A CART-sponsored autonomous vehicle named “Vasilius” won Best Design at the 2003 international competition held annually in Rochester, Michigan. In 2008, BSC won the competition outright with its Anassa III entry. BSC teams have consistently placed among the top six since 2003, against universities considered best in the world in unmanned vehicle design.
ARET and CIET have led BSC’s American Society of Civil Engineers (ASCE) student organization to conference victories related to lightweight concrete and steel bridge design. Winning and placing second in conference competitions qualified two of BSC teams to compete in national ASCE competitions in Denver, CO and San Diego, CA in recent years.

ETCS sponsors Olympics every spring at Bluefield City Park. Area high schools and community colleges are invited to compete in a day of fun that generates interest in the engineering professions and in attending BSC.

In recent years, ETCS has produced scholarship and shared some of its collective knowledge in publications and synergistic activities. ETCS works with Center for Applied Research and Technology, Inc. (CART) that provides unique leadership in applied engineering research and technology development for the School. CART was chartered in 2003 as a not-for-profit corporation and approved by the BSC Board of Governors as a cooperative organization. CART enhances the competitive position for applied research opportunities in the current environment for research and development, helps promote the general economic development of the region, expedites and simplifies the acquisition and utilization of research contracts, improves technology transfer, and links applied scientific research and technological advancements to growth in the industries that employ graduates of the School. CART provides business management, contract development and administration as it conducts focused product and service development programs based in innovative research. It also provides technical assistance, continuing education, and economic development that enhance BSC’s competitive edge in technology development regionally and nationally.

Bluefield State College encourages faculty and staff to pursue grants to help fund research and professional development. Several faculty have been active in pursuing and serving as principal investigators for grants at Bluefield State College.

In spring 2010, Bluefield State College was awarded a $475,200 grant award from the National Institutes of Health (NIH) to establish an Office of Sponsored Programs. The grant announcement from the Department of Health and Human Services/NIH explains that funds will be utilized to establish an Office of Sponsored Programs at BSC. The Extramural Associates Research Development Award (EARDA) provides significant support for developing and expanding the College’s research capacity.

Faculty regularly apply for grants, and to help faculty identify, write, and administer grants the College has established an Office of Scholarly Research and Sponsored Programs. BSC also has a special opportunity to apply for grants from the Thurgood Marshall Institute which works with HBCUs. The College regularly makes faculty and staff aware of these grant opportunities and encourages them to apply. Most recently the College was awarded the Thurgood Marshall grant to improve energy conservation practices at BSC.
4.4.6. The College and its units use scholarship and research to stimulate organizational and educational improvements.

The College and its units use scholarship and research to stimulate organizational and educational improvements. In the summer of 2010, the College received a $40,000 grant award from the Thurgood Marshall College Fund to research and introduce solar energy on campus. Two faculty, one in Arts and Sciences and one in ETCS, along with the Director of Purchasing, advised electrical engineering students on Institutional processes to implement four solar lights for parking lots on campus. The students completed the research and provided the specifications on materials needed. Once the project was complete, each student received a $1,000 scholarship.

In an effort to advance educational improvements at the College, Deans from ETCS and Arts and Sciences along with the Director of Institutional Research and Effectiveness attended the February 2009 HLC sponsored assessment workshop. Concurrent workshop sessions were combined with mentoring sessions that helped institutions develop strategies for effective assessment of learning. ‘Team time’ was an opportunity for each institution’s team to meet one-on-one with assigned mentors. As a result, programs within the School of Arts and Sciences implemented assessment plans which include programmatic learning outcomes, curriculum maps, assessment matrices, and a method for tracking assessment. In October 2010, the Director of Institutional Research and Effectiveness, the Dean of Arts and Sciences, the Associate Dean of Assessment attended another HLC assessment workshop. The College’s team shared progress, obtained feedback, and received guidance to continue improving assessment procedures.

Humanities program faculty effectively utilized the assessment matrix created during the summer of 2009. After collecting and analyzing data for fall 2009, faculty determined that Composition I and II needed revision to improve research skills. Faculty developed curriculum proposals and presented them to the Curriculum Committee in spring 2010 where they were approved. The updated curriculum was implemented for fall 2010.

Other Arts and Sciences programs experienced several challenges resulting in a delay in assessment collection and analysis. One problem was that some faculty did not feel that assessment was important, and chose not to submit data. Several faculty were confused about collection and submission processes and expressed strong resistance to assessment which some faculty view as an infringement upon their academic freedom. As a result, during summer 2010, the Dean of Arts and Sciences and the Vice President for Academic Affairs appointed a Social Science faculty member as the Associate Dean of Arts and Sciences Assessment to assist the Director of Institutional Research and Effectiveness and Dean to improve assessment processes and assist faculty in creating a culture of effective assessment. During the writing of the self-study, the Director of Institutional Research and Effectiveness, the Dean of Arts and Sciences, and the Associate Dean of Assessment for Arts and Sciences worked over the summer 2010 to identify where the communication breakdowns occurred, ways in which processes could be enhanced, revised matrices, and noted weaknesses based on feedback received by an HLC Assessment Consultant. The plan of action includes mandating that faculty who failed to submit 2010 spring data be provided a plan of action to
assist them to collect and analyze missing data and the processes will become more standardized. Departments will also revise programmatic matrices to be implemented in the fall 2010 in an attempt to collect one academic year’s worth of data. In return, these data will guide the assessment plan that will stimulate faculty scholarship and research in assessing programmatic outcomes in the School of Arts and Sciences.

ETCS uses scholarship and applied research to stimulate organizational and educational improvements by pairing these collective efforts with economic development activities. The School subscribes to a continuous improvement plan that is tied to assessment, evaluation of assessment, feedback, and listing improvements. In the School’s programs, industry participates, the programs are real, the expectations are clear, continuous quality improvement is alive; graduates, their employers, their families, and the community are the beneficiaries. One recent example of the results of these activities is the collaboration with Fenner-Dunlop Conveyor Belting. The company’s focus on research and development of conveyor belt monitoring systems will be developed through collaboration with the CART, Inc. at Bluefield State College.

Goals for strengthening the ETCS programs include following a vision for becoming a highly respected resource for innovative engineering and emerging technologies in the discovery of advanced research and design of applications that drive economic viability, solve industrial problems, and strengthen economic security and national defense. ETCS faculty members and students produce scholarship and create knowledge by integration of learning activities, laboratory research, industry contracts, presentation of technical papers, sponsored academic competitions, and continuous improvement processes. The School also has a direct link with CART, Inc. to foster contracts and activities that involve applied research and technology contracts.

ETCS’s specific mission with this endeavor is to produce outstanding financial returns by providing efficient and effective research contracting, program development, and revenue generation for ETCS. CART, Inc. innovates through applying research, transferring technologies to markets, continuing education, and raising funds enhancing the overall competitiveness of BSC. Furthermore, the College recognizes the Engineering Technology programs as programs of distinction as outlined in the HEPC Compact. Ongoing review of these programs of distinction will primarily be based on the College’s and the School’s longstanding commitment to accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.

**Core Component 4.b. The College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

Bluefield State College’s mission statement, vision statement, and core values reflect its unique context, history, and commitment to providing knowledge, skills, and intellectual
inquiry. While dedicated to preparing “students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society,” the College “provides a diverse range of curricular and co-curricular interactive opportunities to its students.” The Institution’s core values of excellence, community, diversity, and growth are effective in successfully achieving the mission. Students are also encouraged to participate in a variety of activities which also develop, reinforce, and strengthen their knowledge, skills, and ability to engage in the processes of intellectual inquiry.

4.b.1. The College integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

All graduating students are required to complete a general studies program composed of a basic skills component and a core skills component. Some programs require stipulated course requirements. The 2010-2012 Academic Catalog states, “The purpose of the general studies program is to ensure basic skills competency and encourage the acquisition of a body of knowledge basic to that of an educated person.” The basic skills component includes the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition (ENGL 101, 102)</td>
<td>6 hrs</td>
</tr>
<tr>
<td>Mathematics (MATH 101, 109, 220, GNET 115 or 116)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Computer Literacy (COSC 102, 111, 201, BUSN 130)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Speech (SPCH 208)</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Total hours 15 hrs

The Core Skills Component includes the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature (ENGL 201, 205)</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Fine Arts/Humanities</td>
<td>3 hrs</td>
</tr>
<tr>
<td>Arts (ARTS 101, 205, 208)</td>
<td></td>
</tr>
<tr>
<td>Music (MUSC 150, 200)</td>
<td></td>
</tr>
<tr>
<td>Humanities (HUMN150, 222)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (FREN 102, SPAN 102)</td>
<td></td>
</tr>
<tr>
<td>Theatre (THEA 200)</td>
<td></td>
</tr>
</tbody>
</table>

Social Sciences 12 hrs

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture (ARET 205)</td>
<td></td>
</tr>
<tr>
<td>Economics (ECON 211, 212)</td>
<td></td>
</tr>
<tr>
<td>Geography (GEOG 150)</td>
<td></td>
</tr>
<tr>
<td>History (HIST 101, 102, 105, 106)</td>
<td></td>
</tr>
<tr>
<td>Political Science (POSC 200, 218)</td>
<td></td>
</tr>
<tr>
<td>Psychology (PSYC 103)</td>
<td></td>
</tr>
<tr>
<td>Sociology (SOCI 206, 210)</td>
<td></td>
</tr>
</tbody>
</table>

Physical and Biological Sciences (Must include laboratory courses) 8 hrs

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (Biol 101/103, 102/104, 210, 211,212, 213)</td>
<td></td>
</tr>
<tr>
<td>Chemistry (CHEM 101/103, 102/104)</td>
<td></td>
</tr>
<tr>
<td>Environmental Science (ENSC 201/203L, 202/204L)</td>
<td></td>
</tr>
</tbody>
</table>
Physical Science (PHSC 101/103, 102/104)  
Physics (PHYS 201, 202, 211, 212)  
General Engineering Technology (GNET 101, 102)  

Total hours 41 hrs

Combined the basic and core skills courses are designed to achieve the identified institutional learning outcomes listed below which are outlined in the 2010-2012 Academic Catalog:

1. Students will read, write, and speak effectively.
2. Students will demonstrate information literacy through the use of technology.
3. Students will demonstrate basic mathematical problem solving skills.
4. Students will understand diverse societal practices and patterns.
5. Students will identify, explain, and apply scientific concepts and methods.
6. Students will describe artistic, literary, and human creativity products.
7. Students will interpret, analyze, and construct arguments.

Faculty believe that these Institutional student learning outcomes, which were developed through the College’s General Studies and are reinforced and refined throughout the program offerings, accurately reflect the attitudes and skills required to maintain a life of learning in a diverse society while introducing students to methodologies and perspectives of a variety of disciplines. Because of a lack of quantitative data tracking Institutional alumni continuing education, the Directors of Institutional Research and Effectiveness, Career Planning and Placement, and Alumni Affairs developed an instrument to administer to exiting seniors during the spring 2011 in alignment with the College’s Plan for Assessing Student Academic Achievement. In addition, a follow-up survey will be created to assist with tracking BSC alumni and their lifelong learning activities.

4.b.2. The College regularly reviews the relationship between its mission and values and the effectiveness of its general education.

The mission statement was revised in spring 2009 to reflect the College’s 2008-2013 Strategic Plan at the completion of the planning process. Concurrently, a committee of faculty, the Dean of Arts and Sciences, and the Director of Institutional Research and Effectiveness conducted a General Studies Program Review. The review included the following key recommendations for improvement:

- Strategically align the institutional budget to drive student learning.
- Align all General Studies and Arts and Sciences programmatic student learning outcomes with the revised Mission statement and complete curriculum mapping of learning outcomes with course objectives.
- Implement Alverno College’s “Action Research Model” to guide assessment processes.
- Investigate usefulness of College BASE testing as a data source.
- Improve CLA population selection.
- Explore possibilities of creating an Assessment Day.
Many of the recommendations outlined in this list were a direct result of BSC personnel attending the HLC assessment workshop in February 2009. The Deans of ETCS and Arts and Sciences as well as the Director for Institutional Research and Effectiveness met with the President, Vice President for Financial and Administrative Affairs, and Vice President for Academic Affairs to discuss the financial implications for assessment and accreditation that surfaced at the workshop. This concern was listed as the first recommendation for the General Studies Program Review (see above list).

The full list of these recommendations was shared and discussed with the College’s Assessment Committee. The committee recommended the College BASE standardized exam be discontinued because the instrument was not providing specific data regarding areas of curricular weakness; thus the information was not providing the information needed to continue the assessment loop. In addition, possibilities for conducting an Assessment Day on campus were recommended with the request by the Assessment Committee for the dates to be submitted to the Deans’ Council for action. The Director of Institutional Research and Effectiveness presented the dates to the Deans’ Council, and an ad hoc committee was recommended to work on the specifics of creating an Assessment Day. Based on comments received back from the Deans’ Council meeting, the Assessment Committee recommended waiting “another academic year to determine if identification of an assessment day is necessary. This day would be used for standardized testing and would also be set aside for analysis of data.” At this time, no further discussions have been held regarding the implementation of an Assessment Day.

During the summer 2009, the Director of Institutional Research and Effectiveness and the Dean of Arts and Sciences met with Arts and Sciences faculty to update the General Studies student learning outcomes and assessment tools. Several key changes were made. First, the title General Studies was modified to Institutional Student Learning Outcomes in order to achieve campus wide support for the teaching and assessment of the learning outcomes. Second, each of the learning outcomes was revised to become measurable and to ensure that they adequately “prepare students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society.” Faculty also revised the Institutional Student Learning Outcomes Matrix to include more embedded assessment tools and to remove the use of the College BASE in an attempt to gain more accurate assessment data.

At an Assessment Committee meeting during the fall 2009, the Director of Institutional Research and Effectiveness advised the Committee that “during the summer 2009 the Arts and Sciences faculty reviewed each of the student learning outcomes specific to their content area. Reviewing these outcomes led to revisions in several outcomes to better fit what BSC students should know and be able to do as a result of the General Studies coursework. The matrix was approved by the School of Arts and Sciences faculty and brought to the Assessment Committee. This matrix outlines each student learning outcome, assessed courses, assessment tools, performance goal and timetable.” The Assessment Committee accepted the revised Institutional matrix as presented. Upon completion of the HLC self-study, an ad hoc committee will be charged with reviewing best practices for General Studies and Institutional assessment to update the General Studies curriculum.
4.b.3. The College demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

AND

4.c.7. The College provides curricular and co-curricular opportunities that promote social responsibility.

The National Survey of Student Engagement (NSSE) results for the spring 2010 responses indicate that students are participating in activities to enrich their educational experiences. The average score for BSC first-year and senior students is below that of the average student in public institutions in the southeast region as well as the NSSE 2010 schools.

Graph 6. NSSE 2010 Enriching Educational Experiences

The average score for BSC first-year and senior students is above that of the average student in similarly Carnegie classified institutions. Each of the College’s Schools provides a variety of curricular and co-curricular activities to support inquiry, practice, creativity, and social responsibility. For example,

- The School of Business assisted more than 500 individuals per year for the past 20 years to complete their federal and state income tax returns using faculty and student volunteers. This project allowed students and faculty to develop a strong sense of social responsibility by helping the community while practicing the tax preparation skills taught in the curriculum.

- ETCS developed student teams to design computer software for use by community service organizations. These projects were designed to allow students to develop the
skills of inquiry, practice, creativity, and social responsibility as they work closely with organizations like the Mercer County Humane Society, Bluefield Union Mission, Mercer County Food Pantry and Wade Center to determine software needs, design software, test software, and then effectively implement the software for the organizations.

- The School of Nursing and Allied Health nursing students provided healthy lifestyles training for the Wade Center and completed community service projects to improve the quality of life for groups of individuals with identified needs. Radiologic Technology students invest more than 200 hours in volunteer service to area service organizations each year.

- The School of Education arranged for education majors to provide tutoring services for the Wade Center which allows education majors to create learning experiences, practice the methods learning in classes, and develop a sense of social responsibility.

- The School of Arts and Sciences Political Science students attended and critiqued meetings of the College’s Board of Governors and legislative sessions in Charleston. Science students often attend professional conferences including the General meeting of the American Society for Microbiology and Biomedical Research Conference for Minority Students. They network, learn about research, and often present posters. The School’s Model United Nations team also hosts and coordinates area public school Model UN competitions each year and the drama club presents two plays a year with free admission for all public school students and faculty.

- In addition to volunteer and community service projects, many programs include a practicum, field experience, clinical assignment, or capstone course. These experiences allow students the opportunity to refine their skills of inquiry, practice skills, use and develop creativity, and learn social responsibility. Humanities majors have the opportunity of taking an Applied Language Arts course to provide direct experience. Health Services Management, Marketing, Political Science, and Criminal Justice offer internship courses allowing students the opportunity to develop critical skills and practical experiences.

Many of the co-curricular activities support inquiry, practice, creativity, and social responsibility. As of 2009, the College had 40 active student organizations advised by faculty and staff members. Many of the organizations actively participate in community volunteer projects as well as professional organizations. For example, the Service, Honor, and Greek Organizations have been active with The Muscular Dystrophy Association Labor Day Telethon, Adopt a Highway, Toys for Tots, The American Red Cross Blood Drive, Ronald McDonald House, Mercer County Humane Society, Read Aloud programs in Mercer and Tazewell Counties, and the Renew the New River cleanup campaign.
4.b.4. Learning outcomes demonstrate that graduates have achieved a breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

Each of Bluefield State College’s programs have identified outcomes, curriculum, and assessment plans which were designed to ensure that graduates achieve a breadth of knowledge and skills as well as the capacity to exercise intellectual inquiry. Beginning with the General Studies requirements, students are introduced to content knowledge, develop identified skills, and learn a variety of approaches to intellectual inquiry. As students transition from general studies to programmatic courses, they continue to develop breadth of knowledge, skills, and intellectual inquiry methodology. Several programs, including Applied Science, Social Science, Humanities, Education, and Engineering Technology, include a capstone course or capstone experience allowing students to demonstrate their knowledge, skills, and ability to exercise intellectual inquiry.

The Noel-Levitz SSI\textsuperscript{250} survey indicates that Bluefield State College students are more satisfied than their national four-year public college counterparts regarding the content and instruction of their major courses, freedom of expression across campus, and belief that faculty are knowledgeable in their field of study. This indicates that students are satisfied and achieve a breadth of knowledge and skills along with the capacity to exercise intellectual inquiry.

Table 29. Noel-Levitz SSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>6.59 5.93 / 1.14</td>
<td>6.55 5.44 / 1.37</td>
<td>0.49 ***</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>6.51 5.84 / 1.24</td>
<td>6.52 5.42 / 1.40</td>
<td>0.42 ***</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.49 5.72 / 1.38</td>
<td>6.46 5.31 / 1.41</td>
<td>0.41 ***</td>
</tr>
<tr>
<td>Adjunct faculty are competent as classroom instructors.</td>
<td>6.24 5.55 / 1.45</td>
<td>6.14 5.19 / 1.42</td>
<td>0.36 ***</td>
</tr>
<tr>
<td>Freedom of expression is protected on campus.</td>
<td>6.18 5.58 / 1.48</td>
<td>6.13 5.29 / 1.45</td>
<td>0.29 ***</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.51 5.95 / 1.28</td>
<td>6.49 5.62 / 1.33</td>
<td>0.33 ***</td>
</tr>
</tbody>
</table>

*** Difference statistically significant at the .001 level
4.b.5. Learning outcomes demonstrate effective preparation for continued learning.

AND

4.c.6. Faculty expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Bluefield State College has implemented a set of clear learning outcomes for General Studies and program curricula with the goal of graduating students who are well-prepared for careers in their fields. It is also expected that students will gain life skills to assist them in furthering their education informally and formally. Graduate and professional schools all require students to have a certain mastery of key content. More importantly, these programs seek students who can clearly express themselves, construct and defend arguments using appropriate evidence, analyze problems and arguments, understand social and cultural differences, possess a breadth of knowledge, and conduct research using a variety of resources.

The Institutional Student Learning Outcomes prioritize key skills and dispositions: reading and writing, science and mathematics, information literacy, and social literacy. Some of these outcomes focus on a level of content mastery, and all of them train students to develop and sharpen the skills most valued by graduate and professional schools. These skills and dispositions are also needed for lifelong independent learning as well as effective career training in many fields. Students who sharpened these skills through the general curriculum are lifelong learners.

Communication

1. *Students will read, write, and speak effectively*
2. *Students will interpret, analyze, and construct arguments*

The first outcome is a centerpiece of education at Bluefield State College. It asks students to transcend simple reading, writing, and speech skills and to begin critically thinking. This outcome is a first stage in the General Studies, and is assessed at the 100 and 200 level. Building upon outcome one, outcome two requires students to present more complex and nuanced interpretation and analysis of texts and present arguments based upon their analysis. This higher order thinking is critical for all college graduates. The major components of the admission exams for graduate and professional schools all test analytical ability, verbal acuity, and communication skills. On the NSSE 2010 students were asked to rank their perceptions about how often they were challenged in these areas and ranked them on a 4 point scale: 1=very little, 2=some, 3=quite a bit, and 4=very much.
Table 30. NSSE 2010

<table>
<thead>
<tr>
<th>Item</th>
<th>FR 2010</th>
<th>SR 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively.</td>
<td>3.31</td>
<td>3.14</td>
</tr>
<tr>
<td>Speaking clearly and effectively.</td>
<td>3.26</td>
<td>3.17</td>
</tr>
<tr>
<td>Thinking critically and effectively.</td>
<td>3.33</td>
<td>3.4</td>
</tr>
</tbody>
</table>

FR=freshmen  
SR=seniors

The results of this survey are mixed. It is encouraging that students in the freshman and senior year both ranked these outcomes at quite a bit. It is somewhat disconcerting that the seniors ranked the first two categories lower than the freshmen. In other words, seniors believed that while they were asked to write and speak clearly and effectively, they appear to be required to do that less than freshmen. However, the difference between the freshman ranking and the senior ranking on this survey is not a great difference; there is a difference of .17 in the writing and speaking effectively category and a difference of .09 in the speaking clearly and effectively category. Still one should expect an increase not a deficit. One would expect that this ranking should increase as curricula should be scaffolded and intensified over the course of study. However, this may reflect changes in the General Studies and assessment revisions since 2008. These changes affect more freshmen up-front, and seniors in the program before the General Studies revision. Therefore, a more accurate reflection of the change may be observed in the 2012 NSSE. During the 2010 ABET visit, a site visitor noted that the School of Engineering Technology and Computer Science is not reinforcing communications skills in the junior and senior years. BSC is still working to revise the curricula based on assessment results implementing changes that require students to continue writing and speaking in all programs throughout their enrollment at BSC. This revision will also be critical in increasing the number of students pursuing graduate or professional education or work to enhance careers in non-degree study throughout their lives. It is imperative that BSC continues to assess and address these vital components of the student’s experience. It is encouraging that BSC students reported a .07 increase in the critical thinking category. However, BSC should work to ensure those scores continue to increase.

The freshman report is even more encouraging when compared to Southeast Public institutions, the Carnegie class, and the NSSE 2010 group. At the freshman level, writing, speaking, and critical thinking scored higher than the mean of Southeast Public institutions, the Carnegie Class, and the NSSE 2010. BSC students value speaking clearly and effectively that it scored in the quite a bit category while the mean of the other three groups placed speaking at some. These results also demonstrate an increased awareness of the course learning outcomes by students and more faculty communicating those objectives to their students. This can also be observed in the core curriculum syllabi. Again, the results of the senior level responses are somewhat disheartening. BSC students may have shown higher scores at the freshman level when compared to the other three respondent groups while student respondents in the other three groups demonstrated an increase at the senior level. In no case did they drop below freshman levels. In the writing category, BSC students dropped from the freshman mean and scored lower than Southeast Public by .01 and Carnegie by .12. BSC students scored higher than the NSSE mean by .01. This performance is not ideal;
however, when combined with freshman results it shows that BSC students have the experiences to score at that level, and the College should continue revising its curricula to improve this student perception. BSC students fared better in speech at the senior level scoring above the other three groups which demonstrates BSC students are above the mean at the senior level. However, the other three groups show an increase between the freshman and senior years, while BSC decreased slightly. Finally, BSC’s senior performance in the critical thinking section demonstrated improvement over the freshman mean and was above the Southeast Public by .03, NSSE 2010 by .02, and fell below the Carnegie Class by .07.

Table 31. NSSE 2010

<table>
<thead>
<tr>
<th>Item</th>
<th>BSC</th>
<th>Southeast Public</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively.</td>
<td>FR: 3.31</td>
<td>FR: 3.07</td>
<td>FR: 3.13</td>
<td>FR: 3.05</td>
</tr>
<tr>
<td></td>
<td>SR: 3.14</td>
<td>SR: 3.15</td>
<td>SR: 3.32</td>
<td>SR: 3.13</td>
</tr>
<tr>
<td>Speaking clearly and effectively.</td>
<td>FR: 3.26</td>
<td>FR: 2.91</td>
<td>FR: 2.96</td>
<td>FR: 2.89</td>
</tr>
<tr>
<td></td>
<td>SR: 3.17</td>
<td>SR: 3.04</td>
<td>SR: 2.99</td>
<td>SR: 3.02</td>
</tr>
<tr>
<td>Thinking critically and effectively.</td>
<td>FR: 3.33</td>
<td>FR: 3.24</td>
<td>FR: 3.24</td>
<td>FR: 3.25</td>
</tr>
<tr>
<td></td>
<td>SR: 3.40</td>
<td>SR: 3.37</td>
<td>SR: 3.47</td>
<td>SR: 3.38</td>
</tr>
</tbody>
</table>

FR=freshmen  
SR=seniors

Bluefield State uses the Collegiate Learning Assessment to assess these outcomes, but has had difficulty using the results to implement curricular changes. As a result, the College conducted a two-day professional development CLA in the Classroom Academy in fall 2010. Several presenters trained faculty in creating CLA Performance Tasks and developing rubrics. The intent of this professional development activity was for CLA type Performance Tasks to be implemented across the curriculum in order to assist in improving the College’s value added score.

Science and Mathematics

1. Students will demonstrate basic mathematical problem solving skills
2. Students will identify, explain, and apply scientific concepts and methods

The science and mathematics outcomes also develop critical thinking and analytical skills while giving students necessary information about science, technology, engineering and mathematics (STEM) fields. Students interested in attending graduate programs or professional programs in STEM gain requisite information, but all students must demonstrate an ability to think through problems and analyze data in order to explain and demonstrate these concepts. These abilities are requisite in all graduate fields and professional fields and parts of the standard admission examinations. The science, engineering technology, nursing, radiological technology, and computer science curricula build upon these foundations. Mastery of these skills enables students to pursue learning after college. On the NSSE 2010 students were asked to rank their perceptions about how often they were challenged.
in these areas and ranked them on a 4 point scale: 1=very little, 2=some, 3=quite a bit, and 4=very much.

Table 32. NSSE 2010

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State</th>
<th>Southeast Public</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing quantitative</td>
<td>FR: 2.88</td>
<td>FR: 3.02</td>
<td>FR: 2.96</td>
<td>FR: 2.99</td>
</tr>
<tr>
<td>problems.</td>
<td>SR: 3.13</td>
<td>SR: 3.14</td>
<td>SR: 3.23</td>
<td>SR: 3.11</td>
</tr>
</tbody>
</table>

FR=freshmen  
SR=seniors

Again the results are mixed. First there was a .25 increase with seniors reporting that they were asked quite a bit to analyze quantitative problems while freshmen reported that they were only asked some to analyze quantitative problems. This reflects that many of the College’s seniors are enrolled in majors requiring them to analyze quantitative problems, and thus do that activity less in the general curriculum. However, students should be required to analyze quantitatively earlier in the general curriculum. Futuristically, this should increase the likelihood that students will report that they are required to analyze quantitative problems quite a bit in the early part of their college experience. When compared to the Southeast Public, Carnegie Class, and NSSE 2010 groups, BSC students fall well below these groups in this category. However, BSC students show significant improvement in the senior year, ranking near these comparison groups.

Information Literacy

1. *Students will demonstrate information literacy through the use of technology.*

All students must master methods of obtaining information and how to wield that information in order to succeed. The proliferation of electronic media and data storage systems and their central role in obtaining information makes student mastery of this skill absolutely essential. This skill will assist after graduation because students will have the skills necessary to research questions, concerns, or add to their knowledge. This skill is a fundamental part of graduate and professional education. Students learn to use libraries, archives, and computer resources and apply that knowledge in research projects. Programmatic learning outcomes build upon this part of the core curriculum, reinforcing this skill and requiring students to improve it. On the NSSE 2010, 254 students were asked to rank their perceptions about how often they were challenged in these areas and ranked them on a 4 point scale: 1=very little, 2=some, 3=quite a bit, and 4=very much.
Table 33. NSSE 2010

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State</th>
<th>Southeast Public</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using computing and information technology.</td>
<td>FR: 3.46</td>
<td>3.12</td>
<td>3.08</td>
<td>3.05</td>
</tr>
<tr>
<td></td>
<td>SR: 3.52</td>
<td>3.27</td>
<td>3.42</td>
<td>3.22</td>
</tr>
</tbody>
</table>

FR=freshmen  
SR=seniors

Bluefield State College students showed improvement from the freshman level to the senior level, and scored high in both categories. BSC students also rated this category higher than the Southeast Public, Carnegie Class, and the NSSE 2010.

Social Literacy

1. *Students will understand diverse societal practices and patterns and engage in meaningful social interaction.*
2. *Students will describe basic, artistic, literary, and human creativity products.*

These outcomes require students to understand essential differences in culture and society and interact with people from diverse cultures. Students learn requisite content in the social sciences and humanities, but, more importantly, students work with people from diverse backgrounds. In the process, students learn how people interpret a variety of challenges differently, and how to work with people in spite of those differences. Additionally, students must use creativity and critical thinking skills to describe art, literature, and material culture. Again, this process develops critical thinking necessary for future study where students appreciate and understand the value of having multiple perspectives. On the NSSE 2010, 355 students were asked to rank their perceptions about how often they were challenged in these areas and ranked them on a 4 point scale: 1=very little, 2=some, 3=quite a bit, and 4=very much.

Table 34. NSSE 2010

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State</th>
<th>Southeast Public</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working effectively with others.</td>
<td>FR: 3.20</td>
<td>FR: 3.04</td>
<td>FR: 2.99</td>
<td>FR: 3.03</td>
</tr>
<tr>
<td></td>
<td>SR: 3.25</td>
<td>SR: 3.19</td>
<td>SR: 3.19</td>
<td>SR: 3.19</td>
</tr>
<tr>
<td>Understanding yourself.</td>
<td>FR: 2.88</td>
<td>FR: 2.84</td>
<td>FR: 2.79</td>
<td>FR: 2.84</td>
</tr>
<tr>
<td></td>
<td>SR: 2.93</td>
<td>SR: 2.84</td>
<td>SR: 2.90</td>
<td>SR: 2.86</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds.</td>
<td>FR: 2.84</td>
<td>FR: 2.69</td>
<td>FR: 2.53</td>
<td>FR: 2.69</td>
</tr>
<tr>
<td></td>
<td>SR: 2.62</td>
<td>SR: 2.68</td>
<td>SR: 2.72</td>
<td>SR: 2.69</td>
</tr>
</tbody>
</table>

FR=freshmen  
SR=seniors
In the NSSE 2010, BSC freshmen ranked the items exploring social literacy higher than Southeast Public, Carnegie Class, and NSSE 2010. However, BSC student’s score declined from the freshman to the senior year by 0.22. BSC senior students score ranked below Southeast Public, Carnegie Class, and the NSSE 2010. BSC provides adequate instruction of this outcome in its general curriculum; however, programs fail to adequately reinforce this outcome so that students rank improvement between the freshman and senior year.

Bluefield State College has students and faculty from diverse cultures and backgrounds. The Office of International Initiatives promotes study abroad programs for students and faculty, and holds colloquia and events to promote cross-cultural understanding. The Director has brought Fulbright scholars to BSC to teach languages (Kiswahili and Arabic), and History (Russia). The Director has also collaborated with the State of West Virginia and the President of the College to make exchange agreements with institutions abroad.

Additionally, BSC needs to find a way to put all students into situations in which they develop sensitivity to diversity. This outcome is assessed in a world history survey, psychology class, and sociology course. These courses require students to analyze, compare, and explain diverse societal practices, but students need to have a course or courses that are more intensive. Students should also be required to engage in situations which allow them to experience meaningful cross-cultural interaction. Once the general studies curriculum is updated after completing the self-study, the ad hoc committee will explore the idea of adding a diversity course.

These two outcomes are perhaps the weakest components of the core curriculum and the most difficult to measure. First, they are lower order outcomes which require ‘understanding’ and ‘description.’ These outcomes should require higher order thinking so that they may be as effective as the other outcomes on the list, and ask students to be more critical and analytical in this part of their core curriculum. Describing and understanding are important goals, but understanding and description do not inspire intellectual curiosity or analytical thinking that foster lifelong learning.

Students also demonstrate preparedness for continued learning by attending graduate and professional schools. The Director of Career Planning and Placement surveys BSC graduates to report graduate school and professional school attendance. Over the past five years, 63 of the College’s students have reported attending graduate or professional school. In a 2010 career survey in which 95 graduates responded, 24 graduates (25% of respondents) reported their intention to continue their studies in graduate school, professional school, or further undergraduate study. Graduate school or professional school enrollment appears to have increased in the past academic year; however, this may be the result of better reporting and record-keeping at Bluefield State over the same period of time. At the same time, increased graduate and professional school attendance by recent graduates coincides with BSC’s efforts to improve learning outcomes in General Studies and program curricula. This process began in 2008-2009, and the class of 2012 will be the first class to go through the revised curriculum. Finally, the economy may also be a reason that more graduates intend to
go to graduate or professional school as there are fewer jobs available for recent graduates. In addition, graduates may also have better information about opportunities after receiving their baccalaureate degree.

**Core Component 4.c. The College assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

In accordance with HEPC’s *Series 10: Policy Regarding Program Review*[^257] which was effective October 2008, all academic programs are scheduled for review at least every five years. The evaluative components include mission, faculty, curriculum, resources, student learning outcomes, other learning and service activities, viability and program improvement in order to address the elements of viability, adequacy, and necessity. Programs accredited by specialized accrediting or approving agencies are considered to have met the requirements for review with their approval processes. The review process allows internal constituents (students, faculty, administration, and staff) and external constituents (employers, professional schools, and graduate schools) to provide input directed at ensuring the curricula are effective in preparing students to live and work in a global, diverse, and technological society.

**4.c.1. Regular program reviews include attention to currency and relevance of courses and programs**

Scheduled program reviews allow for analysis of data for the on-going updating of curricula to prepare students to live and work in a global, diverse, and technological society. All academic programs, including the Institutional Student Learning Outcomes of the General Studies curriculum, are included by internal and external review processes. Those programs not accredited by external agencies, follow the HEPC’s *Series 10: Policy Regarding Program Review*[^258] which includes curriculum, student learning outcomes, and program improvement as part of the evaluative components. During the review process, attention is given and analyses are provided to demonstrate the currency and relevance of all courses and programs.

In addition to the program review process followed by the School of Arts and Sciences, many of the faculty who contribute to the review process, the Vice President for Financial and Administrative Affairs, the Director of Computer Services, and the Director of Financial Systems attended spring training with an HLC consultant, to learn how to better review programs. After the general training, the consultant met with faculty from each Arts and Sciences program to review progress and recommend areas for improvement.

Academic programs accredited by external entities submit their accreditation reports as the reviews. For example, programs in the School of Business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP), so a biannual Quality Assurance Report[^259] must be submitted to ACBSP to maintain accreditation. That report is
reviewed by the Board of Governors of the Baccalaureate Commission of ACBSP, and feedback is provided to the School of Business to ensure relevant curricula for each of the programs. The School of Engineering Technology and Computer Science is accredited by the Technology Accreditation Commission of ABET which maintains a focus on what is learned and continuous program improvement to ensure that the curriculum is both relevant and current. The associate degree in nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC). The baccalaureate degree in nursing is accredited by the Commission on Collegiate Nursing Education. The associate degree in radiologic technology is accredited by the Joint Review Committee on Education on Radiologic Technology.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The programs assessed on the last visit, fall, 2006, included the baccalaureate in Early/Middle Education degree program, in which candidates complete the Elementary Education K-6 program and a Middle School 5-9 content area. This configuration was approved in 1999 and fully implemented in fall 2000. After the accreditation visit, changes were made in curriculum, program offerings, and requirements in response to changes in State certification offerings, low enrollments, new NCATE Standards, program alignment needs, data analyses, and community needs. These updates reflect how the program review and accreditation processes ensure the relevancy of courses and programs. The following list outlines the major changes since the 2006 NCATE visit:

- Separated the elementary education program (K-6) from the required four middle school (5-9) endorsement areas: Social Studies, Math, General Science, and English/Language Arts. BSC now offers a B.S. in Elementary Education and if students add one of the four specialization areas, the degree is the B.S. in Early/Middle Education.
- Developed an Education database in 2001; upgraded into ACCESS in 2005: This system is designed to track student information from declaration through graduation and follow-up.
- Realigned the BSC teacher education standards to reflect new West Virginia Department of Education (WVDE) state standards with the INTASC Ten Performance Standards and the Dispositions that define the Teacher Education graduates of BSC.
- Added Praxis II test-taking study guides and units to the ARSC 431, Methods in Teaching Arts & Sciences sections in order to increase pass rates on the four content area Praxis II tests.
- Refined the BSC School of Education (SoE) unit performance assessment system to meet NCATE standard compliance with candidate degree program transition points.
- Applied for and received annual WV Professional Development School (PDS) grants to support the teacher education program and its activities with public school partners. This effort has resulted in the development of more Professional Development School public school sites for our student teachers and clinical experiences and better training and collaboration with public schools, A&S faculty, candidates, and community. Monies support a BSC PDS activity coordinator, training activities, national conference activities, and local PDS school activities.
- Modified the general science curriculum to change Integrated Science I and II to online and lecture formats.
• Implemented the PLATO Learning Systems online preparation for the PPST in order to provide remedial assistance to potential candidates who are weak in reading, writing, and/or math, particularly first generation college students.

• Modified the portfolio requirement for teacher education candidates to better reflect candidate dispositions and reflect WVDE, BSC, INTASC, and NCATE standards alignment.

• Modified the Social Studies 5-9 specialization curriculum to require more economics classes and a global understanding class to meet NCSS requirements and Praxis II test score indicated program weaknesses.

• Also added an online study guide for social studies students required before candidates register for the Praxis II social studies test.

• Updated Room PE 301, PE 303, PE 305, and PE 307 to electronic classrooms with PE 305 also having interactive video transmission/receive capability.

• Updated computers for Unit faculty on an every other year basis.

• Worked diligently to gain national program approval through NCATE’s Specialized Program Approval (SPA) process for national recognition of the Elementary Education specialization through the Association for Childhood Education International (ACEI), the mathematics 5-9 specialization through National Council of Teachers of Mathematics (NCTM), and the general science program through National Science Teachers Association (NSTA).

• Worked diligently to hire qualified doctoral faculty with public school certification and experience in order to better assist BSC students in their program preparation and in order to strengthen BSC’s relationship with the public school community.

• To meet West Virginia Department of Education (WVDE) requirements, two special education classes, a math class, and a reading class were added to the elementary education program requirements.

• In order to ensure adequate methods preparation for both elementary and contents methods, a class in science and social studies methods was added to the curriculum as was a pre-admission general methods class.

4.c.2. In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

Beginning with the General Studies requirements, the College’s learning outcomes include skills and knowledge essential for a diverse workforce and society. Through the attainment of the outcome, students will understand diverse societal practices and patterns, students develop an awareness of cultural differences as well as a knowledge of cultural norms which allow them to develop skills necessary to deal with diversity in a sensitive, effective way. In addition, each of the College’s Schools include learning outcomes which enable students to develop professional competence and skills to succeed in diverse workforces and societies. For example, the School of Business utilizes the LiveText Assessment Program which focuses on the following learning outcomes: communication, critical thinking, leadership, ethics, the global perspective, analytical/quantitative skills, and business knowledge/technical skills. These knowledge and skills are necessary to enable students to develop professional competence as well as the skills necessary for functioning in a diverse workforce and a global society.
The NSSE 2010\textsuperscript{260} survey reported that students’ experiences at the College sometimes included diverse perspectives in class discussions or writing assignments (a mean score of 2.56 with 1=never, 2=sometimes, 3=often, and 4=very often) and sometimes encouraged contact among students from different economic, social, and racial or ethnic backgrounds (a mean score of 2.66). In order to place greater emphasis on diversity and how to function in a diverse setting effectively, the College is currently exploring modifying the General Studies requirements.

4.c.3. Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national and global societies.

Although these skills are introduced in the General Studies curriculum and reinforced at the program level, more effort to develop and assess these outcomes is needed. Many programs at Bluefield State require capstone experiences, internships, and/or service-learning to ensure that graduates have developed necessary skills and knowledge to function effectively in diverse local, national, and global societies.

4.c.4. Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Many programs involve alumni, employers, and other external constituents in assessing the knowledge and skills gained by students. The American Association of College of Nurses/Educational Benchmarking (AACN/EBI) Undergraduate Nursing Education Exit Assessment is administered to graduating nursing seniors each year and data is reviewed for program revisions. Input from alumni is obtained through the AACN/EBI every three years. Data from this instrument elicits information regarding program satisfaction and career enhancement. Input from employers is obtained through the AACN/EBI Nursing Alumni Employer Survey. Employers are positive in responses that graduates are prepared to deal with the diverse workforce. ETCS also uses external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained by using an advisory board consisting of alumni, local employers, and faculty who evaluate and recommend curriculum updates to ensure the relevancy of courses and programs.

The Noel-Levitz SSI\textsuperscript{261} survey indicates that Bluefield State College students are more satisfied than their national four-year public college counterparts regarding how faculty care about them as an individual, and the clarity and reasonableness of major requirements. This indicates that the curricular evaluation involves multiple stakeholders who understand the course of study, the currency of the curriculum, and the utility of the knowledge and skills gained.
Table 35. Noel-Levitz SSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Import</td>
<td>Satis / SD</td>
<td>Gap</td>
</tr>
<tr>
<td>Faculty care about me as an individual.</td>
<td>6.12</td>
<td>5.50 / 1.33</td>
<td>0.62</td>
</tr>
<tr>
<td>Major requirements are clear and reasonable.</td>
<td>6.41</td>
<td>5.85 / 1.22</td>
<td>0.56</td>
</tr>
</tbody>
</table>

*** Difference statistically significant at the .001 level

4.c.5. The College supports the creation and use of scholarship by students in keeping with its mission.

In 2005, there was a cooperative undertaking between the Bluefield State College Archivist and an Arts and Sciences professor to begin archiving history courses taught by the professor. The purpose was to create a repository for the scholarship exhibited by the School’s history students. While the scholarship is created and collected, attention needs to be given to organize the archives effectively. As discussed, programs require capstone courses in which students produce their own piece of scholarly research or use scholarship to produce various projects. Additionally, the McNair Scholars program requires students to conduct their own scholarly research guided by a mentor in the field. They present these projects at national conferences and often the projects become the basis of their Master’s theses in graduate school.

Core Component 4.d. The College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

The College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly. The College is working to put into place policies and procedures to ensure ethical conduct in research by faculty and students through the creation of an Office of Sponsored Programs. In addition, the College’s student support programs ensure the development of skills and attitudes fundamental to responsible use of knowledge.

4.d.1. The College’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Students are provided with tools for a positive college experience through a curriculum crafted to develop skills necessary for acquisition and application of knowledge gained while attending Bluefield State College and throughout life. Building Successful College Skills (BSCS 100) is a three credit hour course designed and delivered by the Student Support Services for students requiring developmental courses. It enhances study skills while
allowing students to evaluate personal and career values. Students are encouraged to develop familiarity with the campus, and are also provided with information about the history of the College, resources and support programs available on campus and within the community. The importance of cultural awareness, community involvement, and lifelong learning are also included in the coursework. Responsible academic scholarship is stressed. Plans to expand this course to all incoming freshmen are being discussed.

Incoming freshmen attend orientation, during which they meet with academic advisors, representatives from on-campus support programs, financial aid, student affairs, and health services. They receive training in College services, such as SMARTTHINKING, career planning and placement, DegreeWorks, Web Self-Service, plagiarism, and other sources of information access. Students also receive a copy of the student handbook listing the College’s expectations for academic honesty, policies and procedures affecting students, computer usage policy, and more. Student Support Services also provides free tutoring, counseling, seminars, workshops, and enrichment trips to eligible students.

The Noel-Levitz SSI survey indicates that Bluefield State College students are more satisfied than their national four-year public college counterparts regarding the academic and student support programs and how they contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions staff are knowledgeable.</td>
<td>6.33</td>
<td>5.56 / 1.39</td>
<td>0.77</td>
</tr>
<tr>
<td>Financial aid counselors are helpful.</td>
<td>6.32</td>
<td>5.28 / 1.59</td>
<td>1.04</td>
</tr>
<tr>
<td>My academic advisor is approachable.</td>
<td>6.42</td>
<td>5.79 / 1.47</td>
<td>0.63</td>
</tr>
<tr>
<td>My academic advisor is concerned about my success as an individual.</td>
<td>6.41</td>
<td>5.60 / 1.61</td>
<td>0.81</td>
</tr>
<tr>
<td>The staff in the health services area are competent.</td>
<td>6.08</td>
<td>5.60 / 1.38</td>
<td>0.48</td>
</tr>
<tr>
<td>Library resources and services are adequate.</td>
<td>6.10</td>
<td>5.61 / 1.25</td>
<td>0.49</td>
</tr>
<tr>
<td>My academic advisor helps me set goals to work toward.</td>
<td>6.21</td>
<td>5.28 / 1.65</td>
<td>0.93</td>
</tr>
<tr>
<td>Counseling staff care about students as individuals.</td>
<td>6.15</td>
<td>5.26 / 1.36</td>
<td>0.89</td>
</tr>
<tr>
<td>The personnel involved in registration are helpful.</td>
<td>6.44</td>
<td>5.54 / 1.41</td>
<td>0.90</td>
</tr>
</tbody>
</table>
### Table 1: Item-Level Mean Differences

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring services are readily available.</td>
<td>6.19 / 5.59 / 1.47</td>
<td>6.00 / 5.29 / 1.47</td>
<td>0.71 / 0.30 **</td>
</tr>
<tr>
<td>My academic advisor is knowledgeable about requirements in my major.</td>
<td>6.52 / 5.91 / 1.46</td>
<td>6.51 / 5.47 / 1.65</td>
<td>1.04 / 0.44 ***</td>
</tr>
<tr>
<td>Security staff respond quickly in emergencies.</td>
<td>6.26 / 5.37 / 1.44</td>
<td>6.32 / 4.94 / 1.56</td>
<td>1.38 / 0.43 ***</td>
</tr>
<tr>
<td>Admissions counselors respond to prospective students' unique needs and requests.</td>
<td>6.01 / 5.16 / 1.55</td>
<td>6.00 / 4.94 / 1.49</td>
<td>1.06 / 0.22 *</td>
</tr>
<tr>
<td>Academic support services adequately meet the needs of students.</td>
<td>6.16 / 5.39 / 1.47</td>
<td>6.10 / 5.08 / 1.43</td>
<td>1.02 / 0.31 ***</td>
</tr>
<tr>
<td>Admissions counselors accurately portray the campus in their recruiting practices.</td>
<td>5.93 / 5.27 / 1.37</td>
<td>5.97 / 4.97 / 1.51</td>
<td>1.00 / 0.30 **</td>
</tr>
<tr>
<td>There are adequate services to help me decide upon a career.</td>
<td>6.31 / 5.36 / 1.56</td>
<td>6.19 / 5.04 / 1.54</td>
<td>1.15 / 0.32 ***</td>
</tr>
<tr>
<td>Bookstore staff are helpful.</td>
<td>6.18 / 5.98 / 1.30</td>
<td>5.94 / 5.41 / 1.45</td>
<td>0.53 / 0.57 ***</td>
</tr>
<tr>
<td>I seldom get the &quot;run-around&quot; when seeking information on this campus.</td>
<td>6.26 / 4.97 / 1.68</td>
<td>6.20 / 4.45 / 1.86</td>
<td>1.75 / 0.52 ***</td>
</tr>
<tr>
<td>This institution shows concern for students as individuals.</td>
<td>6.30 / 5.52 / 1.38</td>
<td>6.26 / 5.01 / 1.54</td>
<td>1.25 / 0.51 ***</td>
</tr>
<tr>
<td>Adjunct faculty are competent as classroom instructors.</td>
<td>6.24 / 5.55 / 1.45</td>
<td>6.14 / 5.19 / 1.42</td>
<td>0.95 / 0.36 ***</td>
</tr>
</tbody>
</table>

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

### 4.d.2. The College follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

In August 2006, the Office for Human Research Protections (OHRP) notified the College that they received “allegations of noncompliance with the Department of Health and Human Services (HHS) regulations for the protection of human research protections (45 CFR part 46) involving” the research project **BSC Minority Health Institute Center of Excellence.** In July 2007, the College’s Federalwide Assurance (FWA) was suspended based on the findings of OHRP’s investigation. An assurance of compliance is a written document submitted by an institution (not an Institutional Review Board) that is engaged in non-exempt human subjects research conducted or supported by HHS. Through the assurance, an
institution commits to HHS that it will comply with the requirements set forth in the regulations for the protection of human subjects at 45 CFR part 46. The Federalwide Assurance is the only type of new assurance accepted and approved by OHRP. OHRP outlined actions necessary for reinstatement of the College’s Federalwide Assurance (FWA). After several months of complying with requests made by and implementing corrective actions identified by OHRP, they advised, we hereby reinstate the Federalwide Assurance (FWA-10457) for BSC. This reinstatement, effective as of the date of this letter, provides the Assurance required by HHS regulations at 45 CFR 46.103(a) for Federally [sic] supported research involving human subjects at the above FWA signatory institution. The FWA will retain its previous expiration date of January 15, 2011. Moreover, please be advised that this compliance oversight case is now closed. As a result, there should be no need of further involvement of our office in this matter.

As a result of this investigation several, corrective actions were put in place to ensure ethical conduct in research and instructional activities at the College. For example, BSC currently utilizes the services of an external institutional review board, Western Institutional Review Board (WIRB), located in Washington State. The College has not utilized this service to date as no federally funded human subject research has been obtained since OHRP completed its investigation. The College also identifies human subject training opportunities for faculty and staff on the Institutional Research and Effectiveness website of the College. Further, any researcher conducting federal or state funded research must provide evidence that they have completed human subject protection research training in order for the College to remain in compliance with the federal regulations and the College’s FWA.

In addition to contracting with the Western Institutional Review Board for human subject research, the College identified the necessity of an Office of Sponsored Programs. The College received funding from the National Institutes of Health (NIH) through the Extramural Associates Research Development Award (EARDA) to establish an Office of Sponsored Programs (OSP) to manage grants and research administration. Once the office is fully operational, it will provide training opportunities that will help faculty and staff members put into practice state and federal guidelines as well as policies and procedures associated with effective grants management. In addition, the office will “develop a solid infrastructure to promote and encourage research endeavors at Bluefield State College.” It is expected that these efforts will assist the College in ethical conduct in its research and institutional endeavors. In order to maintain ethical treatment of animals used in research, the College has and abides by an Animal Welfare Assurance policy and has created an Institutional Animal Care and Use Committee in accordance with the policy to provide oversight.

Bluefield State College identified the need to update and revise its statement on academic honesty. The old statement on academic honesty provided a definition of academic honesty and a list of consequences for being caught. However, all offenses were in the instructor’s jurisdiction and offenses were not tracked by a main office. Therefore, it was
possible for someone to be caught and penalized for cheating on multiple occasions without any kind of increased penalty or expulsion. Additionally, there was no multi-phase education program on how to avoid plagiarism and other kinds of academic dishonesty. Students received training on avoiding plagiarism in their English composition classes, but there was no program at freshman orientation or a retraining process for offenders. At the fall 2009 Faculty Institute, BSC brought a speaker from Lindenwood University to address the problems of academic dishonesty and ways to improve the College’s academic honesty code. In fall 2010, Faculty Senate charged an ad hoc committee on Academic Honesty to write a new statement for the student handbook and catalog. The committee produced a new statement meant to describe plagiarism and cheating, approved a new honor code for all students to sign, and affirmed that under the new system all offenses would be tracked so that there would be increasing penalties for multiple offenders.

The statement approved on December 10, 2010 reads:

**Statement on Academic Honesty and Academic Honesty Procedures**

The value of a Bluefield State College education is only as good as the integrity of its students’ work. Therefore academic honesty is a key pillar upon which Bluefield State College rests. Bluefield State College believes academic dishonesty includes but is not limited to cheating, falsifying records, plagiarism, giving or receiving aid during an exam, misrepresenting academic work, submitting the same work to more than one class with a willful intent to mislead. All new students at Bluefield State College will be required to complete an Academic Honesty education session and sign the College’s Honor Code statement at that session.

All Bluefield State students are subject to serious disciplinary measures if they are caught engaging in such behavior. All students found guilty of violating the academic honesty procedures will be reported to the Dean of their School and the Provost who will maintain records of all incidents. Your career at Bluefield State is cumulative. The penalty for the first offense will be decided upon by the instructor and can include such penalties as a reduced grade on the assignment or a grade of “F” for the course. A second offense of the statement in a student’s career at Bluefield State will result in a mandatory grade of “F” for the course and academic probation for one semester. A third offense of the statement in a student’s career at Bluefield State will result in mandatory grade of “F” for the course and expulsion from the Institution. Some programs may have additional penalties for violating the academic honesty procedures. All “F” grades given to students caught violating the academic honesty procedures may have a “*NR” designation on their transcript. The “*NR” designation means that grade may not be changed by repeating the course unless the student receives approval from the Provost.

Instructors must complete and submit an Academic Honesty Violation Report form for all incidents to the Provost and appropriate line Deans and Directors with the penalty assessed. Instructors should make every effort to meet with the student to discuss the incident and explain the instructor’s findings. Instructors must provide official notice to the student, the appropriate line Dean, the Director of the student’s program, and the Provost within
three school days. Students have the right to appeal the instructor’s finding, and must be informed of this right in the official notice. Students must indicate their desire to appeal the instructor’s finding within 3 school days of receiving the official notice. All appeals will be heard by the Academic Appeals Committee. The full committee need not be present to hold an appeals hearing. An appeals hearing must consist of at least three people (two faculty members and one student representative).

**Plagiarism includes but is not limited to:**

1. Presenting someone else's ideas as your own without attribution.
2. Copying someone's words without providing quotation marks and citation.
3. Paraphrasing someone's words without providing a citation.
4. Submitting the same paper for more than one class without instructor permission.

**Cheating includes but is not limited to:**

1. Purchasing a term paper or assignment and presenting it as your own.
2. Selling or giving any term paper, assignment, or aid so that a student may present that material as his or her own.
3. Receiving aid or providing aid to another student during an exam or on a non-cooperative assignment.
4. Stealing a copy of a test or receiving a copy of a test before taking it.
5. Using books, notes, or any other aid during an exam or assignment unless permitted by the instructor.
6. Using a mobile device, computer, or cell phone to give or receive aid on an exam or assignment or in any way not permitted by the instructor.

Bluefield State College has taken measures to help students avoid engaging in willful or unintentional academic dishonesty. All students must successfully complete an academic integrity workshop within their first semester of beginning classes at Bluefield State College.

**Student Honor Code**

Bluefield State has also implemented a student honor code which all students will sign during the Academic Honesty education session.

“I have read and understand the BSC academic honesty statement. I am responsible for the work that I submit and my conduct as a student at BSC.”

It is also the student’s responsibility to read the BSC catalog, and students will be informed of this statement at orientation.

Additionally, the Vice President of Student Affairs and Enrollment Management implemented a plagiarism and academic honesty training program at freshman orientation to be a part of a multi-phase academic honesty education program. Students receive their first training at orientation and their English composition sequence reinforces this material.
Students entering BSC in fall 2010 were the first group to experience this new orientation program.

The gap on the Noel-Levitz SSI\(^{272}\) between importance and satisfaction regarding discipline may be improved with the implementation of the current academic honesty statement and procedures (see Table 37).

Table 37. Noel-Levitz SSI

<table>
<thead>
<tr>
<th>Item</th>
<th>Bluefield State College</th>
<th>National Four-Year Publics</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student disciplinary procedures are fair.</strong></td>
<td>6.15/1.37</td>
<td>6.04/1.45</td>
<td>0.88/0.48</td>
</tr>
<tr>
<td><strong>Channels for expressing student complaints are readily available.</strong></td>
<td>5.98/1.61</td>
<td>6.05/1.64</td>
<td>1.37/0.40</td>
</tr>
</tbody>
</table>

*** Difference statistically significant at the .001 level

4.d.3. The College encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

An integral part of the learning experience is participation in internships, clinical labs, research opportunities/partnerships, and volunteer work. This is encouraged by faculty within the scope of the curriculum and as co-curriculum activities. Faculty and staff are actively engaged in student activities that promote social responsibility and involvement, such as clubs, organizations, and community service opportunities. Examples include biomedical research within the School of Arts and Science; robotics development within the School of Engineering Technology and Computer Science; classroom experience within the School of Education; clinical experience and community service within the School of Nursing and Allied Health; and Volunteer Income Tax Assistance program within the School of Business. Annual promotions on campus, such as the Multicultural Festival, observance of heritage months, and diversity events also promote responsible citizenship and social responsibility. A variety of life skills and career skills workshops are sponsored on campus through student support programs throughout the academic year.

4.d.4. The College provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.

The College identified the need for an Office of Sponsored Programs upon conclusion of the OHRP investigation discussed in Criterion 4.d.2. of this self-study. The College identified the need for more effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students. As a result, the College applied for and received funding from the National Institutes of Health (NIH) through the Extramural Associates Research Development Award (EARDA) to establish an Office of Sponsored Programs (OSP) in order to manage grants and research administration.\(^{273}\) Once the office is fully operational, it will provide training opportunities that will help faculty and staff.
members put into practice state and federal guidelines as well as policies and procedures associated with effective grants management. In addition, the office will “develop a solid infrastructure to promote and encourage research endeavors at Bluefield State College.” It is expected that these efforts will assist the College in grant oversight and integrity of research conducted by faculty and staff.

4.d.5. The College creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

Although the College has a set of clear copyright guidelines on the distance learning website, BSC needs to develop a copyright policy that covers faculty intellectual property as well as student intellectual property. The Faculty Senate is planning to charge an ad hoc committee to develop these new guidelines and suggest they become policy.
CHAPTER EIGHT

CRITERION FIVE: ENGAGEMENT AND SERVICE

Community Service at Wade Center
CRITERION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, the College identifies its constituencies and serves them in ways both value.

The College administered the Noel-Levitz College Employee Satisfaction Survey (CESS)\textsuperscript{275} during the spring 2010 semester. Employees rated items on importance (1=not important at all through 5=very important) and satisfaction (1=not satisfied at all through 5=very satisfied). On the Noel-Levitz CESS, items regarding the importance of campus culture and policies were all rated above important while the gap between importance and satisfaction was greater than 1.20 on all items except one, *staff take pride in their work*, with a gap of 0.99. The work environment items regarding the importance of serving constituents (see Table 38); employees rated all items above very important with the exception of one, *I am encouraged to learn how the tasks I perform support the institution as a whole*, which was rated important at 3.99. Regarding satisfaction, an overwhelming majority (87\%) of the work environment items were rated as somewhat satisfied to very satisfied. The following items were rated as not very satisfied in ascending order:

- Communication occurs effectively up, down, and across different units of the organization
- My department has the budget needed to do its job well
- My department has the staff needed to do its job well
- I am paid fairly for the work I do

Table 38. Noel-Levitz CESS Serves Constituents

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Culture and Policies</strong></td>
<td>Mean</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Faculty take pride in their work.</td>
<td>4.57</td>
<td>3.35</td>
<td>1.18</td>
</tr>
<tr>
<td>Staff take pride in their work.</td>
<td>4.48</td>
<td>3.49</td>
<td>1.07</td>
</tr>
<tr>
<td>Administrators take pride in their work.</td>
<td>4.47</td>
<td>3.19</td>
<td>1.15</td>
</tr>
<tr>
<td>There is a spirit of teamwork and cooperation at this institution.</td>
<td>4.42</td>
<td>2.68</td>
<td>1.25</td>
</tr>
<tr>
<td>The reputation of this institution continues to improve.</td>
<td>4.56</td>
<td>2.99</td>
<td>1.16</td>
</tr>
<tr>
<td>This institution is well-respected in the community.</td>
<td>4.57</td>
<td>3.21</td>
<td>1.07</td>
</tr>
<tr>
<td>Employee suggestions are used to improve our institution.</td>
<td>4.20</td>
<td>2.60</td>
<td>1.16</td>
</tr>
<tr>
<td>Item</td>
<td>Importance Mean</td>
<td>SD</td>
<td>Satisfaction Mean</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>----</td>
<td>--------------------</td>
</tr>
<tr>
<td>It is easy for me to get information at this institution.</td>
<td>4.27</td>
<td>0.82</td>
<td>3.09</td>
</tr>
<tr>
<td>I learn about important campus events in a timely manner.</td>
<td>4.04</td>
<td>0.89</td>
<td>3.50</td>
</tr>
<tr>
<td>I am empowered to resolve problems quickly.</td>
<td>4.22</td>
<td>0.82</td>
<td>3.19</td>
</tr>
<tr>
<td>I am comfortable answering student questions about institutional policies and procedures.</td>
<td>4.10</td>
<td>0.85</td>
<td>3.66</td>
</tr>
<tr>
<td>I have the information I need to do my job well.</td>
<td>4.44</td>
<td>0.76</td>
<td>3.66</td>
</tr>
<tr>
<td>My job responsibilities are communicated clearly to me.</td>
<td>4.42</td>
<td>0.71</td>
<td>3.85</td>
</tr>
<tr>
<td>My supervisor pays attention to what I have to say.</td>
<td>4.45</td>
<td>0.67</td>
<td>3.81</td>
</tr>
<tr>
<td>My supervisor helps me improve my job performance.</td>
<td>4.35</td>
<td>0.80</td>
<td>3.76</td>
</tr>
<tr>
<td>My department or work unit has written, up-to-date objectives.</td>
<td>4.12</td>
<td>0.84</td>
<td>3.73</td>
</tr>
<tr>
<td>My department meets as a team to plan and coordinate work.</td>
<td>4.13</td>
<td>0.87</td>
<td>3.53</td>
</tr>
<tr>
<td>My department has the budget needed to do its job well.</td>
<td>4.44</td>
<td>0.75</td>
<td>2.72</td>
</tr>
<tr>
<td>My department has the staff needed to do its job well.</td>
<td>4.41</td>
<td>0.77</td>
<td>2.97</td>
</tr>
<tr>
<td>I am paid fairly for the work I do.</td>
<td>4.50</td>
<td>0.76</td>
<td>2.98</td>
</tr>
<tr>
<td>The employee benefits available to me are valuable.</td>
<td>4.51</td>
<td>0.77</td>
<td>3.77</td>
</tr>
<tr>
<td>I have adequate opportunities for advancement.</td>
<td>4.11</td>
<td>1.02</td>
<td>3.10</td>
</tr>
<tr>
<td>I have adequate opportunities for training to improve my skills.</td>
<td>4.22</td>
<td>0.83</td>
<td>3.52</td>
</tr>
<tr>
<td>I have adequate opportunities for professional development.</td>
<td>4.26</td>
<td>0.75</td>
<td>3.57</td>
</tr>
<tr>
<td>The type of work I do on most days is personally rewarding.</td>
<td>4.45</td>
<td>0.64</td>
<td>4.01</td>
</tr>
<tr>
<td>The work I do is appreciated by my supervisor.</td>
<td>4.36</td>
<td>0.73</td>
<td>3.72</td>
</tr>
<tr>
<td>The work I do is valuable to the institution.</td>
<td>4.59</td>
<td>0.59</td>
<td>3.89</td>
</tr>
<tr>
<td>I am proud to work at this institution.</td>
<td>4.51</td>
<td>0.63</td>
<td>4.00</td>
</tr>
<tr>
<td>I am encouraged to learn how the tasks I perform support the institution as a whole.</td>
<td>3.99</td>
<td>0.97</td>
<td>3.49</td>
</tr>
<tr>
<td>My department or area meets regularly to discuss problems and processes, and how to improve functions.</td>
<td>4.17</td>
<td>0.85</td>
<td>3.49</td>
</tr>
</tbody>
</table>
## Item Importance and Satisfaction Gap

<table>
<thead>
<tr>
<th>Item</th>
<th>Importance</th>
<th>Satisfaction</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Environment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When mistakes occur or are found in my area they are acknowledged and steps are taken to correct associated processes.</td>
<td>4.35 0.63</td>
<td>3.63 1.23</td>
<td>0.72</td>
</tr>
<tr>
<td>Administrators ensure that faculty and staff have the resources they need to do their work.</td>
<td>4.42 0.70</td>
<td>3.16 1.26</td>
<td>1.26</td>
</tr>
<tr>
<td>This institution has effective processes to determine the training needs of faculty and staff.</td>
<td>4.09 0.85</td>
<td>3.04 1.15</td>
<td>1.05</td>
</tr>
<tr>
<td>Faculty and staff get the information they need to perform their jobs effectively.</td>
<td>4.30 0.74</td>
<td>3.26 1.14</td>
<td>1.05</td>
</tr>
<tr>
<td>Faculty and staff are encouraged to acquire the knowledge and skills needed to be effective leaders.</td>
<td>4.19 0.75</td>
<td>3.27 1.15</td>
<td>0.92</td>
</tr>
<tr>
<td>Communication occurs effectively up, down, and across different units of the organization.</td>
<td>4.41 0.70</td>
<td>2.72 1.17</td>
<td>1.69</td>
</tr>
<tr>
<td>Faculty and staff are evaluated on their contributions to meeting this institution’s performance goals.</td>
<td>4.21 0.71</td>
<td>3.08 1.26</td>
<td>1.13</td>
</tr>
</tbody>
</table>

This chapter describes and provides evidence that:

- the College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations,
- the College has the capacity and the commitment to engage with its identified constituencies and communities,
- the College demonstrates its responsiveness to those constituencies that depend on it for service, and
- internal and external constituencies value the services the College provides.

**Core Component 5.a. The institution learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

Bluefield State College meets its mission and fulfills its commitments to its constituencies through a variety of environmental scans, educational programs, recognition of diversity, and outreach efforts to the community.

**5.a.1. The College’s commitments are shaped by its mission and its capacity to support those commitments.**

The mission statement of the College clearly states that it prepares students for “informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student’s intellectual,
personal, ethical, and cultural development by providing … strong student support services in a nurturing environment.” 276 The Vision Statement of the College reinforces this emphasis, stating that “using the expertise of the faculty and staff, along with the commitment of its students and alumni, Bluefield State College will continue to strive for excellence in learning, service to the community, and advancements in research...Bluefield State College provides a diverse range of curricular and co-curricular interactive opportunities to its students, faculty, staff, alumni, and members of the community.” 277

Various units of the Institution participate in community involvement and public service. In the academic area, the four-year nursing students are engaged with a local free health clinic on an on-going basis. The Radiologic Technology students are required to perform community service as a program requirement. The School of Business annually provides income tax preparation assistance for the community through the Volunteer Income Tax Assistance program utilizing upper-level business and accounting students. The School of Engineering Technology and Computer Science provides engineering services to the City of Bluefield and regional industries. Various fraternity and sorority organizations, as well as other student organizations regularly engage in volunteer programs within the community, coordinated by the Office of Student Life as well as the Division of Student Affairs and Enrollment Management.

The Institution encourages these activities by including faculty and staff leadership in community service as a component of the 2008-2013 Strategic Plan. 278 Evaluation of these efforts is localized through the units which conduct the activities; however, the Office of Student Life tracks those activities which are performed by campus organizations. Numerous efforts are documented on the media relations website in the Recent Professional Development & Community Service 279 document.

5.a.2. The College practices periodic environmental scanning to understand the changing needs of its constituencies.

The College started the process of developing a new strategic plan in November 2006. The Steering Committee conducted environmental scans to inform this process. The Committee examined the College’s strengths, weaknesses, opportunities, and threats and analyzed the political, economic, social, and technological environment.

The College administers the Noel-Levitz Student Satisfaction Inventory (SSI) on a five-year cycle to a representative sample of the student body to determine areas of needed improvement in academic, cultural, and co-curricular areas of the Institution. Results of the survey were analyzed and ranked, then were distributed to the various administrative units of the College for use in planning. During the 2009-2010 academic year, the College also administered the Noel-Levitz College Employee Satisfaction Survey (CESS). Results have been reviewed by the President’s Cabinet for possible improvements to the campus culture, policies, and work environment.

A review of the most recent Noel-Levitz SSI280 survey reveals that in almost every area, BSC students are more satisfied than the aggregated national four-year public
responses. During spring 2010, the College administered the National Survey of Student Engagement (NSSE). First-year and senior students were surveyed to assess the extent to which they engage in and are exposed to proven educational practices that correspond to desirable learning outcomes. The College received a detailed report with customized comparisons to selected institutions, supporting materials and resources, and a student-level data file. These surveys have also been reviewed during the strategic plan review process.

In addition, the Division of Student Affairs and Enrollment Management analyzed the success of the various programs and institutional changes where weaknesses were indicated in student assessments. The First Year Experience course was modified based on the survey results. These modifications involved changes to the college transition course which incorporates a community service component; the DegreeWorks audit program, and a peer mentoring program which groups students by major and school. In addition, changes were made to the orientation program for new students. A pilot of Building Successful College Students (BSCS) 102 – Academic Recovery started in the fall 2011 semester. Big Blue Institute was added in the fall 2010 for all new students. This activity occurs the day before classes start to familiarize students with the services available through both Student Services and Academic Services. This is the first part of what will become the mandatory BSCS 101 College Orientation class for all new students. The remaining portion is under development and will be presented for approval spring 2011. The College purchased the Banner Enrollment Management Suite which tracks prospective students, at risk students with an early alert component, and alumni. Beginning modules of the Suite will be brought online in fall 2011.

5.a.3. The College demonstrates attention to the diversity of its constituents.

As a historically black institution, Bluefield State College has demonstrated a long commitment to and understanding of the concept of diversity. The Institution was integrated in the 1960s and immediately committed itself to assuming a leadership role in the community in realizing a cordial relationship among constituencies involved whether academic, civic, societal, or governmental. This engagement has grown to include diversity in not only race and ethnicity, but age, gender, religion, sexual orientation, political or world views, geographical origin, values, human capacity, culture, economic background, family status, and other characteristics that enrich our lives.

Relevant responses on the most recent Noel-Levitz SSI demonstrate the success of these diverse activities. To the statement “males and females have equal opportunities to participate in intercollegiate athletics,” students responded that satisfaction almost equaled importance (0.08 gap). The Institution’s commitment to older, returning learners, to underrepresented populations, and to students with disabilities all had a satisfaction ratings ranging from 0.30 to 0.69 higher than the national norm.

The College’s undergraduate admissions program, administered by the Office of Admissions in the Division of Student Affairs and Enrollment Management, uses survey data, information from school counselors, and students to improve strategies for serving prospective students. Each year, admission counselors work one-on-one with prospective
students and, in the process, learn what factors are important to them when choosing a college. The information is then taken and used to improve strategies and practices. Counselors in the Advising Center, also under the Division of Student Affairs and Enrollment Management, respond to the diversity of incoming students not only in scheduling but in assisting them to become engaged with student organizations compatible with their interests. The Offices of International Initiatives and Multicultural Affairs are involved with the recruitment and orientation of international students, which has added a strong international flavor to the academic and co-curricular aspects of the College.

The Institution receives regular feedback from community constituencies affected by the academic output of the Institution through various academic program advisory boards which include alumni. These diverse constituents provide feedback when making academic program decisions. Bluefield State College demonstrates its sensitivity to diversity in many ways. A variety of diversity recognition and appreciation activities are held. For example, these include a Festival of Cultures, Immigration Forum, specific nationalities’ celebrations, and lunch and learn programs. These and other efforts support the College’s mission of serving the diverse needs of students and the value of preparing students to excel in a world of cultural and intellectual diversity.

5.a.4. The College’s outreach programs respond to identified community needs.

The College has a tradition of reaching into the community with an emphasis on service. This focus takes the form of partnerships, facilitation, symbiotic learning opportunities, and community enrichment. Examples of these activities include a five-college job fair, five separate academic competitions for Mercer County Schools, a region wide Model United Nations competition, two BSC jazz ensemble concerts and two thespian productions per year, utilization of College facilities on numerous occasions for high school sponsored activities, regional mine rescue competition, and a State Fire Marshall’s training workshop.

An additional area of outreach emphasized by the West Virginia Higher Education Policy Commission (HEPC) is that of serving high school students with college level classes. The College provides college credit classes to local high school students at no cost. This practice encourages students to consider higher education as part of their future. Also in conjunction with HEPC, the College continues to serve as a designated site for College Goal Sunday. This is an opportunity for students and families to receive free, confidential support in completing the Free Application for Federal Student Aid (FAFSA). Workshops are held at various locations throughout the State in late winter or early spring before the financial aid
Financial aid experts are on hand to help potential students complete and submit the FAFSA and explore additional financial aid resources that may be available.

The Educational Opportunity Center (EOC), a federally funded TRiO program of Bluefield State College, is a community outreach program that serves 1,500 participants annually and is designed to motivate adults to plan for career success. The EOC targets first generation, low income adults and assists them in entering college, vocational school, or basic skills courses by providing essential academic and financial aid information. The goal of EOC is to help participants overcome the barriers to education by linking individuals to services and resources such as: financial aid, admissions, tutors, mentors, child care services, and transportation. Services provided by the EOC include, but are not limited to, assistance in completing admissions and financial aid applications, career and academic counseling, interest inventory testing, field trips to higher education institutions, scholarship searches, financial aid workshops, and loan default resolution. The EOC collaborates with the WORKFORCEWV Region I Executive Board to ensure that non-traditional adults, who may be dislocated workers, single parents, or under employed, have the opportunity to continue their education. The evidence indicates that the College maintains a broad based platform for serving and receiving input from the constituencies it serves.

Core Component 5.b. The College has the capacity and the commitment to engage with its identified constituencies and communities.

The College has in place structures and processes as well as adequate resources including physical, financial, and human support to provide effective programs of engagement and service.

5.b.1. The College’s structures and processes enable effective connections with its communities.

As cited in Criterion 5.a, the College has numerous examples of its capacity and commitment for engaging with the constituencies it serves. From the Board of Governors who are appointed by the State’s Governor or elected by campus constituent groups, through the administrators, faculty, staff, and students who belong to and interact with civic groups, the College maintains strong connections with the citizens of the region. Ongoing engagement and service are assured through these interactions.

The College is well represented on a variety of civic and community organizations. These include the Bluefield Rotary Club, Greater Bluefield Chamber of Commerce, Mercer County Convention and Visitors Bureau, Mercer County Economic Corporation, Bluefield City Board of Directors, and numerous volunteer endeavors.
5.b.2. The College’s co-curricular activities engage students, staff, administration, and faculty with external communities.

AND

5.b.3. The College’s educational programs connect students with external communities.

The College’s co-curricular and educational programs connect students, staff, faculty, and administration with external communities. In addition to the opportunities enumerated in Criterion 5.a.4., other engagement activities of note include nursing students and faculty volunteerism at Mercer Health Right, the Wade Center, and Abel Crisis Pregnancy Center. Additionally, BSC Computer Science students have conducted needs analyses and developed software to streamline record keeping for volunteer agencies like the Mercer County Animal Shelter and Bluefield Union Mission.

Selected academic areas connect students to the community through observations, clinicals, service-learning projects, and internships in addition to the activities that link the College to external communities. Education students participate in pre-service teacher training including observations in local schools. Nursing and Radiologic Technology students take part in clinical instruction in area hospitals. Students are engaged in other outreach projects through service-learning and internship opportunities along with academic competitions such as Model United Nations, robotics, and business simulation.

5.b.4. The College’s resources – physical, financial, and human – support effective programs of engagement and service.

Bluefield State College continues to devote the majority of its resources to enhance students’ educational opportunities, engagement, and service. As illustrated in Graph 7, 57% of BSC’s 2009 operating expenses were devoted to instruction (35%), academic support (5%), student services (9%), and financial aid (8%). When expenses for institutional support are included, nearly three-fourths of the College’s total budget involves areas that can factor into the quality of our students’ total educational experience including engagement and service.
5.b.5. Planning processes project ongoing engagement and service.

The College has both formal and informal processes to encourage effective connections with its communities. The College has increased its efforts to collect and aggregate data to obtain a clearer picture of the level of participation in this area. Toward that end, the College has compiled an annual document that reflects volunteerism and professional development in a variety of categories.

A formal process that encourages faculty engagement and community service is the evaluation process which includes several parts. One part is the Faculty Self Evaluation outlined in the Faculty Handbook where faculty describe “College Service Activities” as well as how they will make a “Contribution to the Community.” Further, in Section 2.4 of Policy 38 – Bluefield State College Faculty Salary Pay Plan faculty distribute weighted scores among the following performance criteria: Teaching (0.6 to 0.8), Scholarship/Research (0.1 to 0.2) and Service (0.1 to 0.2). Faculty also list performance objectives to maintain and improve their service criteria. In the spring, faculty provide deans with a description of the ways they “positively and directly represent the College to the community” by writing a short description of their activity, how it is evaluated, and the goals for their self-evaluations. Deans use the self-evaluation form and observation to rate faculty on the service criterion using a five point scale that ranges from unsatisfactory to excellent. Specifically, service is evaluated utilizing the following item:
Participates in activities reflecting favorably on the College and benefiting the community and college campus. Activities are to be clarified by the Dean and may include participating in civic and social clubs or boards, sponsoring campus clubs or activities, serving on college committees, or engaging in community service or volunteer programs.

This reflects BSC’s commitment to service and engagement with the community for faculty.

**Core Component 5.c. The institution demonstrates its responsiveness to those constituencies that depend on it for service.**

BSC is a dynamic, responsive College with educational opportunities that honor the diverse capabilities of its constituencies. The preceding components of this chapter furnish evidence that BSC learns from its constituencies, analyzes its capacity to serve their needs and expectations, and has the capacity and commitment for engagement. The following section demonstrates how the College responds to these processes with actions that meet our constituent partners’ needs and expectations on campus, throughout the State of West Virginia, the College’s region of service, nationally, and globally.

**5.c.1. Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).**

The purpose of these collaborative ventures is to foster community, industry, and higher education cooperation in order to generate ideas, explore approaches, and continually improve our programs and enhance recruiting and retention efforts for the College. Collaborations that lead to increased enrollments and future job placements for nurses, radiologic technicians, engineering technologists, business professionals, teachers, and applied scientists are a particular interest. Preparing the workforce for the global marketplace is the theme as technological advances continue to shrink a more competitive world where technologists need to work smarter, more creatively, and more efficiently than ever before. Through the collaborations highlighted in this section, the College recognizes and values the crucial work that needs to be done to keep both students and the businesses that will employ them competitive.

BSC has articulation agreements with multiple institutions which benefits students by providing more flexibility in scheduling and completion of a degree. For example, BSC and Concord University full-time students can cross-register to attend classes for credit without paying additional tuition. This permits greater utilization of academic resources and expands student academic schedule options. BSC also has a Memorandum of Understanding with Southern West Virginia Community and Technical College (SWVCTC) to provide on-site access to BSC’s baccalaureate criminal justice administration program. In addition, an MOU has been developed for SWVCTC to offer access to BSC’s baccalaureate in teacher education. The Virginia Bioinformatics Institute (VBI) Cyberinfrastructure (CI) group initiated an effort to use, support, develop, deploy, and design an interdisciplinary bioinformatics course. This multidisciplinary course in bioinformatics incorporates a project-
centric teaching paradigm supported by BSC’s Center for Applied Research and Technology, Inc. (CART).

The Nick J. Rahall II Appalachian Transportation Institute (RTI) Campus Coordinators Work Plan at BSC involves many student activities of the CART, Inc. Applied Research Assistantship Program (ARAP) in the School of Engineering Technology and Computer Science at Bluefield State College (BSC). The award winning applied research in Unmanned Systems and Intelligent Ground Robotic Vehicle design and development has been made possible in part by the commitment of RTI to these efforts.

Bluefield State College admits non-degree seeking students for the purpose of skill enhancement and continuing education. For example, inmates from the Stevens Correctional facility can enroll in a variety of courses that prepare them for successful reentry into society. In addition, BSC offers college credit courses to high school students who meet eligibility criteria.

Bluefield State College participates in the Southern Regional Education Board (SREB) Common Market program, which allows residents of states participating in the SREB to enroll in specific baccalaureate degree programs at Bluefield State College and pay in-state tuition. Those degrees currently approved for the Common Market are:

- Architectural Engineering Technology for Maryland and Virginia Residents
- Civil Engineering Technology for Virginia Residents
- Mining Engineering Technology for Virginia Residents

To be awarded Common Market status, students must be approved by the Common Market coordinator of their state of residence.

High school students who take college-level subjects offered in their schools in cooperation with the College Entrance Examination Board (CEEB) Advanced Placement (AP) program and score a minimal score of 3 on the three hour examination administered by the Advanced Placement Service may receive credit. In addition, students at the College, and in some cases certain non-degree seeking students, may be permitted to audit lecture classes with the permission of the Registrar and the class instructor.

5.c.2. The College’s transfer policies and practices create an environment supportive of the mobility of learners.

AND

5.c.6. The College’s partnerships and contractual arrangements uphold the College’s integrity.

The College’s transfer policies and practices along with the partnerships and contractual arrangements uphold the College’s integrity and support the learning environment. This is achieved by border county tuition discounts, transfer practices,
specialized programs such as the Regents Bachelor of Arts (RBA), and distance learning programs.

The College supports the mobility of its learners by providing a border-county tuition discount. This discount allows students to pay fees according to their residency at the time of admission to Bluefield State College. In addition, this discount applies to certain counties in southwest Virginia.

Although all credits earned from regionally accredited community and junior colleges are accepted for transfer, a maximum of 72 semester hours of such credit, or 108 quarter hours, may be applied to graduation from baccalaureate degree curricula. Students may petition to have work transferred from non-profit institutions approved by a state, but not accredited by a regional accrediting association, considered for acceptance to meet specific degree requirements up to a maximum of 64 semester hours, after earning at least 12 hours of degree credit at Bluefield State College with an institutional grade point average (GPA) of at least 2.0.

The RBA program is an innovative baccalaureate degree, originally developed by the former West Virginia Board of Regents. The program is designed to give adults an opportunity to earn a four-year degree in a nontraditional way. A unique feature of the degree is that students may be awarded credit in the usual manner, in addition to the possibility of earning college equivalent credits for work and other nontraditional learning experiences. In the RBA program, students are able to plan individualized programs of study tailored to meet personal goals.

Bluefield State College offers time-bound and place-bound students extended learning opportunities through the Center for Extended Learning. Courses are available through a variety of modalities including interactive video, instructional television, and asynchronous distance learning. Interactive video courses are available over BSC’s Interactive Video Network (IVN) and utilize two-way audio and video. Web-based courses are delivered through two course management systems (CMS).

Bluefield State College will accept up to 32 semester hours of non-laboratory correspondence course work from accredited institutions listed in “Transfer Credit Practices of Designated Educational Institutions” copyrighted by the American Association of Collegiate Registrars and Admissions Officers. Block transfer of vocational-technical credit from an accredited or State approved post-secondary vocational-technical school or center may be awarded credit at BSC as determined by the appropriate academic department and approved by the Vice President for Academic Affairs. Bluefield State College may grant a maximum of two semester hours of physical education activity credit and two semester hours of safety and first aid credit to an individual who presents evidence of having completed military basic training. Appropriate documentation of completion of training must be furnished to the Registrar’s Office.

Bluefield State College is an approved testing center for the American College Testing Program (ACT), the College Level Examination Program (CLEP), the COMPASS
Exam, the Defense Activity for Non-Traditional Education Support (DANTES), National League for Nursing (NLN), Nutrition and Microbiology Challenge Tests, Health Education Systems Inc. Admissions Test (HESI), and the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT).

Academic forgiveness allows any student who earns a grade of “D” or “F” in any course taken no later than the semester or summer term during in which the 60th semester hour is attempted, and the course is repeated prior to the receipt of a baccalaureate degree, the original grade shall be disregarded and the grade earned when the course is repeated shall be used in determining the grade point average. This allows students an opportunity to succeed.

5.c.3. Community leaders testify to the usefulness of the Bluefield State College’s programs of engagement.

The College’s level of engagement and its positive impact upon the businesses and region it serves can be best seen by the support provided for BSC by those entities. The College’s 40 year relationship with CONSOL Energy Inc. demonstrates a mutually beneficial program of engagement. CONSOL Energy Inc. employs more than 60 BSC graduates and recently announced the establishment of an endowed scholarship program at BSC. Bluefield Regional Medical Center has cited BSC as its largest institutional source for nursing and radiologic technology employees. Further, FUJI recently donated more than $10,000 worth of emerging technology programmable controllers to augment the laboratory experiences of the College’s electrical engineering technology students.

5.c.4. The College’s programs of engagement give evidence of building effective bridges among diverse communities.

The College’s programs of engagement provide evidence of building effective bridges among diverse communities. Bluefield State College Emerging Scholars Program, Emerging Leaders Institute, and the Minority Health Institute focus on scholarship, academic success, and community service by connecting diverse communities.
The Emerging Scholars program is a first-year success program aimed at students participating in the College’s Building Successful College Skills (BSCS) 100 course as well as development math, English, and reading courses. The program provides:
- free tuition, fees, and books,
- placement testing,
- skill building workshops,
- college readiness courses,
- computer labs, and
- extracurricular activities.

“The Emerging Leaders Institute is a college wide program available to African-American students who meet the criteria for selection.” Leaders in the program mentor “students to stimulate interests in science, engineering, technology and mathematics.” The Emerging Leaders Institute works with all institutional departments and units as well as the community to provide a variety of curricular and co-curricular opportunities for students both to learn about leadership and to develop leadership skills. Activities include leadership courses for credit, non-credit workshops and lectures for students, research project in their particular field of study, and community service projects. As a function of the program, a student practicum or lab activity provides educational opportunities to learn about rapidly developing area in higher education: leadership development and leadership studies. There are also “cultural, social and professional development” opportunities for leaders of the Institute to participate.

The Minority Health Institute helps the College achieve its mission by reducing the health disparity burden “among the minority populations of the Appalachian region.” Reaching beyond the College’s mission to educate students, the Minority Health Institute provides health education and awareness programs to the community. Collaborative efforts with the community include educating rural African-American women in southern West Virginia on breast cancer awareness and prevention. The effort “was made possible by a grant from the U.S. Department of Health and Human Services Health Disparity Grant Program.”
Additional evidence that BSC collaborates with diverse constituencies was the October 2010 Home Depot “Retool Your School Project.” The College was awarded a competitive grant from The Home Depot for a campus improvement initiative. The result was more than 200 volunteers including students, employees, alumni, and community members at large united for a daylong campus beautification effort that enhanced the appearance of the College and elevated the morale and sense of pride in the Institution.

5.c.5. The College participates in partnerships focused on shared educational, economic, and social goals.

An annual mine rescue competition focuses on the goal of honing life-saving skills of mine rescue crews. The relevance of this endeavor has been underscored by recent mine rescue initiatives in southern West Virginia, Chile, and Brazil. Approximately a dozen mine rescue teams participate in the annual mine rescue competition at Bluefield State College.

Assisting the annual Mine Rescue Competition is particularly appropriate because of ETCS’s commitment to the mining engineering technology program at BSC, industry participation in the College’s robotics-related initiatives, and the fact that so many of the College’s graduates work in the mining industry and have been more than willing to come back to help Bluefield State College.

Partnerships also exist between the College and area public schools through the Model U.N. Program, five Mercer County public school academic competitions, a regional Math Counts competition, the College’s presentation of musical equipment, and hosting of educational workshops for area public school student musicians. The collaborative relationship between BSC and area public schools also includes the Bluefield Professional Development Consortium (an organization involving BSC and 10 regional K-12 schools with an emphasis on enhancing the effectiveness of the teaching learning dynamic) and the placement of BSC student teachers in area public school classrooms.
Core Component 5.d. Internal and external constituencies value the services the College provides.

Internal and external constituencies value the service of BSC. For example, the most recent Noel-Levitz SSI survey showed that overall satisfaction with the Institution was high and has continued to increase with each administration of the survey. This is one of many indications that the College is valued by its internal stakeholders. In terms of having a positive influence on the region, several thousand of the College’s external constituents visit the campus each year by attending and participating in a variety of cultural events, sports, civic, and government activities, professional development and training exercises, and special programs.

5.d.1. The College's evaluation of services involves the constituencies served.

The College continually improves assessment for academic and non-academic services for its constituents. The Noel-Levitz SSI survey is one instrument that measures the satisfaction and importance of services provided to the College’s constituents. The Educational Opportunity Center (EOC) of the College utilizes a customer satisfaction survey that provides feedback from participants to improve services in a timely fashion. Specialty accredited programs utilize advisory boards to assist in the evaluation of services. Program reviews are also conducted on a rotating five-year basis to evaluate programmatic viability, adequacy, and necessity. In addition, the library submits the annual West Virginia Mountain Library Network report and Regional Federal depository annual survey. The Bluefield Daily Telegraph annually conducts a questionnaire permitting the public to select its choice for best organization by category. The questionnaire, entitled “Readers Choice-Best of the Best,” resulted in BSC being selected as the region’s best institution of higher education in 2008 and 2010.

5.d.2. Service programs and student, faculty, and staff volunteer activities are well received by the communities served.

The College encourages students and employees to be involved in local community programs. The College and the community reciprocate volunteer activities. This involvement in community organizations shows a desire to be good citizens, leading by example, and making a difference beyond what can be accomplished in their College roles. The President of BSC promotes community involvement and supports participation in organizations that produce positive change in the College’s region. This includes memberships in the Chambers of Commerce, economic development organizations, and service organizations such as Rotary, Lions, and Elks. College employees also hold membership on educational, recreational, business, professional advisory boards, and philanthropic organizations.
5.d.3. The College’s economic and workforce development activities are sought after and valued by civic and business leaders.

The College’s economic and workforce development activities are valued by regional civic and business leaders. Numerous internships for BSC students in area businesses have been established because of the relevance and career appropriateness of the students’ academic preparation. Students conduct faculty supervised research that yields information valuable for businesses’ marketing efforts, risk management, and healthy living capability. BSC also videotapes and broadcasts local city board meetings as a service to the community.

5.d.4. External constituents participate in the College’s activities and co-curricular programs open to the public.

External constituents participate in the College’s activities and co-curricular programs. Activities include the Blue Chicory Players, the BSC jazz ensemble, and the BSC Community Choir, all of which involve community and campus participants. The Bluefield State College Foundation hosts a gala auction where local area businesses contribute items for auction. The event has had a very positive response by contributors and community.

The College has always maintained good communication and a strong working relationship with local media outlets such as the local radio stations, local television channels, and newspapers. Most, if not all, of the events and programs are announced and posted for the public to gain the information. Also, through collaboration with these different media outlets, many events are covered or reported. All of these avenues are the different ways to get the information out to a greater audience and so encourage more community participation.

Local radio program “Radio Active – Mr. Craig Hammond” invites BSC personnel to announce programs or events. During the airing benefits or implications of the programs are discussed. Local West Virginia and Bluefield 59News (local CBS) and WVVA (local NBC) post and announce BSC events and programs under their community calendar. Bluefield WVVA (local NBC) Sunday mornings has a regular program, “In Focus,” which highlights and discusses special topics of community interest. In conjunction with West Virginia Secretary of State’s office in 2009, “Your Vote Counts” BSC program presented the value and importance of voting. In 2010, “BSC Constitution Day” was presented to understand and appreciate the American Constitution and to honor the late Senator Robert C. Byrd.

5.d.5. The College’s facilities are available to and used by the community.

All of BSC’s buildings and facilities are available for community organizations to use for public functions. Bluefield State’s facilities and buildings are used for a wide-range of public meetings, activities, programs, and presentations. The Hebert Gallery of the Harris-Jefferson Student Center is used by local artists and organizations for exhibitions and presentations. The Ned E. Shott Physical Education building is used for local high school basketball games, prominent speaker presentations, and summer camp programs. The Brown-Gilbert Basic Science building hosts a variety of local academic competitions,
cultural presentations, and industry workshops. The Tierney Conference auditorium in Dickason Hall is used for presentations of local business companies and group meetings. The Wendell G. Hardway Library is open to the public and librarians and library technicians provide research assistance and ready reference as well as computer and technology support to patrons. The Alumni Association utilizes a variety of campus facilities for meetings, and activities. Several recreational and high school baseball programs practice and play at the June O. Shott Field. The mine rescue competition has also been held at this site.

5.d.6. The College provides programs to meet the continuing education needs of licensed professionals in the community.

The needs of licensed professionals in the community are met by the informal continuing education offerings of the College. These non-degree seeking students have the opportunity to utilize a streamlined admission process to participate in academic courses in order to obtain continuing education credit. Several of the College’s Schools provide continuing education courses that are highly relevant and up to date in their respective fields. For example, an Associate Professor of Nursing, and the George M. Cruise Endowed Chair for Nursing, provide continuing education conferences each year for the faculty within the School of Nursing and Allied Health. In March 2009, a conference was arranged on the Bluefield campus for all area health care professionals. This conference featured a nationally known speaker with expertise in issues of diversity in health care. Over 100 area health care professionals, including BSC faculty, attended this conference. The speaker provided information and tools to enhance the professional practice of health care providers and helped these providers understand the cultural needs of co-workers, patients, and families.
CHAPTER NINE

REQUEST FOR CONTINUED ACCREDITATION

Faculty Instructional Assistance
REQUEST FOR CONTINUED ACCREDITATION

In conclusion, this self-study report demonstrates Bluefield State College satisfies all accreditation requirements. The College has responded to the Higher Learning Commission’s concerns, advice, and suggestions as delineated in the site visit report of 2001. The College also demonstrated that it meets each of the Federal Compliance Requirements. In addition, the College provided patterns of evidence and supporting documents that the five criteria for accreditation have been met. As a result, Bluefield State College respectfully requests continued accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools.
## ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AACN/EBI</td>
<td>American Association of College of Nurses/Educational Benchmarking</td>
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<td>ABET</td>
<td>Technology Accreditation Commission of the ABET, Inc., 111 Market Place, Suite 1050, Baltimore, MD 21202</td>
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<td>ACBSP</td>
<td>Association of Collegiate Business Schools and Programs, 7007 College Boulevard, Suite 420, Overland Park, KS 66211</td>
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<td>AED</td>
<td>Automated external defibrillators</td>
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<td>ARAP</td>
<td>Applied Research Assistantship Program</td>
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<td>ARET</td>
<td>Architectural Engineering Technology</td>
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<td>ARRA</td>
<td>American Recovery and Reinvestment Act</td>
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<td>BOG</td>
<td>Board of Governors</td>
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<td>BSC</td>
<td>Bluefield State College</td>
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<td>CAI</td>
<td>Computer aided instruction</td>
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<td>CART</td>
<td>Center for Applied Research Technology</td>
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<td>CCNE</td>
<td>Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120</td>
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<td>CESS</td>
<td>Noel-Leviz College Employee Satisfaction Survey</td>
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<td>CEL</td>
<td>Center for Extended Learning</td>
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<td>CIET</td>
<td>Civil Engineering Technology</td>
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<td>CLA</td>
<td>Collegiate Learning Assessment</td>
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<td>CTO</td>
<td>Chief Technology Officer</td>
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<td>EARD</td>
<td>Extramural Associates Research Development Award</td>
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<td>ELET</td>
<td>Electrical Engineering Technology</td>
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<td>EOC</td>
<td>Educational Opportunity Center</td>
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<td>EPPAC</td>
<td>Educational Personnel Preparation Advisory Committee</td>
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<td>ETCS</td>
<td>School of Engineering Technology and Computer Science</td>
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<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
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<td>FWA</td>
<td>Federalwide Assurance</td>
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<td>HEPC</td>
<td>West Virginia Higher Education Policy Commission</td>
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<td>HLC</td>
<td>Higher Learning Commission</td>
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<td>ICS</td>
<td>Institutional Computer Services</td>
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<td>ITC</td>
<td>Instructional Technology Center</td>
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<td>IVN</td>
<td>Interactive Video Network</td>
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<tr>
<td>JRCERT</td>
<td>Joint Review Committee on Education in Radiologic Technology, 20 North Wacker Drive, Suite 2850, Chicago, IL 60606</td>
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<tr>
<td>KPI</td>
<td>Key Performance Indicator</td>
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<td>MEET</td>
<td>Mechanical Engineering Technology</td>
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<td>MIET</td>
<td>Mining Engineering Technology</td>
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<td>MLN</td>
<td>Mountain Library Network</td>
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<td>NCATE</td>
<td>National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036</td>
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<td>NFPA</td>
<td>National Fire Prevention Association</td>
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<td>NIH</td>
<td>National Institutes of Health</td>
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<td>Abbreviation</td>
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<tr>
<td>NLNAC</td>
<td>National League for Nursing Accrediting Commission, 61 Broadway, New York City, NY10006</td>
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<td>NRCTC</td>
<td>New River Community and Technical College</td>
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<td>NSSE</td>
<td>National Survey of Student Engagement</td>
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<td>OCR</td>
<td>Office of Civil Rights</td>
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<td>OHRP</td>
<td>Office for Human Research Protections</td>
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<td>OSP</td>
<td>Office of Sponsored Programs</td>
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<td>SSI</td>
<td>Noel-Levitz Student Satisfaction Inventory</td>
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<td>SEEQ</td>
<td>Student Evaluation of Educational Quality</td>
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<td>SPSC</td>
<td>Strategic Planning Steering Committee</td>
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<td>VSA</td>
<td>Voluntary System of Accountability</td>
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<tr>
<td>WIRB</td>
<td>Western Institutional Review Board</td>
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APPENDIX A

1. 2007-2012 HEPC Compact, October 2010 Update, p.2
2. 2007-2012 HEPC Compact, October 2010 Update, p 2
3. 2007-2012 HEPC Compact, October 2010 Update, p.2
4. 2007-2012 HEPC Compact, October 2010 Update, p.2
5. WV Code §18B-2B-1 (A) (ii)
6. WV Code §18B-2B-1 (B) (viii)
7. WV Code § 18B-3C-8-c1B and C
8. HEPC Series 23
10. HLC Self-Study Report from BSC 2001
11. 2008-2013 Strategic Plan
12. 2007-2012 West Virginia Higher Education Policy Commission Compact Reporting Elements
13. 2007-2012 West Virginia Higher Education Policy Commission Master Plan
15. HLC Monitoring Report for BSC 2004

Bluefield State College promotes affirmative action as an instrument to fulfill the institution’s aspiration of equal opportunity in employment and educational opportunities to qualified individuals who happen to be members of groups that have experienced persistent discrimination. Thus, the affirmative action plan embodies the College’s systematic approach to prohibit discrimination because of race, gender, age, color, religion, national origin, veteran’s status or disability atmosphere and to assure that the progress made by women, ethnic minorities and people with disabilities is preserved.

17. Board of Governors’ Policy 9 – Staff Development
18. Board of Governors’ 16 – Faculty Development
19. Board of Governors’ Policy 19 – Academic Freedom, Professional Responsibility, Promotion, and Tenure
20. Board of Governors’ Policy 25 – Personnel Administration
21. Board of Governors’ Policy 26 – Productivity of Faculty and Administrators and Employment of Adjunct Part-time Faculty
22. Board of Governors’ Policy 42 – Hiring Policy
23. Board of Governors’ Policy 33 – Classified Employee Salary Policy
24. Board of Governors’ Policy 38 – Bluefield State College Faculty Salary Pay Plan
25. Board of Governors’ Policy 40 – Grievance Procedure
26. Board of Governors’ Policy 41 – Salary Policy
27. HLC Monitoring Report for BSC 2004
28. Board of Governors’ Policy 42 – Hiring Policy
29. Board of Governors December 11, 2008 Packet, Section: Consent Agenda –Cabinet Reports: Institutional Research and Effectiveness
30 HEPC Minutes, January 23, 2009, Section 6B:
6B. Approval of Revised Mission Statement at Bluefield State College

Dr. Flack discussed the proposed revisions to the mission statement for Bluefield State College. Dr. Flack stated that the revised mission statement is more concise, visionary, and reflects the core values of the institution.

Secretary Goodwin moved approval of the following resolution: Resolved, That the West Virginia Higher Education Policy Commission approves the revised mission statement for Bluefield State College.

Mr. Hendrickson seconded the motion. Motion passed.

31 Board of Governors Meeting Packet, February 12, 2009, Consent Agenda Section–Cabinet Reports: Institutional Research and Effectiveness

32 2008-2013 Strategic Plan, p.6
33 2008-2013 Strategic Plan, p.7
34 2008-2013 Strategic Plan, p.7
35 Blue and Gold Magazine, April 2009, Vol. XII, No. 1, p.7

For the eighth consecutive year, Bluefield State College has been selected as one of “America’s Best Colleges” (2009 edition) by US News & World Report. The publication bases its annual selection of America’s outstanding institutions of higher education on a variety of factors, including peer assessment, freshman retention rate, graduation rate, class size, student/faculty ratio, and average alumni giving rate. BSC was listed among the best baccalaureate colleges in the nation.

Additionally, BSC enrollment continues to increase, with preliminary enrollment figures that are approximately 3% ahead of enrollment totals on the same date, one year ago. “We’re gratified by the enrollment increases,” noted BSC President Dr. Albert Walker. “Our focus upon quality academic programs, 14 of which are nationally accredited, affordability, faculty qualifications, and a student-centered climate are some of the reasons we have grown. We look forward to the future.”

For several years, Bluefield State College has offered one of the most affordable in-state tuition rates of all public four-year colleges and universities in West Virginia.

36 Bluefield State College Making Education Possible DVD: http://bluefieldstate.edu/index.php?option=com_flexicontent&view=items&cid=172&id=1725&Itemid=975
37 2008-2013 Strategic Plan, p.5-6
38 2008-2013 Strategic Plan
39 2008-2013 Strategic Plan, p.4
40 2008-2013 Strategic Plan, p.4
41 Board of Governors’ Minutes, August 21, 2008

Other - Dr. Walker called the group’s attention to the Strategic Plan booklet included in the Board of Governors packet and informed the group that the committee will be working on the mission statement. Mr. Kantor stressed that various issues discussed over the past few months are addressed in the Strategic Plan and encouraged all Board members to read the Plan and be ready for a discussion at the next meeting.

42 Board of Governors’ Minutes, October 16, 2008
Institutional Research and Effectiveness – Dr. Tracey Anderson
Mission Statement Revision – the statement has been revised to be more concise. The thirty-day comment period ends October 23, 2008. The revised Mission Statement will be presented for approval at a later date.

Vision Statement – will be using the information obtained in the SWOT Analysis and the Key Performance Indicators identified during the Strategic Planning process. Both the Mission Statement and the Vision Statement will be presented for approval at the February BOG meeting.

43 College Council Minutes, February 2, 2009

Approval of Vision Statement – Dr. Tracey Anderson:
Before presenting the Vision Statement, Dr. Anderson advised that HEPC approved the Mission Statement at the January 23, 2009 meeting.
Dr. Anderson presented the Bluefield State College’s ‘Vision Statement,’ which was revised by the Strategic Planning Steering Committee after the 30 day comment period ended.

After a discussion of this policy about concerns from the faculty, a motion was made and seconded (Cardwell/Johnson) to approve the Vision Statement as presented. The motion carried. The Vision Statement will be presented at the next Board of Governors meeting.

44 Board of Governors Meeting Packet, February 12, 2009, Consent Agenda Section–Cabinet Reports: Institutional Research and Effectiveness

45 2008-2013 Strategic Plan, p.7
46 2010-2012 Academic Catalog
47 2008-2013 Strategic Plan, p.6
48 2008-2013 Strategic Plan, p.6
49 Student Handbook/Planner 2010-2011
50 Faculty Handbook
51 Staff Handbook
52 2008-2013 Strategic Plan, p.35
53 2008-2013 Strategic Plan
54 2010-2012 Academic Catalog
55 Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
56 2008-2013 Strategic Plan, p.3
59 2008-2013 Strategic Plan
60 2008-2013 Strategic Plan, p.15-17
61 2008-2013 Strategic Plan, p.10
62 2010-2012 Academic Catalog, p.142-143
63 2008-2013 Strategic Plan, p.10
64 Blue and Gold Magazine, September 2010, Vol. XV, No 2, p. 2
65 Blue and Gold Magazine, September 2010, Vol. XV, No 2, p. 2
66 2008-2013 Strategic Plan, p.10
HEPC Series 23: Standards and Procedures for Undergraduate Admission, Section 1.1
Common Data Set 2010-2011
Common Data Set 2006-2007
2008-2013 Strategic Plan, p.10
2008-2013 Strategic Plan, p.10
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
National Survey of Student Engagement (NSSE), spring 2010
Retention Task Force Members and Minutes
2008-2013 Strategic Plan, p.10
2008-2013 Strategic Plan
2007-2012 HEPC Compact, October 2010 Update, p. 83
2008-2013 Strategic Plan, p.11
Fall 2009 Faculty Institute Focus Group Sessions
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
2008-2013 Strategic Plan, p.11
2008-2013 Strategic Plan
Bluefield State College VIEWBOOK, 2010
2008-2013 Strategic Plan, p.11
2007-2012 HEPC Compact, October 2010 Update, p.83
2008-2013 Strategic Plan
2008-2013 Strategic Plan
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
2008-2013 Strategic Plan
2008-2013 Strategic Plan
HEPC Series 10: Policy Regarding Program Review: Section 5.5.4, p.5
2008-2013 Strategic Plan, p.5-6
2010-2012 Academic Catalog
2008 Quick Facts
Plan for Assessing Student Academic Achievement
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
Board of Governors December 11, 2008 Packet, Section: Consent Agenda –Cabinet
Reports: Institutional Research and Effectiveness
HEPC Minutes, January 23, 2009, Section 6B:
6B. Approval of Revised Mission Statement at Bluefield State College
   Dr. Flack discussed the proposed revisions to the mission statement for Bluefield
   State College. Dr. Flack stated that the revised mission statement is more concise, visionary,
   and reflects the core values of the institution.
Secretary Goodwin moved approval of the following resolution: Resolved, That the West Virginia Higher Education Policy Commission approves the revised mission statement for Bluefield State College.

Mr. Hendrickson seconded the motion. Motion passed.

Review of Proposals:

School of Arts and Sciences:

1. *English 101* – proposal modifying the course description of Composition I to emphasize writing process and include introduction to APA format. This was based on fall 2009 assessment data.

2. *English 102* – proposal modifying the course description of Composition II to emphasize research process and include introduction to literary analysis and MLA format. This was based on fall 2009 assessment data.

*Action: The committee unanimously voted to approve the proposals from the School of Arts and Sciences.*

Cabinet Reports: Institutional Research and Effectiveness

Board of Governors Meeting Packet, December 10, 2009, Consent Agenda Section

Mission: BSC Office of Multicultural Affairs

133 Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
134 Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
135 National Survey of Student Engagement (NSSE), spring 2010
136 2008-2013 Strategic Plan
137 Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
138 HEPC Faculty and Staff Characteristics Report Fall 2008
139 Suttle and Stalnaker, Certified Public Accountants, Internal Control Letter, October 12, 2010, ¶4
140 Suttle and Stalnaker, Certified Public Accountants, Internal Control Letter, October 12, 2010, ¶5
141 HEPC Meeting Packet, January 21, 2011, p.4-1
142 HEPC Meeting Packet, January 21, 2011, p.4-1, p.4-7
143 HEPC Meeting Packet, January 21, 2011, p.4-1, p.4-7
144 HEPC Meeting Packet, January 21, 2011, p.4-1, p.4-12
145 Bluefield State College, Financial Statements, Years ended June 30, 2010 and 2009 and Independent Auditor’s Reports
146 2008-2013 Strategic Plan
147 Institutional Budget Committee Minutes, April 6, 2011
A motion was made and seconded (Lilly/Lambert) and by unanimous vote of the Budget Committee to accept the Salary/Benefit Information (Operations Account) and Additional Revenue (Operations) as listed above and forward to the President for consideration.
148 Board of Governors’ Minutes, April 21, 2011
Tuition and Fee Increases and Salary Increases – Finance Committee
Ms. Johnson called the group’s attention to the documents received prior to the meeting in the BOG packet and reviewed the information. Discussion followed. A motion was made (RPerkinson/LNeel) to approve the recommended resolution for tuition and fee increases for 2011-2012. Motion carried. A motion was made (RPerkinson/NKantor) to approve the recommended resolution for salary increases. Motion carried.
149 2008-2013 Strategic Plan
150 Institutional Budget Committee Minutes, September 9, 2010
Board of Governors
At the August meeting of the Board of Governors, the Board gave approval to Dr. Walker to make the final decisions on one time pay increases with consideration from the Budget Committee.
Discussion
Classified – cannot fund the “salary schedule” due to one-time enhancement pay; however, could fund the amount that would equal the salary schedule.
Mr. Hardee stated some employees did not want a one-time increase.
Mr. Cardwell asked if the total amount available to fund the one time enhancement could be divided by the total numbers of employees giving each employee the same amount. Mrs. Johnson said the total amount could be divided equally. Mrs. Neel agreed with Mr. Cardwell.
If the total amount available for the funding is divided among the total number of employees, each employee would receive $2,000.00 with the prorated amount being
$1,500.00 (October 1, 2010 through May 16, 2011 for faculty and October 1, 2010 through June 30, 2011 for classified and non-classified).

Dr. David Haus made a motion that each employee be given $2,000.00 (prorated) for the one time

151 Board of Governors October 14, 2010 Packet, Section: Consent Agenda – Financial Report and Update
152 Board of Governors’ Policy 39 – Employment Innovations, Section 2.1, p.1
153 Mercer Classified Salary Schedule
154 Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
155 Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
156 Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
157 Plan for Assessing Student Academic Achievement
158 Program Review Schedule 2011-2017
159 Plan for Assessing Student Academic Achievement
160 Report on Assessment of Student Academic Achievement
161 Legislative Follow-up Report: Bluefield State College for the period July 1, 2005 – June 30, 2007, October 2010
162 President’s Cabinet Minutes, May 6, 2008
163 Institutional Assessment and Planning Update – Dr. Tracey Anderson
164 Strategic Plan Update – last meeting was held on Monday, May 5, 2008. Dr. Anderson reported that she is currently working on revisions and will present the final draft to the BOG.
165 Board of Governors’ Minutes, May 15, 2008
166 Institutional Research and Effectiveness – Dr. Tracey Anderson
167 Dr. Anderson called the group’s attention to the final draft of the Strategic Plan contained in the packet of information received prior to the meeting. She explained that the document will be a living document which will change with time. The institution’s mission statement will be examined in the fall in preparation of reaffirmation of accreditation. Dr. Anderson explained several components of the Strategic Plan for the group.
168 2008-2009 Year One Strategic Plan Report, December 2009
169 2008-2013 Strategic Plan, p.33
170 2008-2013 Strategic Plan
171 2008-2013 Strategic Plan, p.5-6
172 2010-2012 Academic Catalog, p.76
173 Making a Difference in Student Learning: Assessment as a Core Strategy, February 2009
174 Arts and Sciences Programmatic Assessment Minutes, summer 2009
175 Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
176 Assessment Committee Minutes, September 2, 2009
177 Revised General Studies Student Learning Outcomes Matrix:
178 Dr. Anderson advised that during the summer 2009 the Arts and Sciences faculty reviewed each of the student learning outcomes specific to their content area. Reviewing these outcomes lead to revisions in several of the outcomes to better fit with what BSC students should know and be able to do as a result of the General Studies coursework. The matrix was approved by the Arts and Sciences faculty and brought to the Assessment
Committee. This matrix outlines each student learning outcome, assessed courses, assessment tools, performance goal and timetable. A recommendation was made for faculty to explore inter-rater reliability with the use of rubrics. Dr. Anderson will share this information with the Dean of Arts and Sciences. A motion was made and seconded (Voelker/Lilly) to accept the Institutional matrix as presented. The motion carried. Dr. Anderson will share the final matrix with the faculty senate as an informational piece.

2010-2012 Academic Catalog
Plan for Assessing Student Academic Achievement
Deans’ Council Minutes, March 11, 2010
2010-2012 Academic Catalog, p.135
2010-2012 Academic Catalog
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
Faculty Handbook, Section 3.3000, p.20
Faculty Handbook, Appendix C, p.71
Curriculum Committee Minutes, January 29, 2010
Review of Proposals:
School of Business:
1. Accountancy Specialization – proposal requiring ACCT 430 & 431 in place of 6 credits of ACCT electives. Also reflects decrease in credit hours in ACCT 301 & 302 from 4 to 3 credits each.
2. BS Accountancy – reduction in ACCT core credit hours: ACCT 301, 302, and 350 decrease from 4 to 3 credits each, decreasing ACCT core credits from 36 to 33 credits.
3. BS Accountancy – change admission requirement from restricted to open admission.
4. ACCT 301 – modify course credit from 4 to 3 credits. Add prerequisite of BUSN 240 – Microsoft Excel. Justification for BUSN 240 prerequisite as per Dr. Bourne: “BUSN 240 Microsoft Excel will provide student with the prerequisite skills in spreadsheet distribution and manipulation necessary for ACCT 301.”
5. ACCT 302 – modify course credit from 4 to 3 credits.
6. ACCT 350 – modify course credit from 4 to 3 credits.
7. ACCT 440 – change course title, description and content.
Action: The committee unanimously voted to approve all of the above proposals with the justification for BUSN 240 prerequisite added to the 4th proposal as listed above and handwritten on the original proposal.
BSC Personnel Development Application for Funding Form
Magna Publication CD-ROMs on reserve in Library
CLA [cla]ssroom Academy Workbook
Fall 2009 Faculty Institute Focus Group Sessions
Faculty Handbook
Adjunct Faculty Handbook
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
Faculty Handbook, Appendix G, p.103
Faculty Handbook, Appendix G, p.103
The Ronald E. McNair Post-Baccalaureate Achievement Program, more commonly referred to as the McNair Scholars Program, awards grants to institutions of higher learning for projects designed to prepare participants for doctoral studies through involvement with research and other scholarly activities. The program targets low-income, first generation students, or members of groups that are underrepresented in certain academic disciplines.

The McNair Scholars Program at Concord University.
The Concord University McNair Scholars provides access to training and resources designed to make the transition into graduate school smooth and successful. Through workshops, counseling, and other services, the Program helps Scholars sharpen their academic skills, prepare for the GRE and apply to graduate schools.

During the summer between their sophomore and junior years, Scholars begin working on research projects under the supervision of their faculty mentors. Scholars begin their Summer Internship with an intensive series of workshops on research methods. Workshops are offered throughout the year on topics such as personal skills, presentation skills and preparation for graduate school. Scholars have the opportunity to attend academic conferences to present their research and their research projects are published in the Concord McNair Journal. Scholars receive assistance applying for graduate school, and locating funding for graduate school. Additional benefits include scholarship agreements with Marshall and West Virginia University, and application waivers at some institutions.

The Concord McNair Program recruits Scholars from Concord University, West Virginia State College, West Virginia Institute of Technology and Bluefield State College. The Concord McNair Program was initiated in 1995, and is funded through 2003. 96 Scholars have participated in the program since its inception. As of Fall 2000, 22 Scholars are attending graduate school. Scholars are in graduate school at West Virginia University, Ohio State, Kent State, Virginia Tech, University of Cincinnati, Radford University, Marshall, and Central Illinois University.

TRiO Programs

The Federal TRiO Programs are educational opportunity outreach programs designed to help students overcome class, social, academic, and cultural barriers to higher education. TRiO includes five distinct outreach programs targeted to serve and assist students as they progress through the academic pipeline from middle school through college or university. TRiO also includes a training program for directors and staff of TRiO projects. For more information regarding the TRiO programs visit the Department of Education website at http://www.ed.gov/.

229 National Institutes of Health Award Letter, April 6, 2010
230 Thurgood Marshall Energy Conservation Award Letter, June 8, 2010
231 Making a Difference in Student Learning: Assessment as a Core Strategy, February 2009
232 Making a Difference in Student Learning: Assessment as a Core Strategy, October 2010
233 Curriculum Committee Minutes, April 16, 2010

Review of Proposals:
School of Arts and Sciences:

1. English 101 – proposal modifying the course description of Composition I to emphasize writing process and include introduction to APA format. This was based on fall 2009 assessment data.
2. English 102 – proposal modifying the course description of Composition II to emphasize research process and include introduction to literary analysis and MLA format. This was based on fall 2009 assessment data.

Action: The committee unanimously voted to approve the proposals from the School of Arts and Sciences.

234 2007-2012 HEPC Compact, October 2010 Update, p.3-4, 48-59
235 2008-2013 Strategic Plan, p.5-6
Dr. Anderson distributed the General Studies Program Review and presented several of the recommendations from the report as follows:

- Strategically align the institutional budget to drive student learning
- Align all General Studies and Arts and Sciences programmatic student learning outcomes with the new Mission statement of the College
- Accredited programs submit summary statement reflecting student achievement of current General Studies student learning outcomes in those programs
- Allowing faculty driven questions about student learning to guide assessment using Alverno College’s “Action Research Model” beginning fall 2009
- Determine a better method of choosing the population for College BASE testing, or stop using the measure
- Implement a more reliable method to select the freshmen and senior CLA testing population
- Create an Assessment Day in order to increase participation in assessment activities across campus

Revised General Studies Student Learning Outcomes Matrix:
Dr. Anderson advised that during the summer 2009 the Arts and Sciences faculty reviewed each of the student learning outcomes specific to their content area. Reviewing these outcomes lead to revisions in several of the outcomes to better fit with what BSC students should know and be able to do as a result of the General Studies coursework. The matrix was approved by the Arts and Sciences faculty and brought to the Assessment Committee. This matrix outlines each student learning outcome, assessed courses, assessment tools, performance goal and timetable. A recommendation was made for faculty to explore inter-rater reliability with the use of rubrics. Dr. Anderson will share this information with the Dean of Arts and Sciences. A motion was made and seconded (Voelker/Lilly) to accept the Institutional matrix as presented. The motion carried. Dr. Anderson will share the final matrix with the faculty senate as an informational piece.

Assessment Day: It was decided by the committee to wait another academic year to determine if identification of an assessment day is necessary. This day would be used for standardized testing and would also be set aside for analysis of data.
Dr. Anderson advised that during the summer 2009 the Arts and Sciences faculty reviewed each of the student learning outcomes specific to their content area. Reviewing these outcomes lead to revisions in several of the outcomes to better fit with what BSC students should know and be able to do as a result of the General Studies coursework. The matrix was approved by the Arts and Sciences faculty and brought to the Assessment Committee. This matrix outlines each student learning outcome, assessed courses, assessment tools, performance goal and timetable. A recommendation was made for faculty to explore inter-rater reliability with the use of rubrics. Dr. Anderson will share this information with the Dean of Arts and Sciences. A motion was made and seconded (Voelker/Lilly) to accept the Institutional matrix as presented. The motion carried. Dr. Anderson will share the final matrix with the faculty senate as an informational piece.

Dr. Haus stressed the need for pressing action toward an Academic Honesty Policy in order to be in place one semester before the HLC’s reaccreditation review. Dr. Smith expressed the concerns brought forward through the dean’s council/meeting. Some discussion followed.

A motion was made by Mr. Story (2nd-Dr. Mirsky) to use the former ad-hoc committee where practicable to continue to work on the Academic Honesty Policy. The motion was adopted.

http://answers.hhs.gov/ohrp/questions/7121

Letter from Office for Human Research Protections, August 11, 2006, p.1
Letter from Office for Human Research Protections, February 21, 2008, p.3-4

Western Institutional Review Board Agreement for Services Letter, March 7, 2008

Extramural Associates Research Development Award, Proposal Summary, ¶3

Animal Welfare Assurance Policy

Faculty Senate Minutes, September 1, 2010

IIa.

Dr. Haus stressed the need for pressing action toward an Academic Honesty Policy in order to be in place one semester before the HLC’s reaccreditation review. Dr. Smith expressed the concerns brought forward through the dean’s council/meeting. Some discussion followed.

A motion was made by Mr. Story (2nd-Dr. Mirsky) to use the former ad-hoc committee where practicable to continue to work on the Academic Honesty Policy. The motion was adopted.
Extramural Associates Research Development Award, Proposal Summary, ¶3
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010
2008-2013 Strategic Plan, p.6
2008-2013 Strategic Plan, p.6-7
2008-2013 Strategic Plan
Recent Professional Development & Community Service
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
National Survey of Student Engagement (NSSE), spring 2010
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
Faculty Handbook, Appendix G, p.119-122
Board of Governors’ Policy 38 – Bluefield State College Faculty Salary Pay Plan, Section 2, p.3
Faculty Handbook, Appendix G, p.122
Board of Governors’ Policy 38 – Bluefield State College Faculty Salary Pay Plan, p.4-5
2010-2012 Academic Catalog, p.94
Emerging Scholars Program Brochure, Summer 2010, p.2
Emerging Leaders Institute Brochure, 2009-2010, ¶2
Emerging Leaders Institute Brochure, 2009-2010, ¶2
Emerging Leaders Institute Brochure, 2009-2010, ¶2
Emerging Leaders Institute Brochure, 2009-2010, ¶2
Minority Health Institute,
Minority Health Institute,
Minority Health Institute,
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
Bluefield Daily Telegraph, Readers Choice-Best of the Best, 2008
Bluefield Daily Telegraph, Readers Choice-Best of the Best, 2010
APPENDIX B

A. Institutional Snapshot

1. Student Demography Headcounts

A. Enrollment by Class Level

B. Enrollment by Degree Seeking Status

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Degree Seeking</th>
<th>Non-Degree Seeking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>American Indian or Alaska native</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Black</td>
<td>86</td>
<td>131</td>
</tr>
<tr>
<td>Native Hawaiian or Other pacific Islander</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>562</td>
<td>1000</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Unknown</td>
<td>59</td>
<td>8</td>
</tr>
</tbody>
</table>

C. Graduate/Professional Student by Degree Seeking Status – Not applicable
D. Enrollment by Age Range

E. Enrollment by Residency Status
2. Student Recruitment and Admissions

A1. Number of Freshmen Applications, Admissions and Matriculations

A2. Number of Transfer Applications, Admissions and Matriculations
A3. Number of Graduate/Professional Applications, Admissions and Matriculations – Not applicable

B. Mean ACT score of Accepted Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>20</td>
</tr>
</tbody>
</table>

3. Financial Assistance for Students

<table>
<thead>
<tr>
<th>Item</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Percent who apply for any type of financial assistance.</td>
<td>98%</td>
<td>98%</td>
</tr>
<tr>
<td>B1. Number of undergraduate students who received any type of financial assistance.</td>
<td>1,890</td>
<td>1,960</td>
</tr>
<tr>
<td>B2. Percent of total undergraduate enrollment who received any type of financial assistance.</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>B3. Percent of total undergraduate enrollment who received assistance from: loans, work-study, scholarships, academic based merit based scholarships.</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>C. Tuition discount rate (TDR) for students.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4. Student Retention and Program Productivity

A. Percent of first-time full-time fall entering students returned the fall after enrolled (aggregate and by race/ethnicity)

<table>
<thead>
<tr>
<th>Term Entering</th>
<th>Number Entering (NE)</th>
<th>Term Returning</th>
<th>Number Returning (NR)</th>
<th>NR/NE=Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2006</td>
<td>253</td>
<td>Fall 2007</td>
<td>161</td>
<td>64%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>296</td>
<td>Fall 2008</td>
<td>181</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>270</td>
<td>Fall 2009</td>
<td>164</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>304</td>
<td>Fall 2010</td>
<td>184</td>
<td>61%</td>
</tr>
</tbody>
</table>
B. Number of undergraduates earning degrees during past year (aggregate and by race/ethnicity)

C. Number of graduates by requested CIP codes

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural/engineering technology (15)</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Business (52)</td>
<td>29</td>
<td>51</td>
</tr>
<tr>
<td>Education/Library Science (13)</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>Health (51)</td>
<td>105</td>
<td>89</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (24, 30)</td>
<td>54</td>
<td>58</td>
</tr>
<tr>
<td>Mathematic/Computer Science (11)</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td>Military Technology/Protective Services (43)</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Psychology/Social Sciences and Services (45)</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>

D. Pass Rates for NCLEX, PRAXIS II, ARRT

<table>
<thead>
<tr>
<th>Test</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX</td>
<td>87</td>
<td>82</td>
<td>78</td>
</tr>
<tr>
<td>PRAXIS II</td>
<td>85</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>ARRT</td>
<td>86</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
5. Faculty Demography

A. Headcount for full-time and part-time faculty by degree level

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Doctorate</th>
<th>Master’s</th>
<th>Bachelor’s</th>
<th>Associate’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>Full-Time</td>
<td>43</td>
<td>28</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td>42</td>
<td>29</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>2009-2010</td>
<td>Part-Time</td>
<td>7</td>
<td>49</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>2010-2011</td>
<td></td>
<td>8</td>
<td>48</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>

B1. Headcount for full-time and part-time faculty by race/ethnicity
B2. Headcount for full-time and part-time faculty by gender

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>46</td>
<td>44</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Female</td>
<td>32</td>
<td>35</td>
<td>29</td>
<td>42</td>
</tr>
</tbody>
</table>

B3. Headcount for full-time faculty by rank

<table>
<thead>
<tr>
<th>Rank</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Associate</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Assistant</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lecturer</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
C. Number of faculty by program by requested CIP code (combine full-time and part-time)

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>2009-2010</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architectural/engineering technology (14, 15)</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>Biological and Physical Science (26, 40)</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Business (52)</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Communications/Communications Technology/Fine Arts (50)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Education/Library Science (13)</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Health (51)</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Humanities/Interdisciplinary (16, 23, 24, 30, 38)</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>Mathematic/Computer Science (11, 27)</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Military Technology/Protective Services (43)</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Psychology/Social Sciences and Services (42, 45)</td>
<td>15</td>
<td>13</td>
</tr>
</tbody>
</table>

6. Availability of Instructional Resources and Information Technology

A. Provide an account of the technology resources dedicated to supporting student learning (library sites, hookups, internet café’s, etc.) explain how levels of usage are monitored.

Bluefield State College offers students a wide variety of technology services. There are multiple computer laboratories located in each building that are available for student use. Some of these laboratories double as classrooms when needed. Lab monitors are employed to support these areas and assist students. There are Wi-Fi capabilities throughout the campus for use with personal computers and other mobile devices. A central Help Desk along with Help Desks for the CMS systems, are maintained to help students as they use the facilities and systems. A combination of the Instructional Technology Center and the Computer Services departments coordinate academic and administrative technology acquisitions and support. The Center for Extended Learning offers time-bound and place-bound students extended learning opportunities. They offer a variety of modalities including interactive video, instructional television, and asynchronous distance learning. Blackboard and Moodle are the course management systems utilized.

The Wendell G. Hardway Library offers information literacy instruction and personal assistance to students and researchers in the use of its collections. These are developed in collaboration with faculty to support the College curriculum. The library’s resources and services promote the independent pursuit of knowledge, contribute to the mission of Bluefield State College, and are available for use by students, alumni and employees of the College, residents of the community, and citizens of the state of West Virginia. In recognition of Bluefield State’s rich heritage as an Historically Black College, the library also collects, preserves, and makes available primary source materials that document the history of the College. The library is a member of the Mountain Library Network consortium for West Virginia. This offers patrons the opportunity to have access to materials both on site as well as at the other member libraries. Several databases such as the Gale Databases, EBSCOhost, and LexisNexis Academic databases are also available to students.
Levels of usage in the instructional settings are monitored by enrollment while the open lab and network usage is monitored by lab assistants and traffic shaping equipment. The network is controlled by secure access via Microsoft Active Directory authentication.

7. Financial Data

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Actual Unrestricted Revenues</strong></td>
<td>$14,127,782</td>
<td>$13,915,962</td>
</tr>
<tr>
<td><strong>B. Actual Unrestricted Expenses</strong></td>
<td>$14,127,782</td>
<td>$13,915,962</td>
</tr>
</tbody>
</table>

C. If, in either of the past two completed fiscal years, the total expense exceeded revenue, how did the institution cover its shortfall? Not applicable
B. Federal Compliance

This appendix provides a brief summary of Bluefield State College’s Federal Compliance in the following areas: credits, program length, and tuition; student complaints; verification of student identity; Title IV program and related responsibilities; institutional disclosures and advertising and recruitment materials; relationship with other accrediting agencies and with state regulatory bodies; and public notification of comprehensive evaluation visit and third-party comment.

Credits, Program Length and Tuition

Credits: The number of credits assigned to each course is reflected in the Academics (p. 80-143) and Course Descriptions (p. 145-201) sections of the 2010-2012 Academic Catalog. Credits per lecture and laboratory course are consistent with those assigned by most other institutions of higher education and have a basis in the Carnegie Unit structure.

Program Length: All of the College’s associate degree programs are designed to allow students to graduate in two calendar years, while baccalaureate degree program completion can be achieved within four calendar years. The required minimum number of credits for associate degree programs ranges from 69 to 72, depending upon the program. The required minimum number of credits for baccalaureate degrees is 128, depending upon the program. All graduation requirements, including credits, are reflected in the Academics (p. 80-143) section of the 2010-2012 Academic Catalog.

Tuition: Tuition charges are standard across all courses, programs, and delivery sites. However, variations in assessment of special fees, applied as a way of offsetting a portion of the expense of instructional equipment and supplies, do exist across some courses and programs. Laboratory courses in science, engineering technology, computer science, and business assess a standard credit-hour lab fee or programmatic fee. A standard credit-hour fee is assessed of all students in online courses. Additionally, a technology fee is assessed of all degree-seeking students. Programmatic and/or accreditation fees are assessed of all health care, business, and education program enrollees. A description of tuition and fee assessments, including amounts and courses/programs to which fee charges are applicable, is included in the printed version of each term’s schedule of classes, is available on the College’s website, and is available in the College’s Office of Academic Affairs, the Business Office, Office of Admissions, and the Office of the Registrar.

Student Complaints

Informal student complaints are addressed as quickly as possible, usually within the office or department where the complaint originates. Informal complaints which come to one of the three executive officers (the Provost/Vice President for Academic Affairs, the Vice President for Financial and Administrative Affairs, and the Vice President for Student Affairs and
Enrollment Management) are usually resolved in consultation with the executive of the office or department involved.

Most formal student complaints are addressed through the complaint and appeals processes outlined in the *Student Handbook/Planner 2010-2011* (p. 51) and the *2010-2012 Academic Catalog* (p. 56-59) respectively. Complaints are managed separately in the offices which have been designated by the President to have responsibility to handle such complaints: the Director of Human Resources, the Director of Multicultural Affairs, the Provost/Vice President for Academic Affairs, and the Vice President for Student Affairs and Enrollment Management. The nature of formal complaints normally falls under one of four categories: academic grievances, student misconduct, discrimination, or sexual harassment.

The President has delegated responsibility for matters related to academic rights and responsibilities to the Vice President for Academic Affairs with authority based upon the Bluefield State College Board of Governors *Policy 15 – Student Academic Rights*. Procedures and timelines are outlined in the *2010-2012 Academic Catalog* (p. 56-59).

The President has delegated responsibility for matters related to student conduct to the Vice President for Student Affairs and Enrollment Management with authority based upon the Bluefield State College Board of Governors *Policy 14 – Student Rights and Responsibilities*. Procedures and timelines are outlined in the *Student Conduct Code* which is found in the *Student Handbook/Planner 2010-2011* (p. 44).

Student complaints of sexual harassment and discrimination are submitted to the Director of Multicultural Affairs with authority based upon the Bluefield State College Board of Governors *Policy 3 – Sexual Harassment* and *Policy 13 – Social Justice*. Sexual harassment procedures are outlined in the *Student Handbook/Planner 2010-2011* (p. 30-31).

During the HLC self-study process, the College identified minor inconsistencies within publications. Upon identification of these inconsistencies, the College took action to establish consistency across its publications related to these matters.

**Transfer Policies**

In accordance with *Series 17: Transferability of Credits and Grades at the Undergraduate Level* adopted by the West Virginia Higher Education Policy Commission, Bluefield State College has adopted a consistent published policy on transfer credit.

The following statement is in the *2010-2012 Academic Catalog*:

Transfer students must have official transcripts for all college-level work attempted submitted directly to the Bluefield State College Admissions Office; these should be mailed to the College by the issuing institution. An evaluation of transfer credit will be completed by the Registrar after a student’s file is complete to determine which courses will apply toward the student’s degree program and
which can be counted only as elective credit. A minimum of 56 semester credits, of the 128 required for a baccalaureate degree, must have been earned from a baccalaureate degree-granting institution (the minimum number will be higher if more than 128 credits are required for graduation). Although all credits earned from regionally accredited community and junior colleges are accepted for transfer, a maximum of 72 semester hours of such credit, or 108 quarter hours, may be applied to graduation from baccalaureate degree curricula. Students may petition to have work transferred from non-profit institutions approved by a state, but not accredited by a regional accrediting association, considered for acceptance to meet specific degree requirements up to a maximum of 64 semester hours, after earning at least 12 hours of degree credit at Bluefield State College with an institutional grade point average (GPA) of at least 2.0 (p. 61-62).

Course equivalences for West Virginia public institutions are established by the Registrar’s Office in consultation with the Deans and faculty of the respective Schools of the Institution. For colleges and universities from which large number of students transfer, the Registrar prepares transfer articulation guides. Once admitted to a degree program at Bluefield State College, transfer credit will be accepted only for courses for which prior permission is obtained from the student’s advisor, the applicable Dean, and the Registrar.

Verification of Student Identity

Bluefield State College verifies student identity by means of individual student identification numbers and passwords for access to both College computer systems and to online course management systems. Also, in those instances where faculty give tests, these tests are proctored at the discretion of the faculty member. Proctors are available at off campus sites where BSC offers courses and programs as well as on campus. Certain faculty members also work with BSC students at a distance to identify and approve proctors at suitable sites such as other college campuses or public libraries. Lastly, BSC is in the process of adding Acxiom, a third party vendor, through which student authentication will be channeled by a series of personal questions which must be answered before students log into the course management system and continues as students gain entry to and complete tests. It is expected that Acxiom will be fully implemented in fall 2011.

Title IV Program and Related Responsibilities

Bluefield State College received unqualified opinions on all recent audits performed in accordance with the Governmental Accounting Standards Board and is in full compliance with Title IV requirements. For fiscal year 2010, there was one finding related to the exit interview process for loan borrowers which has been resolved. Beyond that minor issue there were no findings in the College’s A133 audit.
The most recent data received from the U.S. Department of Education provides the following student loan default rates for Bluefield State College:

Table 1. Student Default Rates

<table>
<thead>
<tr>
<th></th>
<th>FY 2006*</th>
<th>FY 2007</th>
<th>FY 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Default rate</td>
<td>15.0%</td>
<td>14.1%</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

*includes NRCTC students

Bluefield State College abides by the Student Right-to-Know and Crime Awareness and Campus Security Act of 1990. Notices of the Student Right-to-Know are published each semester in the printed schedule and are referenced in the 2010-2012 Academic Catalog (p. 54). An annual report for the Campus Security Act is included in the Student Handbook/Planner 2010-2011 (p. 40). The report is also posted on the College’s Public Safety and Security website.

The College’s Financial Aid Office provides a list of students in default to the Educational Opportunity Center. This Office provides follow-up to assist students in the process of bringing student loans current.

The Student Handbook/Planner 2010-2011 states, “A Copy of the Standards of Satisfactory Progress for Federal Financial Aid Applicants and Recipients may be obtained in the financial aid office” (p.10). Students are also sent a copy of the Satisfactory Progress standards each year with their award letter from the financial aid office, and the entire Satisfactory Progress Standards are included in the Student Handbook/Planner 2010-2011 (p. 11-14).

The Attendance Policy of the Institution states:

- **Attendance.** Students are expected to attend all classes for which they are enrolled. Regular attendance for satisfactory completion of a course is an important part of the student’s educational experience.

- **Absences.** The College recognizes three kinds of absences: (1) an institutional absence resulting from participation in an activity in which the student is officially representing the College; (2) an unavoidable absence resulting from illness, death in the immediate family, or unnatural cause beyond the control of the student; (3) all other absences are considered willful (2010-2012 Academic Catalog, p. 59-60).

It is the responsibility of the student to provide a proper explanation to the instructor for institutional or unavoidable absences. Failure to do so immediately upon return to class will automatically make the absence willful. The student should provide supporting documents for institutional and unavoidable absences. Make-up work is the responsibility of the student and at the acceptance of the instructor.

When the number of clock hours of willful absences exceeds the number of semester hours of credit, the instructor will notify the Registrar that the student has exceeded the permissible number of absences and should be withdrawn from class. Instructors may make variations to the above attendance regulations. However, in no case shall the instructor’s
attendance regulations be more rigid than those stated above. The instructor shall file a copy of the attendance requirements with the Dean of the School and include them in course syllabi.

The Financial Aid Office provides a statement regarding attendance requirements in the 2010-2012 Academic Catalog (p. 23). Tuition, fees and other College expenses, such as parking fines, are collected from the first available source(s) of aid. Students must begin attendance in all classes equaling the number of semester hours upon which the aid award is based. Students reported for non-attendance may have to repay a portion or all of their awards. If students officially withdraw from the College, institutional refunds will be applied to financial aid accounts first in accordance with federal and institutional policy. Students may be required to repay a portion of the balance of a grant depending on the date of withdrawal.

**Contractual Relationships**

The Institution does not participate in any agreement for which a third-party entity provides 25% or more of the academic content of any degree program.
C. List of Documents in Resource Room

2007-2012 HEPC Compact, October 2010 Update
2007-2012 West Virginia Higher Education Policy Commission Compact Reporting Elements
2007-2012 West Virginia Higher Education Policy Commission Master Plan
2008-2009 Year One Strategic Plan Report, December 2009
2008-2013 Strategic Plan
2008 Quick Facts
2009 WV Code
   WV Code §18B-1D-9
   WV Code §18B-2B-1 (A) (ii)
   WV Code §18B-2B-1 (B) (viii)
   WV Code §18B-3C-8-c1B and C
2010-2012 Academic Catalog
ACBSP Quality Assurance Report September 2010
Adjunct Faculty Handbook
Animal Welfare Assurance Policy
Annual Report
   2005-2006
   2006-2007
   2007-2008
   2008-2009
   2009-2010
   2010-2011
Arts and Sciences Programmatic Assessment Minutes
Assessment Matrices
   Applied Science
   Criminal Justice Administration
   Humanities
   Institutional
   Social Science
Assessment Update Newsletters
Blue and Gold Magazine
   2007-2008
   2008-2009
   2009-2010
   2010-2011
Bluefield Daily Telegraph, Readers Choice-Best of the Best, 2008
Bluefield Daily Telegraph, Readers Choice-Best of the Best, 2010
Bluefield State College 2010 Viewbook
Bluefield State College Making Education Possible DVD
Board of Examiners Report NCATE, dated October 29-November 2, 2005
Board of Governors
  Bylaws
  Meeting Packets with Agenda and Minutes
    2006-2007
    2007-2008
    2008-2009
    2009-2010
    2010-2011
Policies
BSC Career Center “Open the Door to a World of Career Opportunities”
BSC Organizational Chart
BSC Personnel Development Application for Funding Form
BSC Report to the West Virginia Intercollegiate Athletic Conference, dated 9/27/10
BSC Self Study for Continuing Accreditation by the Technology Accreditation Commission of
  the Accreditation Board for Engineering and Technology
    • Architectural Engineering Technology (June 30, 2010)
    • Civil Engineering Technology (June 30, 2010)
    • Electrical Engineering Technology (June 30, 2010)
    • Mechanical Engineering Technology (June 30, 2010)
BSC Self Study Report for Continuing Accreditation by the NLNAC, dated January 26-28, 2010
CCNE -- Bachelor of Science in Nursing Self-Study, dated 2008
CLA [cla]ssroom Academy Workbook
CLA Institutional Reports
Common Data Sets
  2006-2007
  2007-2008
  2008-2009
  2009-2010
  2010-2011
Counseling and Advising Center brochure
Curriculum Maps
  Applied Science
  Criminal Justice Administration
  Humanities
  Institutional
  Social Science
  Social Studies Teacher Education
Emerging Leaders Institute brochure, 2009-2010
Emerging Scholars Program brochure, summer 2010
Employee Travel Guidelines
Extramural Associates Research Development Award, Proposal Summary
Faculty Handbook
Fall 2009 Faculty Institute Focus Group Sessions
Financial Statements, years ended
  June 30, 2005 and 2004 and Independent Auditor’s Reports
  June 30, 2007 and 2006 and Independent Auditor’s Reports
  June 30, 2008 and 2007 and Independent Auditor’s Reports
  June 30, 2009 and 2008 and Independent Auditor’s Reports
  June 30, 2010 and 2009 and Independent Auditor’s Reports
HEPC Faculty and Staff Characteristics Report Fall 2008
HEPC Meeting Packet, January 21, 2011
HEPC Minutes, January 23, 2009
HEPC Series 9: Academic Freedom, Professional Responsibility, Promotion and Tenure
HEPC Series 10: Policy Regarding Program Review
HEPC Series 23: Standards and Procedures for Undergraduate Admission
HLC Monitoring Report for BSC 2004
HLC Self-Study Report from BSC 2001
House Bill 2224 New River Community and Technical College of Bluefield State College
Humanities Programmatic Assessment Minutes, January 14, 2010
IRE Newsletters
  Spring 2010
  Fall 2010
  Spring 2011
Institutional Factbook 2003-2007
Legislative Follow-up Report: Bluefield State College for the period July 1, 2005 – June 30, 2007, October 2010
Letter from NCAA to Terry Brown, dated February 8, 2011
Letter from Office for Human Research Protections, August 11, 2006
Letter from Office for Human Research Protections, July 9, 2007
Letter from Office for Human Research Protections, February 21, 2008,
List of Bluefield State College Peers
Magna Publication CD-ROMs on reserve in Library
Making a Difference in Student Learning: Assessment as a Core Strategy, February 2009
Making a Difference in Student Learning: Assessment as a Core Strategy, October 2010
Meeting Minutes
  Assessment Committee
  Classified Council
  College Council
  Curriculum Committee
  Deans’ Council
  Faculty Senate
  Institutional Budget Committee
  President’s Cabinet
  Strategic Planning
Memorandum from WV Higher Education Policy Commission to Council of Presidents and Institutional Board Chairs regarding Board of Governors Training
Mercer Classified Salary Schedule
Minority Health Institute Annual Report 2006-2007
Mission, Vision, and Core Value Statements

National Institutes of Health Award Letter, April 6, 2010
National Survey of Student Engagement (NSSE), spring 2010

News releases
- BSC — National Trauma Nursing Award Recipient to Speak at Sigma Theta Tau Program at Bluefield State College, dated March 21, 2007
- BSC — CONSOL Energy Establishes Endowed Scholarship in Engineering Technology at Bluefield State College, dated August 23, 2010
- BSC — BSC Names School of Business in Honor of Local Businessman W. Paul Cole, Jr., dated January 7, 2011
- Reference Publications — Bluefield State College strikes agreement with Feds-racial discrimination
- The Register-Herald — ‘Cooperation’ major part of new center, dated December 15, 2009
- The State Journal — 55 Good Things about West Virginia 2004
- WV Archives & History — Bomb explodes at Bluefield State College

Noel-Levitz Student Satisfaction Inventory (SSI), fall 2004
Noel-Levitz Student Satisfaction Inventory (SSI), fall 2009
Noel-Levitz College Employee Satisfaction Survey (CESS), spring 2010

Plan for Assessing Student Academic Achievement

Program Reviews
2008 Applied Science
2008 Humanities
2009 Criminal Justice Administration
2009 General Education
2009 RBA
2009 Social Science

Program Review Schedule 2011-2017
RBA Report on Assessment 2003-2004
Radiologic Technology Accreditation Letter
Radiologic Technology Assessment Plan
Recent Professional Development & Community Service
Report of a Visit to Bluefield State College, February 2002
Report on Assessment of Student Academic Achievement
Retention Task Force Members and Minutes
School of Education Assessment Plan/Handbook, 2005
School of Engineering Technology and Computer Science Advisory Board Minutes
Self-Report of NCAA secondary violation
Staff Handbook
Statement on Academic Honesty and Academic Honesty Procedures
Student Evaluation of Educational Quality
Student Evaluation of Educational Quality DE
Student Handbook/Planner 2010-2011
Student Support Services brochure
Student Support Services Newsletters
Summary of House Education Amendment to SB 448
Suttle and Stalnaker, Certified Public Accountants, Internal Control Letter, October 12, 2010
The Power of a Dream! Celebrating a Rich Heritage Bluefield State College
Thurgood Marshall Energy Conservation Award Letter
West Virginia Health Disparities Up-Date: A Statistical Abstract
Western Institutional Review Board Agreement for Services Letter, March 7, 2008
Women Tech Flyer
Substantive Change Application
Distance Delivery

Background Information on Distance Delivery

Higher Learning Commission (HLC) policies outline when institutions need to notify the Commission about distance-delivered instruction and when they need to seek approval. (See policy 3.2(a) and the information below.)

This document defines the characteristics of distance delivery, specifies when institutions must notify the Commission or seek approval for distance delivery, and provides the form for seeking approval.

Commission Definitions for Distance-Delivered Courses and Programs

The Higher Learning Commission uses the following definitions for the purpose of applying its policy on distance delivery to its accredited and candidate institutions:

- Distance-delivered courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.
- Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

Reporting and Seeking Approval for Distance-Delivered Offerings

The chart below identifies the Percentage Brackets for determining the scope of distance delivery by an institution. The Commission determines the appropriate Percentage Bracket for each institution. Such determination is based on information provided by the institution in its Annual Institutional Data Update to the Commission or when it seeks and receives approval of a proposed change.

<table>
<thead>
<tr>
<th>Percentage Bracket</th>
<th>Percentage of Distance-Delivered Offerings (calculations are based on degree programs, not certificates)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>20% or more of total degree programs</td>
</tr>
<tr>
<td>2</td>
<td>At least 5%, but less than 20% of total degree programs</td>
</tr>
<tr>
<td>1</td>
<td>Initiation of distance-delivered offerings (as described below), but less than 5% of total degree programs</td>
</tr>
<tr>
<td>0</td>
<td>No activity</td>
</tr>
</tbody>
</table>
Higher Learning Commission policy requires an institution to seek the Commission’s prior approval if the institution plans to **initiate** or **expand** its distance-delivered offerings as described below. When initiation or expansion is anticipated, an institution must submit a substantive change request using the forms contained in this document.

**Initiation** occurs and a review is required when the institution:

- plans to initiate its first distance education degree program, even when it has been approved to offer distance education certificates or correspondence education degree programs or certificates;
- plans to initiate its first correspondence education degree program, even when it has been approved to offer correspondence education certificates or distance education degree programs or certificates;
- has initiated four distance education certificates and plans to initiate a fifth, unless the institution has already been reviewed and approved to offer one or more distance education degree programs; or
- has initiated four correspondence education certificates and plans to initiate a fifth, unless the institution has already been reviewed and approved to offer one or more correspondence education degree programs.

**Expansion** occurs and a review is required when the institution:

- plans to increase its current activity in distance education degree programs or its current activity in correspondence education degree programs to a higher Percentage Bracket.

In addition, the Commission may require a substantive change evaluation if the institution:

- has never had a focused review of distance or correspondence degree or certificate programs and is offering one or more programs or five or more certificates; or
- has a significant annual increase in enrollment.

In addition to reviewing distance-delivered courses and programs through its substantive change processes, the Commission evaluates delivery whenever it comprehensively reviews an institution. In these comprehensive reviews, the Commission examines the institution’s capacity to provide education to its students and the quality of its performance in doing so, whether via distance delivery or traditional face-to-face modes. Comprehensive reviews examine curriculum, staffing, support services, access to appropriate laboratory and library resources, and all other facets of quality higher education.

**Questions**

For general questions on approval of distance-delivered programs, send an e-mail to changerequests@hlcommission.org or call 800-621-7440 x137. For institution-specific
questions, contact the Commission staff liaison assigned to the institution by calling 800-621-7440 and asking to be transferred to the liaison.

1 Wherever distance delivery is mentioned throughout this document it means distance or correspondence delivery. The following are the Federal definitions (2009) of distance and correspondence education:

Correspondence education means:
(1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
(2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
(3) Correspondence courses are typically self-paced.
(4) Correspondence education is not distance education.

Distance Education means education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).
**Substantive Change Application, Part 1: General Questions**

**Distance Delivery**

*Note: Wherever distance delivery is mentioned it means distance or correspondence delivery.*

<table>
<thead>
<tr>
<th><strong>Institution:</strong></th>
<th>Bluefield State College</th>
<th><strong>City, State:</strong></th>
<th>Bluefield, WV</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name of person completing this application:</strong></td>
<td>Thomas E Blevins</td>
<td><strong>Phone:</strong></td>
<td>304.327.4059</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>Dean, Virtual College and Technology</td>
<td><strong>Email:</strong></td>
<td><a href="mailto:tblevins@bluefieldstate.edu">tblevins@bluefieldstate.edu</a></td>
</tr>
</tbody>
</table>

**Requested Change(s).** *Concisely describe the change for which the institution seeks approval.*

Permission to offer five online/distance degree programs.

**Classification of Change Request.** Check all boxes that apply to the change.  
*Note: not every institutional change requires prior review and approval. Review the “Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval” to make certain that current HLC policy requires the institution to seek approval.*

<table>
<thead>
<tr>
<th><strong>Change in mission or student body:</strong></th>
<th><strong>Five or more courses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ change in mission</td>
<td>☐ at a degree level not now included in the institution’s accreditation</td>
</tr>
<tr>
<td>☒ change in student body</td>
<td>☐ at an out-of-state or foreign location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>New additional locations:</strong></th>
<th><strong>New academic program(s) requiring HLC approval:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ in home state</td>
<td>☐ certificate</td>
</tr>
<tr>
<td>☐ in other state(s) or in other country(ies)</td>
<td>☐ diploma</td>
</tr>
<tr>
<td>☐ new or additional campus(es)</td>
<td>☐ associate’s</td>
</tr>
<tr>
<td></td>
<td>☐ bachelor’s</td>
</tr>
<tr>
<td></td>
<td>☐ master’s/specialist</td>
</tr>
<tr>
<td></td>
<td>☐ doctorate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Consortial or contractual arrangement:</strong></th>
<th><strong>Additional Locations:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Consortial arrangement</td>
<td>☐ Request for access to Desk Review for additional locations</td>
</tr>
<tr>
<td>☐ Contractual arrangement</td>
<td>☐ Request for access to Notification Program for locations</td>
</tr>
<tr>
<td>☐ The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Distance Delivery:</strong></th>
<th><strong>Other:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Initiation of distance education</td>
<td>☐ Substantially changing the clock or credit hours required for a program</td>
</tr>
<tr>
<td>☒ Expansion of distance education</td>
<td></td>
</tr>
<tr>
<td>☐ Initiation of correspondence education</td>
<td></td>
</tr>
<tr>
<td>☐ Expansion of correspondence education</td>
<td></td>
</tr>
</tbody>
</table>
Institutional Context for Substantive Change Review. In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.

Bluefield State College has been actively involved in distance delivery for 25 years, and has been involved in each major distance learning initiative offered within West Virginia higher education in that time period. In the last fifteen years as distance learning has involved from the interactive video format to the true online learning environment, the college community has been actively developing hybrid models of instruction to better serve its community, a largely place bound, time bound non-traditional community located. Since 1995 BSC has participated in the state’s WebCT course management system initiative. Over this time more and more faculty have initiated the development of courses within WebCT, now Blackboard, as well as Moodle. Representing the academic support services area for the college, the Instructional Technology Center has secured funding to build and grow the college’s distance learning presence and to hire sufficient staff and build excellent infrastructure in order to meet present and future capacity.

Special conditions. Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?</td>
<td>NO</td>
</tr>
<tr>
<td>Has the institution’s senior leadership or board membership experienced substantial resignations or removals in the past year?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?</td>
<td>NO</td>
</tr>
<tr>
<td>Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?</td>
<td>NO</td>
</tr>
</tbody>
</table>
Approvals. Check the approvals that are required prior to implementing the proposed change and attach documentation of the approvals to the request. Indicate the file name of the documentation.

☑ Internal (faculty, board) approvals Notification only to Board (file name: ____________)
☐ System approvals (for an institution that is part of a system) (file name: ____________)
☑ State approval(s) Notification Only to HEPC (file name: ________________ )
☐ Foreign country(ies) approvals (for an overseas program or site) (file name: ____________ )
☐ No approval required
Submitting a Substantive Change Request
Attach the “Substantive Change Application–General Questions” as page one of this application. That completed form and the answers to the questions below will constitute the request for approval of a substantive change. It will be provided to future HLC review processes.

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions. The total submission should be no more than 8-10 pages. Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Name of Institution: Bluefield State College

Part 1. Characteristics of the Change Requested

1. What percentage of the institution’s degree programs are currently offered through distance delivery (see page 1 for the Commission’s definition of distance-delivered programs)?

There are no degree programs currently offered through distance delivery. Courses offered are at Level 3 (50% or less).

2. Briefly describe the planned initiation or expansion of distance delivery the institution is requesting permission to operate.

Bluefield State College is planning to move from offering many courses online to offering five full programs online.

3. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance delivery. For each degree program or certificate:

   a. Indicate the Classification of Instructional Programs (CIP codes). CIP codes are established by the U.S. Department of Education’s National Center for Education Statistics. More information is available at http://nces.ed.gov/ipeds/cipcode/.
b. Provide the program name if it is different from the CIP code.

c. Specify the program level.

Baccalaureate

d. Specify if it is distance education or correspondence education.

Distance education

e. Specify all modalities of delivery.

Online and limited interactive video.

4. What organizational structures are in place to ensure effective oversight, implementation, and management of the institution’s distance-delivered program?

Distance education is managed through the Office of the Virtual College and Technology. Under this umbrella organization is the Instructional Technology Center (ITC) which manages institutional INSTRUCTIONAL technology services. Within the ITC is the Instructional Design department which manages Blackboard and Moodle course management systems (CMS). Institutional Computer Services is also under this umbrella as is the Wendell G. Hardway Library, through which online library services are available.

5. Does the institution have a separately identified organizational unit for providing or marketing the distance-delivered program? ( X ) Yes ( ) No

If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.

The Dean of the Virtual College and Technology sits on the President’s Cabinet as well as on the Deans’ Council. All academic affairs issues are managed by the Vice President of Academic Affairs and Provost to which the Deans’ Council reports. This consists of each School Dean and the Dean of the Virtual College and Technology representing all library and technology support.
If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

<table>
<thead>
<tr>
<th>Type of involvement</th>
<th>Name(s) of external organization(s)</th>
<th>% of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Support for delivery of instruction</td>
<td>none</td>
<td>0</td>
</tr>
<tr>
<td>B. Recruitment and admission of students</td>
<td>none</td>
<td>0</td>
</tr>
<tr>
<td>C. Course placement and advising of students</td>
<td>none</td>
<td>0</td>
</tr>
<tr>
<td>D. Design and oversight of curriculum</td>
<td>none</td>
<td>0</td>
</tr>
<tr>
<td>E. Direct instruction and oversight</td>
<td>none</td>
<td>0</td>
</tr>
</tbody>
</table>

If the institution is planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

None.

8. Operational Data

<table>
<thead>
<tr>
<th>Operational Data</th>
<th>Last year (actual tallies)</th>
<th>This year (estimate)</th>
<th>Next year (projected)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Total annual (academic year + summer) student credit hours generated</td>
<td>47362</td>
<td>53520</td>
<td>58872</td>
</tr>
<tr>
<td>B. Total annual student credit hours generated in distance-delivered sections (if available)</td>
<td>12238</td>
<td>14074</td>
<td>16607</td>
</tr>
<tr>
<td>C. Percentage of student credit hours in distance-delivered courses (B/C, or B divided by A, rounded up to the nearest integer)</td>
<td>26%</td>
<td>26%</td>
<td>28%</td>
</tr>
<tr>
<td>D. Total number of academic programs (i.e., counting different majors at all levels)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
E. Total number of programs in item D above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)  

|       | 0 | 0 | 0 |

F. Percentage of programs available via distance delivery (100 x E/D)  

|       | 0 | 0 | 0 |

**Part 2. Institution’s History with Distance-Delivered Offerings**

9. Briefly describe the institution’s experience with distance-delivered offerings.

In the last 15 years as distance learning has involved from the interactive video format to the true online learning environment, the college community has been actively developing hybrid models of instruction to better serve its community, a largely place bound, time bound non-traditional community. Since 1995 BSC has participated in the state’s WebCT course management system initiative. Over this time more and more faculty have initiated the development of courses within WebCT as well as Moodle. Representing the academic support services area for the college, the Instructional Technology Center has secured funding to build and grow the college’s distance learning presence and to hire sufficient staff and build excellent infrastructure in order to meet present and future capacity. This effort has continued to grow and expand, and the college is now ready to move to the next level.

10. If the Higher Learning Commission approves the institution’s initiation or expansion of distance delivery, what future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years)?

Distance learning growth, once full program delivery is approved, is expected to grow by 10-20% per year to a maximum of 40% of full-time equivalent students.

11. How does the institution plan to manage this growth?

Budgets and funding sources have been put in place, support staff has been added to meet growth, faculty reward mechanisms have been incorporated into the college structures, and a technology support governance organization has been put in place which interfaces with the academic affairs organization and the student affairs organization.

**Part 3. Institutional Planning for Distance-Delivered Offerings**

12. What impact might the proposed program(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?
The major challenge identified from the past self-study was a need to improve assessment. This has been a college priority over the past ten years, and as the knowledge and utilization of assessment has taken place at the college, it has taken place in school programs and course/program assessment activities as well.

13. How does the institution determine the need for a distance-delivered program? If the institution offers a traditional program now, how does it decide whether to start offering this program via distance delivery?

As the college has grown its online course offerings, faculty and students have driven the direction. Students have requested more online courses, faculty have requested assistance in developing online courses, the Instructional Technology Center has offered incentives to faculty to develop online courses and support staff to assist, the Dean of the Virtual College and the Instructional Design/Interactive Video staff have provided leadership, the President has encouraged the efforts, while the college has needed another means to deliver instruction to growing markets in its service areas and has been encouraged by the Vice President for Academic Affairs and school Deans.

14. How does the institution plan for changes and future expansion of the role distance delivery plays in the institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?

The interface between the office of the Dean of the Virtual College and Technology, the Dean’s Council, and the Vice President for Academic Affairs is crucial. The Dean of the Virtual College is in charge of securing appropriate support staff and technology infrastructure and serving as support in building online and distance learning programs. The Deans work with the faculty to determine what courses and soon programs will be placed online. The Vice President for Academic Affairs serves as the coordinating body for these efforts. Also, with the Vice President for Academic Affairs and the Dean of the Virtual College and Technology serving on the President’s Cabinet, these issues have the Cabinet’s attention weekly and involve the Vice Presidents of Financial and Administrative Affairs and Enrollment Management and Student Affairs and the staff personnel who handle advising, counseling, student records, financial aid, and accounts payable.

There has been as much interest in developing online courses and programs from faculty across the five Schools who have become institutional leaders in these efforts. There has been good leadership from the Deans in assisting faculty in developing online courses. There has been financial support from the technology area fully supported by the administration as this initiative has been growing.

15. How does the institution ensure that financial planning and budgeting for distance-delivered programs are realistic? What are the institution's projected revenues and expenses?

The BSC distance learning initiatives have grown over time and have been well established within existing college structures. With significant support from the College’s HBCU Title
III grant over a 25 year period, technology staffing and infrastructure has been one of the four cornerstones of the annual grant application. Approximately, $300-400,000 is spent annually on technology infrastructure and about $1M is spent on 23 full and part-time positions which support the Library, information technology, instructional technology, and online learning. In addition, fees have been added for online courses at $20 per credit hour which has generated an additional $200,000 per year in support of licenses, hardware, staff salaries, and faculty course creation awards.

16. How does the institution assure that promotion, marketing, and enrollment of its distance-delivered programs stay in balance with its actual resources and technical capabilities?

Promotion, marketing, and enrollment in online and distance courses have deliberately taken a back seat to resources and infrastructure. The college suspects that this inexact formula will change over time once online program approval becomes a reality. Promotion and marketing is handled in college publications and through enrollment management as is student enrollment. Technology services have been built over time and as they have been built, budget structures have been developed. Much of this build out has been from the bottom up with faculty requesting assistance for specific content areas. At this point use and capability are in harmony, and mechanisms exist to handle adding funds and staff to meet growing needs.

17. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

All print information is cleared by the responsible office through the appropriate President’s Cabinet officer. Thus, academic affairs information, enrollment management information and public relations information is cleared through an appropriate Vice President or Director and checked for its accuracy and integrity.

Part 4. Curriculum and Instructional Design

18. How does the institution assure good instructional design in its distance-delivered programs? How are the institution’s faculty and quality control mechanisms involved in the instructional design process?

The Dean of the Virtual College and the Instructional Designer have backgrounds in curriculum, and course design and delivery. Minimum criteria are published to which faculty adhere when creating an online course. All courses are checked against these minimum criteria before they are allowed to run. Instructional Design staff is aware of how often faculty log onto a course and also can see which students have or have not logged on. If issues arise in specific cases, this information is shared with the appropriate Dean for further action. This is also a two-way street because the Deans take it upon themselves to police transactions within online courses. Each Dean has access to all courses within his/her appropriate School. In addition, there is also a three-way street in which faculty who have issues with underperforming students utilize the Instructional Design staff to assist in resolving online classroom issues.
19. What processes and procedures will the institution use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

Currently, technology infrastructure in provided by Institutional Computer Services. This includes servers, local area and wide area networking, and staffing. In addition, for the two course management systems (CMS) currently running (Blackboard 9 and Moodle), each is hosted at an off-campus server farm. Each host server farm maintains 24/7 support and backup networks and servers.

Any changes in either Blackboard or Moodle are managed through the two CMS administrators. These are approved by the Dean of the Virtual College and Technology after consultation with appropriate technology officers, the School Deans and the Vice President for Academic Affairs.

20. How does the institution assure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

The how-to’s of online course access and support are communicated in various ways. Freshmen learn at freshman orientation through presentations made by technology staff. This includes how to log on to an online course, Instructional Design staff phone numbers and contacts, and Computer Services help desk. In addition training sessions are held in the Instructional Technology Center by the instructional designers in order to assist students as they first log on. Three part time student online learning help desk assistants are available as well as two full-time Instructional Designers/CMS Administrators. Faculty workshops are held to assist faculty in developing and maintaining courses. Often these are completed one on one between the faculty member and the instructional designer as well as in small group sessions.

21. What is the institution’s experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

The current Dean of the Virtual College and Technology at BSC has also worked as Director of Instructional Technology Planning and Coordination for the WV Higher Education Policy Commission for the past ten years. He also served as Director of the West Virginia Virtual Learning Network and has been Chair of several statewide consortia efforts in distance learning, including the Southern Regional Electronic Campus.

22. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will the institution ensure that students can use these services effectively?

Currently, external partnerships are limited to licensing and hosting for Blackboard 9 and remote server hosting for Moodle. No other external partnerships are anticipated.
Part 5. Institutional Staffing and Faculty Support

23. How does the institution staff distance-delivered programs? How does this differ from the institution’s processes for staffing traditional programs?

Staffing responsibilities for distance delivery fall under faculty support and technology training and support. The Deans approve which courses are offered online and when. They select the full-time faculty as well as qualified adjuncts. Technology training in online course creation and delivery is managed by the Dean of the Virtual College and Technology and the Blackboard/Moodle administrator. Once the Deans approve the creation of an online course, the Instructional Design staff is notified and the course creation process is implemented. There is also a timeline for course creation and assistance posted on the BSC Distance Learning home page which is pointed out to college personnel as they become involved in the process.

24. What is the institution’s process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time does the institution provide for faculty who teach distance-delivered programs?

Deans may contact the Dean of the Virtual College and Technology to request course design, development, and funding assistance in creating courses within particular program areas. As this approval is granted, the appropriate Dean also selects a full-time or adjunct faculty member to develop the course. This faculty member is assigned to one of the Instructional Designers, depending upon which CMS platform the faculty member chooses. Faculty are provided CMS training either individually or in small groups and are assisted in creating and running the online course. Instructional Designers assist the faculty whenever an online course runs. Faculty may receive release time or pay to create an online course through the approval of the School Dean and/or the Dean of the Virtual College and Technology. The School Dean may recommend release time or pay, while the Dean of the Virtual College and Technology approves course design pay. This has most often been done in the general studies area of curriculum development and has been funded at $1,000 for creation of a three credit course. In addition, faculty then teach these courses and update them as part of their instructional load as approved by the School Dean and the Vice President for Academic Affairs.

25. How does the institution assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others’ intellectual property?

Copyright compliance is ensured through the Instructional Designers. Currently, the standard from current copyright law is that no more than 10% of a copyrighted work falls under fair use guidelines. Faculty is responsible for copyright clearances which are verified by the Instructional Designers before more than 10% of a work can be used in an online class. Current copyright clearance information is posted on the BSC Distance Learning home page and is pointed out to online course faculty as they create their online courses.
Part 6. Student Support

26. How does the institution assure that distance delivery students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

Currently, there is no such thing as a fully online student who is only enrolled at a distance. The institution expects that to change as online programs are approved. Currently, students take one or more online courses in mixture with on-campus or off-campus courses within programs, and thus, have access to those published services which are currently contained and explained in the Academic Catalog, the Student Services Handbook, and in the various student orientations in which new and current students participate.

In anticipation of distance student services, the library and student support areas have assigned specific staff to work closely through the Dean of the Virtual College and Technology to resolve distant student issues. The Dean’s telephone and e-mail address are prominently displayed on the BSC Distance Learning home page and student requests for services as needed are filtered by the Dean to the appropriate college service office: library, student support services, counseling, advising, placement, enrollment management, financial aid, registrar, and business office-student accounts office. Complaints are also filtered through the Dean of the Virtual College and Technology unless the student has directly contacted one of the offices in which case the Dean is then notified by the staff in that coordinating office of issues needing resolution. Many of these issues come to the Instructional Designers and the CMS Help Desk and are also filtered to appropriate offices and staff.

27. How does the institution measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, “office hours,” cyber buddies/mentors and tutors)?

The CMS Administrators have data to support who is online and when. As online courses are created, faculty are told of expectations to communicate with online students within each 24 hour period. Courses are designed to utilize as appropriate chat rooms, e-mail, discussion groups, streaming video, and/or streaming audio. Specific issues with students are handled through the online learning student support help desk. Larger issues are upgraded to the specific CMS Administrator. These issues, if not resolved, are escalated to the level of the Dean of the Virtual College and Technology who personally contacts the appropriate School Dean to consult with the specific faculty member to resolve either a faculty issue or a student issue unresolved at the other levels.

28. How does the institution assure that the distance delivery students it enrolls and to whom it awards credit and credentials are the same ones who did the work and achieved the institution’s learning goals (student authentication)?
Plans are in place to utilize the services of Acxiom, a third party provider, made available through Blackboard by fall 2011. Moodle has its own built-in identification schema. Several Deans employ remote proctors which are arranged by the student and approved personally by the Dean to personally proctor tests. A full-time staff member is available in the School of Arts and Sciences to proctor online tests on the BSC campus. Other Deans use appropriate off-campus BSC staff or public library staff in some cases and in several cases, BSC has agreements with local community college staff to serve as proctors in Beckley and Lewisburg, WV, which are part of the New River Community and Technical College family with which BSC has various formal and informal agreements.

29. How does the institution protect student identity and personal information?

Student information is housed within the Banner Student Information System. This information is housed on a secure server and back-up server which has multiple levels of security including multiple firewalls, independent password access with timed password changes, remote and local filtering and virus, spam protection.

Part 7. Evaluation and Assessment

30. How does the institution assess, review, and evaluate quality in distance-delivered programs?

First, there is the measure of the academic quality of the content of the course design itself. A set of minimum criteria for web course creation including such things as a syllabus, a course outline, assignments, due dates, assessments, chat, e-mail, are required building blocks for online courses. The Instructional Designer working with the faculty member affirms that the minimum criteria are met before the course is activated for student consumption.

Secondly, each course is evaluated by students each term whether distance learning or traditional. The form is the same; the method is different. Live classes use the traditional paper-pencil approach, while online classes use the form online and reply online.

Thirdly, once program approval is received, all programs are reviewed by the Institutional Board of Governors on a five year program review cycle. The online programs will continue to be a different delivery methodology in the same program; thus, the program review process will remain the same.

31. How are the measures and techniques the institution uses for distance-delivered programs equivalent to those used to assess and evaluate traditional face-to-face programs? If there are differences, why are these differences appropriate?

There are no differences in measures used to evaluate distance-delivered courses from traditional courses.
32. How does the institution assess the learning of the students it educates in its distance-delivered programs to ensure that they achieve the levels of performance that the institution expect and that its stakeholders require?

Learning is assessed in a variety of ways as it is in face-to-face instruction. Instructional Designers encourage faculty to use assessments which rely on active learning: these include formal papers, open book essays, chat rooms and discussion boards. However, many faculty choose traditional testing, and this is done online through the course management system or through proctoring or both. This is at the discretion of the particular faculty member.

33. How does the institution encourage and ensure continuous improvement of its distance-delivered programs?

Each online course is updated as it is used again the following semester. The Instructional Designers confirm that the course has been updated before it is made available to students. Courses are monitored electronically for the amount of time faculty and students spend in the courses, and issues are brought to the attention of the appropriate Dean and faculty member.

In addition, because a majority of our programs are specialty nationally accredited, there is a continuous assessment in place for these programs to ensure continuous improvement through monitoring data.