



Bluefield State
C O L L E G E

BOARD OF GOVERNORS

October 20, 2016

Conley Hall, Room 201, Boyd Conference Room

Meeting @ 6:30 p.m.

To Join By Conference Call:

Access Number: (866) 453-5550

Participant Code: 2975811#

**BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
October 20, 2016**

Conley Hall, Room 201, Boyd Conference Room

AGENDA

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| 1. Welcome and Call to Order – Chairman Robert E. Perkinson, Jr. | 6:30 p.m. |
| 2. Recognition of Men’s Tennis Team – Chairman Robert E. Perkinson, Jr. | 6:30 p.m. – 6:35 p.m. |
| 3. Chair’s Remarks – Chairman Robert E. Perkinson, Jr. | 6:35 p.m. – 6:45 p.m. |
| 4. President’s Report – Dr. Marsha Krotseng | 6:45 p.m. – 6:55 p.m. |

College Focus

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| 5. BSC Faculty Presentation – Dr. Luciano Picanco | 6:55 p.m. – 7:15 p.m. |
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Current Operations

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| 6. *Approval of Minutes of August 30, 2016 Meeting | 7:15 p.m. – 7:20 p.m. |
| 7. Financial Report and Update – Ms. Shelia Johnson | 7:20 p.m. – 7:30 p.m. |
| 8. *Proposed Amendments to the BSC Board of Governors Bylaws | 7:30 p.m. – 7:40 p.m. |
| 9. *Approval of BSC Board of Governors Governance Policy Manual | 7:40 p.m. – 7:50 p.m. |

Strategic Issues: Getting to the Vision

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| 10. *Approval of HEPC Compact Report – Dr. Tracey Anderson | 7:50 p.m. – 8:00 p.m. |
| 11. Progress on Dashboard Indicators Report – Dr. Tracey Anderson | 8:00 p.m. – 8:05 p.m. |
| 12. Enrollment Update – Dr. Jo-Ann Robinson | 8:05 p.m. – 8:10 p.m. |
| 13. Presentation of Admissions Plan – Mr. James Schlimmer | 8:10 p.m. – 8:30 p.m. |
| 14. Adjournment | 8:30 p.m. |

- Next Meeting Date: December 8, 2016

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
August 30, 2016

Conley Hall, Room 201, Boyd Conference Room

MINUTES

Members Present: Robert E. Perkinson, Jr., Reverend Garry Moore, Bob Buzzo, Lois Manns, Harold Wells, Anne L. Taylor-Lantry (via conference call), Dr. Norman Mirsky, Deirdre Guyton, and Jerry Perdue.

President's Staff: Dr. Marsha Krotseng, Shelia Johnson (via conference call), Dr. Jo-Ann Robinson, Dr. Guy Sims, Dr. Angela Lambert, Dr. Tracey Anderson, Jonette Aughenbaugh, John Lewis, Jim Nelson, and Tom Cook.

Guests: Shelia Hallman-Warner, Dr. Luciano Picanco, Ayla Mathias, Derrick Price, Megan Dillion, Nicole Ballard, Jason Brooks, Dr. Ellen Chaffee, and Carolyn Kirby.

Welcome and Call to Order – Chairman Robert E. Perkinson, Jr.

Mr. Perkinson called the meeting to order at 6:34 p.m. and welcomed all in attendance.

Chair's Remarks – Chairman Robert E. Perkinson, Jr.

Mr. Perkinson reported that there was a productive training session today. Dr. Ellen Chaffee met with Cabinet members this afternoon to assist in improving communications. Mr. Perkinson expressed thanks to Dr. Chaffee for her time.

Recognition of Men's Tennis Team – Chairman Robert E. Perkinson, Jr.

Due to a scheduling conflict, Coach Belt was unable to attend the August Board of Governors meeting. Therefore, recognition of the Men's Tennis Team has been postponed until the October 2016 Board of Governors meeting.

President's Report – Dr. Marsha Krotseng

Dr. Krotseng expressed thanks to Dr. Ellen Chaffee, Senior Fellow with AGB, for attending the Board meeting. Dr. Chaffee has been on campus all day, and she conducted two previous workshops in November 2015 and May 2016. Dr. Chaffee has provided a great deal of information with regard to strategic thinking. There will be an open session with Dr. Chaffee on campus tomorrow at 8:15 a.m., and Dr. Krotseng encouraged everyone to participate.

BSC is in its third week of classes. Dr. Krotseng expressed thanks to faculty, staff, and students for an exciting start to the new year.

Enrollment is still fluctuating, and Dr. Robinson will report later in the meeting. BSC staff members are discussing strategies to shift enrollment back to where it needs to be, including the successful implementation of the Master Plan and obtaining an on-campus residence hall. There have been a number of meetings dealing with financing the residence hall through USDA and New Markets Tax Credits. In July, the Chancellor invited Dr. Krotseng to present the BSC residence hall project at a work session of the Higher Education Policy Commission. This laid the groundwork for a later presentation that will request HEPC approval of the project.

There have been a number of changes at MountainView, including new signage; these changes have been welcomed by students.

Academic Affairs: Goals for 2016-17 – Dr. Angela Lambert, Interim Provost/VPAA

Dr. Lambert reported on her activities since assuming the role of Interim Provost on July 1st, including meeting with the Provost's staff and Deans' Council, attending a meeting in Beckley with the Dean of the WVU School of Nursing, completion of the 2016-17 catalog, Faculty Institute, and work with the Faculty Senate.

Mr. Perkinson thanked Dr. Lambert for stepping up and expressed appreciation for her service. Mr. Perkinson stated that Dr. Lambert has the support of the Board of Governors and the support of campus.

BSC Athletics: Goals for 2016-17 – Mr. John Lewis, Athletic Director

Mr. Perkinson welcomed Mr. Lewis to the Bluefield State family. During his first three weeks at Bluefield State, Mr. Lewis was tasked with filling different coaching positions. He introduced the two new coaches to the Board of Governors: Megan Dillion is BSC's interim volleyball and softball coach, and Derrick Price is BSC's interim head men's basketball coach.

Mr. Lewis reported that BSC is now a member of the USCAA, a recommendation presented to the Board last May by Dr. Tom Hart. The USCAA offers more post-season opportunities for our student-athletes.

Mr. Lewis's goals include increasing squad numbers, the participation of female students in athletics, and fundraising. A proposal for a Hall of Fame hallway to recognize BSC's distinguished athletes has been submitted to a local Foundation.

Mr. Perkinson stated that the College will find the funding to improve the areas that need improvement. Board members may be able to provide some fundraising contacts for Mr. Lewis.

The Hall of Fame induction will be on October 8, 2016 at 1:00 p.m.

Approval of Minutes of June 16, 2016 Meeting

The first action item was approval of the Board minutes from the June 16, 2016 meeting. Mr. Perkinson asked if there were any additions or corrections to the minutes. Dr. Mirsky recommended a change to page two of the minutes – the word 'actionable' should say 'action'. Also, a correction to page four of the minutes – it should read Board of Governors Summit. Mr. Perdue made a motion to approve the minutes of the June

16, 2016 meeting as amended. The motion was seconded by Ms. Guyton. The motion carried.

Financial Report and Update – Ms. Shelia Johnson

Shelia Johnson reported that the College's recent enrollment decline has affected tuition and fee collections. There is a \$1.3-million shortfall in operations. The Campus community will be involved more in this process in later weeks to help figure out how BSC is going to balance the budget this year.

With regard to residential housing, BSC needs \$30 million, and there are several sources for funding available. Ms. Johnson indicated that BSC has no debt currently, but the College must take on debt to achieve its plan.

Mr. Perkinson provided comments based on a meeting he attended at the College on the New Market Tax Credits. BSC will be the first in West Virginia to apply for the use of these funds which will be a "win-win" for the community and for the school.

Follow-Up from AGB Board Workshop: Policy Manual

Mr. Perkinson expressed thanks to Dr. Mirsky for taking the lead in developing a Board governance policy manual. The manual will serve as a guide to show how the Board works and state the rules and procedures that must be followed.

Once the manual is completed, it should be reviewed annually so that changes can be made if necessary. Mr. Perkinson stated that the Board of Governors intends for this manual to be a living document. Dr. Mirsky referred the group to page 23, the public comment section. The Board would need to amend its bylaws to implement some of the recommendations. Dr. Mirsky agreed to prepare a handout describing how the bylaws would need to be amended so the Board can consider the amendments at the October meeting. Discussion followed with regard to whether public comment should occur at the beginning or end of Board meetings. The two amendments to the bylaws will be sent out to the Board of Governors to provide at least a 15-day written notice before the next meeting.

Recruitment and Retention Update – Dr. Jo-Ann Robinson and Dr. Angela Lambert

Dr. Robinson discussed enrollment although the official numbers will not be available until October. She reported on the hiring of a new Director of Admissions and Enrollment Services, the appointment of a Retention Specialist, and work toward new processes.

Dr. Lambert reported that there will be a registration debriefing session to discuss any improvements that should be made. She also discussed dual credit courses and advising.

Progress Toward Strategic Plan – Dr. Tracey Anderson

Dr. Anderson provided an update on the Strategic Plan and noted that BSC's report of achievements in the last academic year will be brought to the Board for approval in October prior to sending it to HEPC.

Mr. Perkinson requested that Dr. Anderson provide the Board of Governors with a copy of the Census. He also requested that she send the Compact materials to the Board in advance of the next meeting. There is an expectation that members of the Board will have read the packet prior to the next meeting.

Consent Agenda

Mr. Jerry Perdue made a motion to approve the Consent Agenda as submitted. The motion was seconded by Ms. Lois Manns. The motion carried.

Reminders:

The Founders Day Luncheon will take place on October 7, 2016 at noon.
The next Board of Governors meeting will take place on October 20, 2016.

With no further business to discuss, the meeting adjourned at 8:00 p.m.

Respectfully submitted,
Sara Anderson

Robert E. Perkinson, Jr.

BLUEFIELD STATE COLLEGE
 BUDGET VS ACTUAL (STATE ACCOUNTS)
 FISCAL YEAR 17, AS OF
 AUGUST 31, 2016
 CASH BASIS*

UPDATED 10/13/2016

DESCRIPTION	BUDGETED 2017 FY	% OF BUDGETED	ACTUAL 08/31/2016	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/16			819,795		
ADDITIONS:					
REVENUE					
STATE APPROPRIATIONS	5,636,862	24.54%	1,127,372	25.92%	20.00%
TUITION & FEES	10,103,028	43.99%	1,925,517	44.26%	19.06%
CAPITAL FEES	650,000	2.83%	97,519	2.24%	15.00%
SALES & SERVICES	85,000	0.37%	6,369	0.15%	7.49%
GRANTS & CONTRACTS	5,754,970	25.06%	840,850	19.33%	14.61%
INVESTMENT EARNINGS	2,000	0.01%	792	0.02%	39.60%
AUXILIARY	853,000	3.71%	368,508	8.47%	43.20%
DEBT ASSESSMENT	(46,611)	-0.20%			
HERA ASSESSMENT	(69,802)	-0.30%	(16,822)	-0.39%	24.10%
TOTAL REVENUES	22,968,447	100.00%	4,350,105	100.00%	18.94%
DEDUCTIONS:					
EXPENDITURE					
PERSONAL SERVICES	12,101,153 *	52.86%	1,731,496	63.24%	14.31%
EMPLOYEE BENEFITS	3,068,900	13.40%	451,955	16.51%	14.73%
CURRENT EXPENSE	4,490,000	19.61%	434,962	15.89%	9.69%
REPAIRS/ASSETS/BLDG CONSTRUCTION	960,000	4.19%	29,584	1.08%	3.08%
SCHOLARSHIP, AWARDS	2,274,000	9.93%	89,510	3.27%	3.94%
TOTAL EXPENDITURES	22,894,053	100.00%	2,737,507	100.00%	11.96%
ENDING CASH AND IN TRANSIT 08/31/2015			2,432,393		
LESS: ENCUMBRANCES			(178,003)		
Balance (Cash Less Encumbrances)			2,254,390		

*Fees and personal services inflated by \$950,000 due to personal services vacancies held.

BLUEFIELD STATE COLLEGE
 BUDGET VS ACTUAL (STATE ACCOUNTS)
 COMPARISON OF AUGUST 31, 2015 AND AUGUST 31, 2016
 CASH BASIS*

UPDATED 10/19/2016

DESCRIPTION	ACTUAL 08/31/2015	ACTUAL 08/31/2016	DIFFERENCE	% OF DIFFERENCE
BEGINNING CASH 07/01/15-16	1,512,115	819,795	(692,320)	
ADDITIONS:				
REVENUE				
STATE APPROPRIATIONS	1,163,023	1,127,372	(35,651)	-3.07%
TUITION & FEES	1,285,794	1,925,517	639,723	49.75%
CAPITAL FEES	115,540	97,519	(18,021)	-15.60%
SALES & SERVICES	20,797	6,369	(14,428)	-69.38%
GRANTS & CONTRACTS	1,167,830	840,850	(326,980)	-28.00%
INVESTMENT EARNINGS	1,631	792	(839)	100.00%
AUXILIARY	292,910	368,508	75,598	25.81%
DEBT ASSESSMENT				
HERA ASSESSMENT	(16,593)	(16,822)	(229)	100.00%
TOTAL REVENUES	4,030,932	4,350,105	319,173	7.92%
DEDUCTIONS:				
EXPENDITURE				
PERSONAL SERVICES	1,947,880	1,731,496	(216,384)	-11.11%
EMPLOYEE BENEFITS	482,515	451,955	(30,560)	-6.33%
CURRENT EXPENSE	609,088	434,962	(174,126)	-28.59%
REPAIRS/ASSETS/BLDG CONSTRUCTION	151,446	29,584	(121,862)	-80.47%
SCHOLARSHIP, AWARDS	137,285	89,510	(47,775)	-34.80%
TOTAL EXPENDITURES	3,328,214	2,737,507	(590,707)	-17.75%
ENDING CASH AND IN TRANSIT 08/31/2014 - 2015	2,214,833	2,432,393	217,560	
LESS: ENCUMBRANCES	(17,671)	(178,003)	(160,332)	
Balance (Cash Less Encumbrances)	2,197,162	2,254,390	57,228	

*Excludes Clearing Account

BLUEFIELD STATE COLLEGE
 FEDERAL FINANCIAL AID BALANCES
 FISCAL YEAR 2017
 AS OF AUGUST 31, 2015

UPDATED 10/18/2016

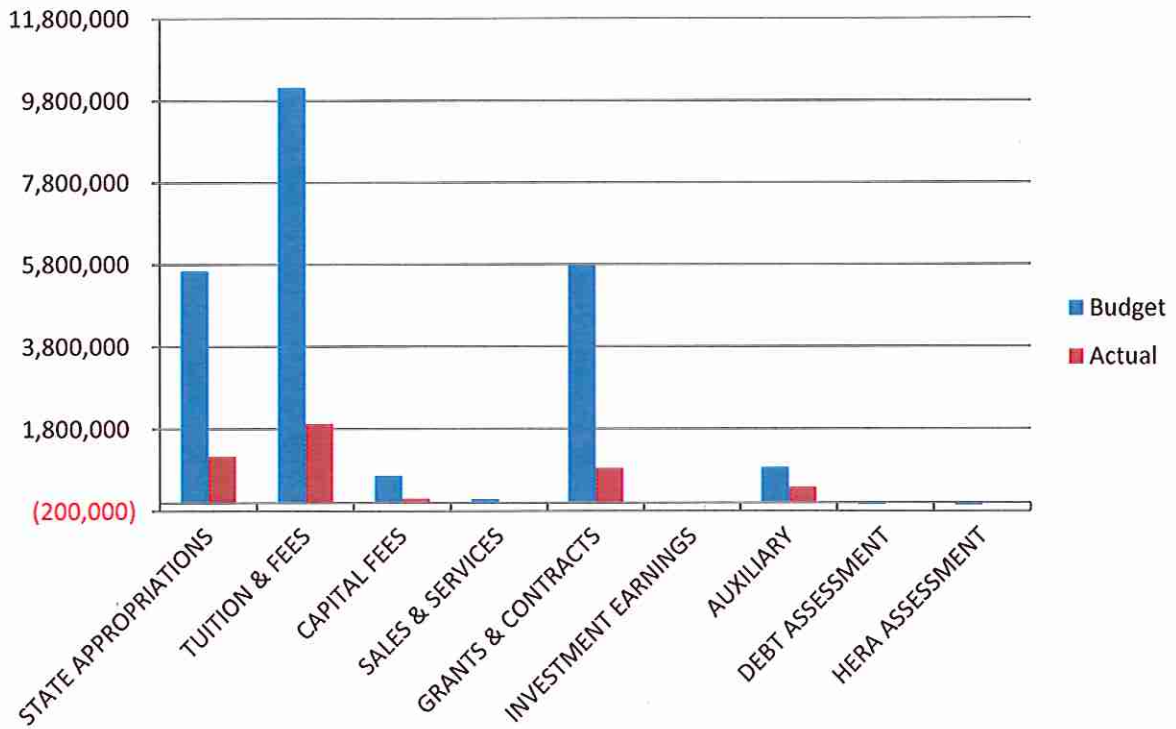
DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 08/31/2016
BEGINNING CASH 07/01/16	633.29	9,970.54	0.82	10,604.65
<u>ADDITIONS:</u>				
REVENUE	1,308,691.03	1,565,061.14	21,000.00	2,894,752.17
TOTAL REVENUES	1,308,691.03	1,565,061.14	21,000.00	2,894,752.17
<u>DEDUCTIONS:</u>				
AWARDS & LOANS	1,309,378.00	1,575,002.00	21,000.00	2,905,380.00
Redeposits	(1,254.00)			(1,254.00)
Recoveries				
TOTAL EXPENDITURES	1,308,124.00	1,575,002.00	21,000.00	2,904,126.00
ENDING CASH 08/31/2016	1,200.32	29.68	0.82	1,230.82
2016FY TOTALS				
TOTAL EXPENDITURES	3,952,306.00	6,295,731.00	80,490.00	10,328,527.00
% OF FINANCIAL AID 2015FY COMPARED TO 2014FY	33.10%	25.02%	26.09%	28.12%

BLUEFIELD STATE COLLEGE
ENCUMBRANCES SUMMARY
AUGUST 31, 2016

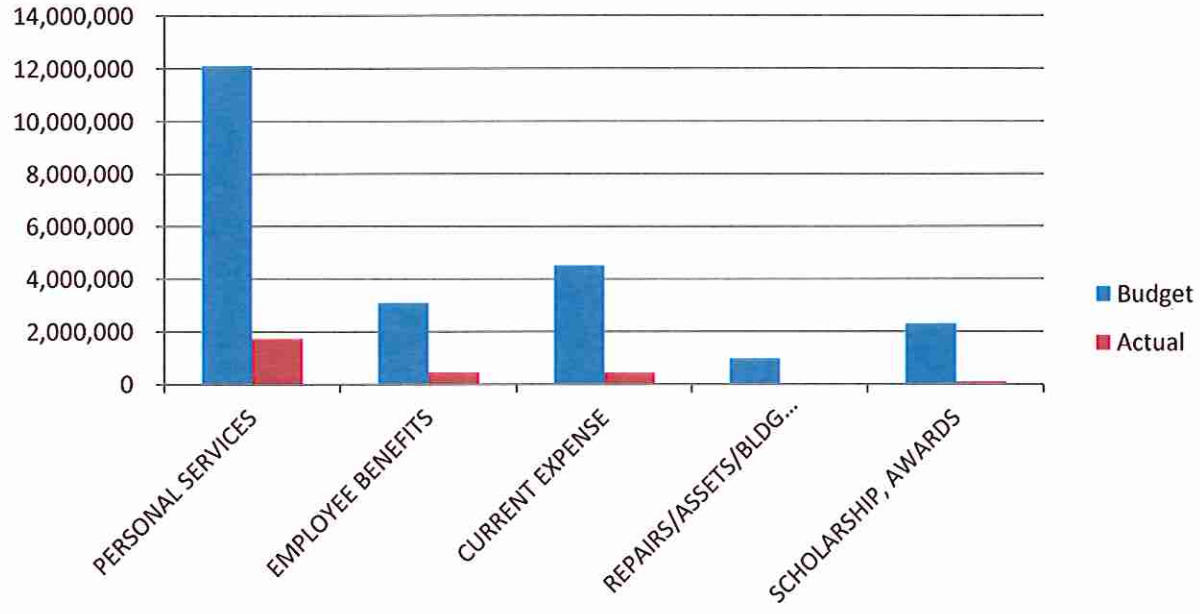
UPDATED 10/18/2016

PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(38,388.00)
BSC406	THOMPSON & LITTON OF WV INC	(139,615.00)
<hr/> GRAND TOTAL ENCUMBRANCES		<u>(178,003.00)</u>

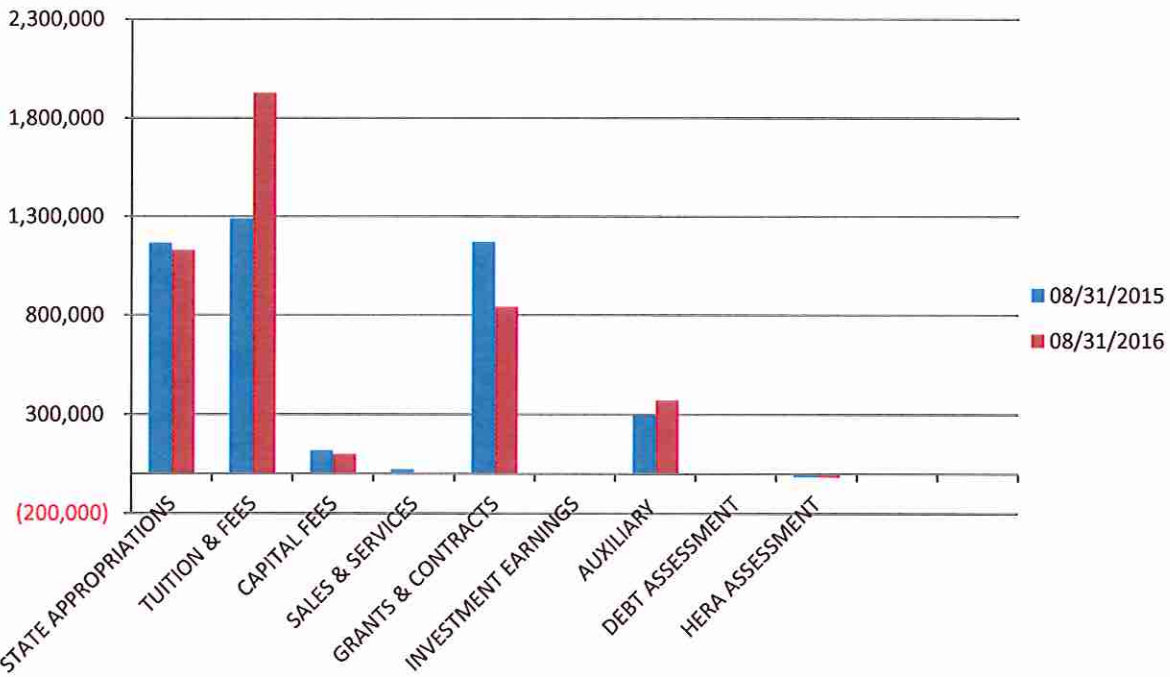
Bluefield State College
2017 Budget vs Actual Revenue



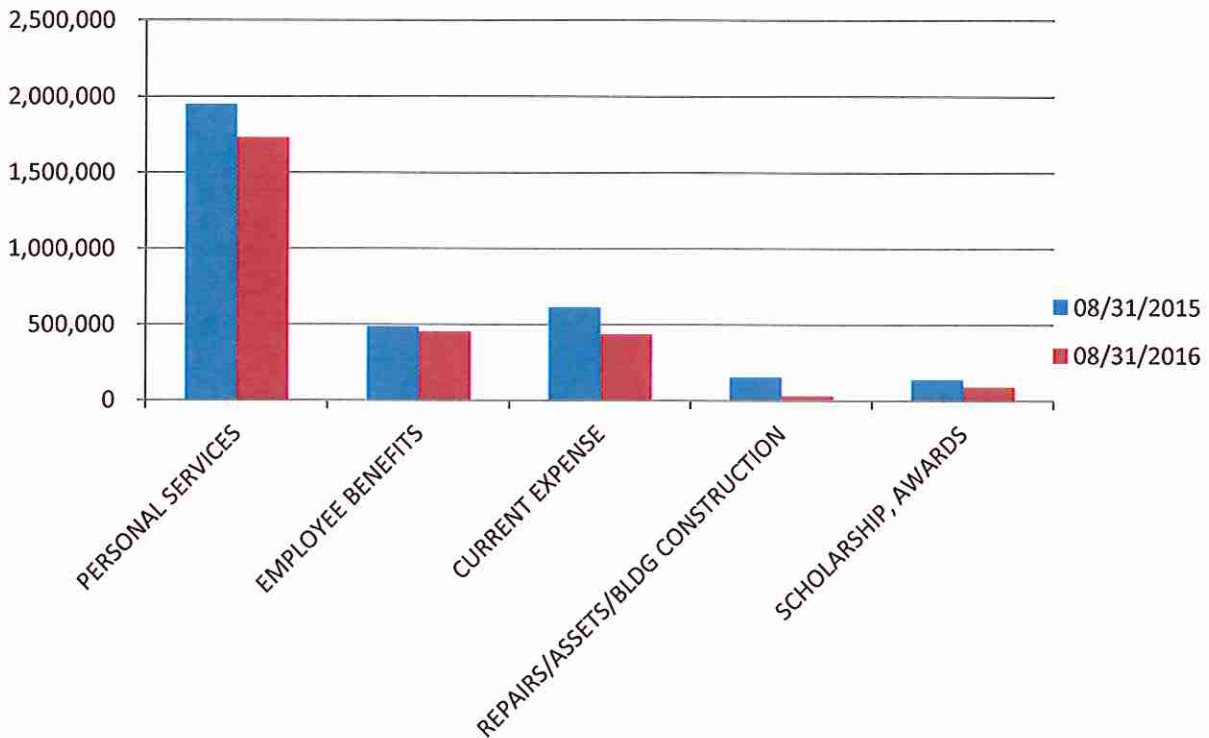
Bluefield State College
2017 Budget vs Actual Expenditures



Bluefield State College
Aug 2015 vs Aug 2016 Revenue



Bluefield State College
Aug 2015 vs Aug 2016





Bluefield State College

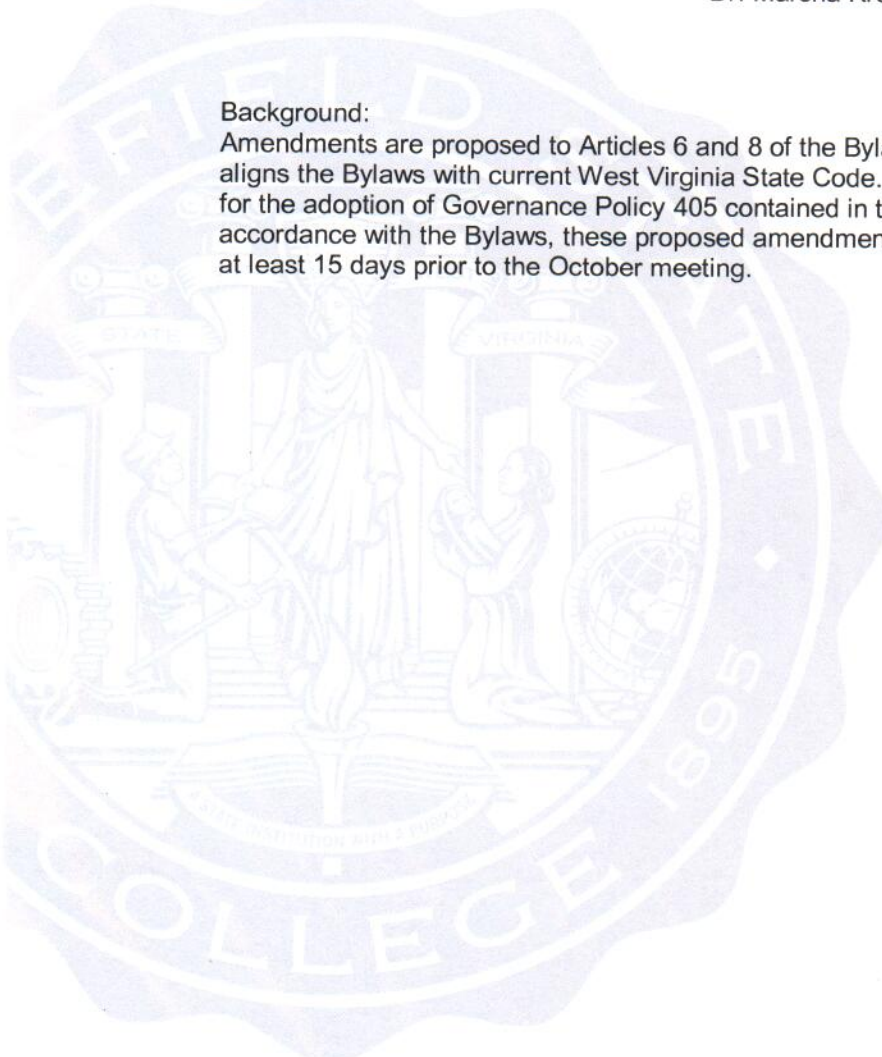
Item: Approval of amendments to BSC Board of Governors Bylaws.

Recommended Resolution: *Resolved*, the Bluefield State College Board of Governors approves the amendments to the BSC Board of Governors Bylaws as indicated in the following pages.

Staff Member: Dr. Marsha Krotseng

Background:

Amendments are proposed to Articles 6 and 8 of the Bylaws. The amendment to Article 6 aligns the Bylaws with current West Virginia State Code. The amendment to Article 8 allows for the adoption of Governance Policy 405 contained in the Governance Policy Manual. In accordance with the Bylaws, these proposed amendments were sent to the Board members at least 15 days prior to the October meeting.



Board of Governors Bylaws

Approved February 15, 2007

Article 1: The Board of Governors

The official name of the Board shall be "The Bluefield State College Board of Governors." The Board of Governors and their successors in office are created by the people of West Virginia through the Code of West Virginia as a public body, known as The Bluefield State College Board of Governors, with the power of general supervision and control over the academic and business affairs of the institution. The Board shall consist of twelve members:

- *One full-time member of the faculty with the rank of instructor or above duly elected by the faculty;
- *One member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body;
- *One member of the institutional classified staff duly elected by the classified staff; and
- *Nine lay members appointed by the Governor by and with the advice and consent of the Senate. Of the lay members, the BOG shall request of the Governor that one superintendent of a county board of education from the area served by the institution be appointed.

Of the nine members appointed by the Governor, no more than five may be of the same political party. At least six of the members shall be residents of the state. The student member shall serve for a term of one year with the term beginning on the first day of July. The faculty and classified staff members shall serve for a term of two years with the term beginning on the first day of July and an election held during odd years. The faculty and classified staff members are eligible to succeed themselves for three additional terms, not to exceed a total of eight consecutive years. The appointed lay citizen members shall serve terms of four years each. The appointed lay citizen members shall be eligible to succeed themselves for no more than one additional term.

A vacancy in an unexpired term of a member shall be filled for the unexpired term within thirty days of the occurrence of the vacancy in the same manner as the original appointment or election. Except in the case of a vacancy, all elections shall be held and all appointments shall be made no later than the thirtieth day of June preceding the commencement of the term, except the election of officers for the term beginning in July. The Board of Governors shall elect one of its appointed lay members to be chairperson in June of each year. No member may serve as chairperson for more than two consecutive years.

Other than in the case of written resignation submitted to the Board, each member shall remain in office until a successor has been established by the required process. No lay member of the Board shall be eligible to appointment to any paid employment in the College.

Article 2: Meetings of the Board

The Board shall meet in regular session not less than six times in each fiscal year, and as agreed to by the Board, or at the call of the Chair or the President of the College. The President shall call an emergency meeting of the Board within 10 days upon the written request of any six members of the Board, which meeting shall be limited to the emergency agenda item(s) identified in such a request.

The annual meeting will be held in June of each year.

Meetings will ordinarily be held at Bluefield State College in Bluefield, West Virginia, but may be held at such other times and places as the Board may determine. A majority of members (7) shall constitute a quorum to do business, but a smaller number may meet and adjourn to some other time or until a quorum is obtained. Telephonic or other real-time means of attending the meeting shall qualify toward the quorum.

The business at each meeting shall be conducted under general parliamentary rules set forth in Robert's Rules of Order as modified by the Board.

The agenda for every meeting of the Board shall be prepared by the President in consultation with the Chair. Any member of the Board of Governors may present to any meeting of the Board any item whether or not the same is on the agenda of the meeting, but no action shall be taken on a non emergency item if not on the agenda.

Meetings of the Board shall be open to the public as provided by law.

Minutes of each meeting of the Board shall be prepared, approved by the Board, and recorded permanently with the signatures of the Chair and Secretary.

Article 3: Voting Procedures

Votes on all matters coming before the Board or any of its committees shall be taken by voice vote, but a role call vote shall be taken upon the motion and second for a role call vote.

Whenever any member participates in a meeting of the Board by telephone or any other means when not physically present at the meeting location, such member(s) shall be individually polled as to each vote of the Board.

No member may vote by proxy.

Article 4: Executive Sessions

By vote of a majority of the members present at any meeting of the Board, and in accordance with the West Virginia Open Governmental Proceedings Act, portions of a meeting may be closed to the public.

No minutes shall be taken of executive sessions of the Board.

No person not a member of the Board shall be in attendance at such executive session except at the direction of the members.

No action may be taken in a closed session of the Board. All action items must be taken in open session.

Article 5: Office and Administrative Support

The principal offices of the Board of Governors shall be the Office of the President, 200 Conley Hall, Bluefield State College, 219 Rock Street, Bluefield, West Virginia 24701.

The President of the College shall provide all necessary administrative support for the Board. Members shall be entitled to reimbursement for expenses necessary for the fulfillment of their duties as Board members, including travel and expense as authorized by the Chair.

Article 6: Officers and Organization of the Board

Chairperson

In June of each year, the members shall elect a Chair from among the nine lay members. In the event of a vacancy in the office of chairperson, the vice chairperson shall succeed to the office of chairperson for the rest of that fiscal year, and shall remain eligible to serve as chairperson in the following fiscal year. The chairperson shall perform such duties as may be prescribed by law or by the regulations and policies of the Board. No member may serve as chair for more than four consecutive years.

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Vice Chairperson

In June of each year, the members shall elect a Vice Chair from among the nine lay members immediately following election of a Chair. In the event of a vacancy in the office of Vice Chairperson, the members shall elect a Vice Chair at the next meeting following the occurrence of the vacancy. No limitation shall apply as to the consecutive years of service as Vice Chair. The Vice Chair shall perform such duties as may be prescribed by the Board and shall assume the duties of the chairperson during the latter's absence. If the Vice Chair was to assume the duties of the Chair on a permanent basis, then a special election of the Vice Chair would be held.

President

The Board shall, as often as necessary, select a president of the College who shall serve at such terms as the Board may establish. The President shall be the sole administrative officer of the Board. The President shall assist the Chair in coordinating the meetings of the Board and shall have the authority and shall perform the duties usually attached to the office as chief executive officer of the College. The President, as the principal executive officer of the College, shall exercise such powers as are inherent in the position in promoting, supporting, or protecting the interests of the College and in managing and directing all of its affairs; may issue directives and executive orders not in contravention of existing Board policies; shall be responsible for all business policies as heretofore enacted or modified or hereafter established subject to the general policies established by the Board; shall instruct the proper administrative officers to prepare an annual budget which upon approval, shall be recommended to the Board; shall be responsible for the preparation of the annual reports of the Board; and shall exercise such other powers, duties, and responsibilities as are delegated or required by the Board of Governors. Whenever any power or duty is assigned to the Board by law or regulation, the President is authorized to act on behalf of the Board, except to the extent restricted expressly by such law or regulation or by a Policy or resolution adopted by the Board. In case of a vacancy in the office of the President, the Board at the time of the announcement that the President is leaving or has resigned, shall elect an Acting President for the interim period who shall exercise the functions of the President as stated in these Bylaws while serving as Acting President.

Article 7: Committees

The Board may appoint committees and prescribe their duties and functions. All committees shall keep a record of their proceedings and shall report to the Board as required. The delegation of any authority of the Board to any committee shall not operate to relieve the Board or any member thereof of any responsibility imposed by law.

All resolutions and all committee reports offered which involve matters for record in the minutes shall be made in writing.

Article 8: Appearances Before the Board

Individual or group representatives who desire to appear before the Board of Governors as a part of the Board's regular agenda shall submit their request to the President prior to the scheduled meeting of the Board. The President, in consultation with the Chair, may either place the requested item on the agenda or reject it, notifying the individual or group of the reasons for his or her decision. The President may refer any such request to the Chair for referral to a committee of the Board.

At each regular meeting of the Board of Governors before regular business the Board shall have a public comment period. Persons wishing to address the Board for a period

Deleted: to be received at least fifteen days

Deleted: At each regular meeting of the Board of Governors, at the conclusion of regular business the Board shall have a public comment period. Persons wishing to address the Board for a period not to exceed three minutes may register at the Board meeting room at any time prior to the commencement of the Board meeting. Registrants will be called upon in the order of registration by the Chair, but public remarks will be limited to a total of thirty minutes at any one meeting. Time limitations will apply to the remarks of speakers, but not to Board members' remarks, if any. Any person(s) who registered to speak at a meeting but who are not called upon due to the expiration of available time will be placed at the top of the registration list for the next regular meeting. The Board Chair may limit the number of speakers on a given topic.

not to exceed three minutes may register at the Board meeting room during the thirty minute period prior to the commencement of the Board meeting. Registrants will be called upon in the order of registration by the Chair, but public remarks will be limited to a total of thirty minutes at any one meeting. Any person(s) who registered to speak at a meeting but who are not called upon due to the expiration of available time will be placed at the top of the registration list for the next regular meeting. The Board Chair may limit the number of speakers on a given topic.

When deemed proper, the Chair or a majority of the Board may waive these rules and hear any person on any subject.

Article 9: Protocol for Meetings of the Board of Governors

All those in attendance at meetings of the Board of Governors may be asked to identify themselves to the Chair or a designee upon entry to the meeting. Only members of the Board of Governors, the President, and those recognized by the Chair may address the Board.

If space is limited in the meeting room, those with business before the Board of Governors and the members of the press shall have priority over those who are visitors.

No flags, banners, signs, or similar displays by the public shall be permitted in meetings of the Board of Governors.

No person shall cause any disturbance, delay, or interference, or cause any threats thereof at any meeting of the Board of Governors or its committees. Further, no person shall intentionally or through coercion, force, or intimidation, deny or interfere with the right of another to free access or egress from any public meeting.

Visitors to meetings of the Board of Governors shall observe the reasonable requests of the Chair.

Article 10: Organization of the College

For purposes of administration, the President is authorized to determine the organizational structure of the College, subject to the approval of the Board.

Article 11: Relation of Board and the College Faculty, Staff, and Employees

Employee Relations

The Board of Governors is committed to the objectives of diversity and pluralism and to the principles of equal opportunity, non-discrimination and affirmative action as reflected in various federal and state laws, orders and regulations, as well as in various College policies and regulations and will treat its employees in a non-discriminatory manner in accordance with the law and its own internal policies and regulations. It is the policy of

the Board that the President shall maintain a program of reasonable process for the hearing and resolving of important, significant, and serious employee complaints.

Nothing in these Bylaws, or regulations or policies issued pursuant thereto, shall prevent the Board of Governors taking prompt action on urgent financial and personnel matters necessary to the best interests of the College.

Article 12: The Board and Student Relations

The Board encourages and supports the faculty in the development of educational and other programs within available resources, designed to secure the realization of the highest potential of every student.

It shall be the policy of the Board to provide equal educational opportunity to all qualified students from the State of West Virginia and, insofar as facilities, faculty, and accommodations permit, a reasonable number from other states and other countries. The Board of Governors is committed to the objectives of diversity and pluralism and to the principles of equal opportunity, non-discrimination, and affirmative action as reflected in various federal and state laws, orders and regulations, as well as in various College policies and regulations and will treat students and student organizations in a non-discriminatory manner in accordance with the law and its own internal policies and regulations.

It is the policy of the Board that the President shall maintain a program of reasonable process for the hearing and resolving of important, significant, and serious student complaints.

Article 13: Financial Responsibility

The Board of Governors, being statutorily vested with the general supervision of Bluefield State College and the control and direction of all its funds, recognizes a vital and crucial institutional responsibility to those with whom it has financial transactions. Accordingly, it is the policy of the Board to maintain adequate income and reserves to assure payment of principal and interest on the due date of its obligations. To the end that the financial integrity of the College shall always remain inviolate, the Board of Governors pledges that it will maintain constant vigil over its funds through regular review and periodic reports, and such adjustments in income and reserves as shall guarantee the probity of its obligations.

The Board of Governors is concerned that maximum value be obtained for funds expended to procure goods and services. Whenever possible, competitive processes will be utilized to obtain the lowest cost consistent with acceptable quality.

Article 14: Conflicts of Interest

Members of the Board shall perform their responsibilities in a manner which avoids conflicts of interest, or the appearance of such conflicts or of impropriety. Board members shall not use the authority, title, influence, or prestige of their positions, or any confidential information gained as a result of their membership, to solicit business for themselves or others or otherwise obtain any private financial, social, or political benefit which in any manner would be inconsistent with the interest and mission of the College. The standards set out in this policy are intended to supplement, not replace, applicable law, and must be applied using the good judgment of every Board member.

While the College benefits from a Board whose members come with broad and varied experience and successful involvement in business, industry, education, the professions and government, such a membership also brings broad exposure to interests and influences which may directly or indirectly affect their obligations to the College. It is further possible that, from time to time, the College's best interests, objectively determined, may be served by entering into an appropriate business transaction with a member of the Board of Governors, or an entity in which the member has an interest. Recognizing that the potential for such conflicts of interest cannot be entirely avoided, it is the purpose of this section to set forth appropriate standards for identifying, managing and, where possible, resolving such conflicts with a member ("the interested member") in a manner which protects the College's public mission and integrity.

Accordingly, each Board member shall comply with the West Virginia Ethics Act and shall execute an annual conflict of interest statement and provide a copy thereof to the Chair of the Board. In addition, each member of the Board has an ongoing obligation to disclose at the earliest practicable time all conflicts and potential conflicts and appearances of impropriety, and any such actual or potential conflicts must be addressed pursuant to applicable law and the procedures set forth herein. An interested member shall fully disclose in writing any such conflict or potential conflict, including all pertinent facts, to the Chairperson – or, in the case of the Chairperson, to the HEPC's Legal Counsel – promptly after becoming aware of such a conflict or potential conflict.

Whenever a Board member is in doubt as to whether a conflict might exist, he or she is encouraged to consult with the Chairperson, who may, in his or her discretion, confer in turn with the HEPC's Legal Counsel. Any information so presented shall, to the extent permitted by law, be held in confidence except when it is determined that a conflict does in fact exist or that it will be in the best interest of the College to disclose the information in executive session to the Board or a committee of the Board. Such disclosure will be made only after informing the Board member concerned.

In the event of a conflict or potential conflict, the interested member shall neither participate in or be present during any discussion by the Board regarding the matter in conflict; provided, however, that the Board may elect in its discretion to seek information or clarification from the interested member. The interested member shall abstain from

all votes on any such matter and the disclosure of such a conflict and the member's recusal shall be recorded in the minutes of the affected meeting.

Article 15: Collective Authority and Action

The authority of the Governors is conferred upon them as a Board, and they can bind the Board and the College only by acting together as a Board.

No individual member shall commit the Board to any policy, declaration, directive or action without prior approval of the Board.

Article 16: Amendments

These Bylaws may be amended or repealed at any meeting of the Board by an affirmative vote of a majority of the Board, provided that copies of such amendments or notices of repeal are submitted in writing to each member at least fifteen days in advance of such meeting.



Bluefield State College

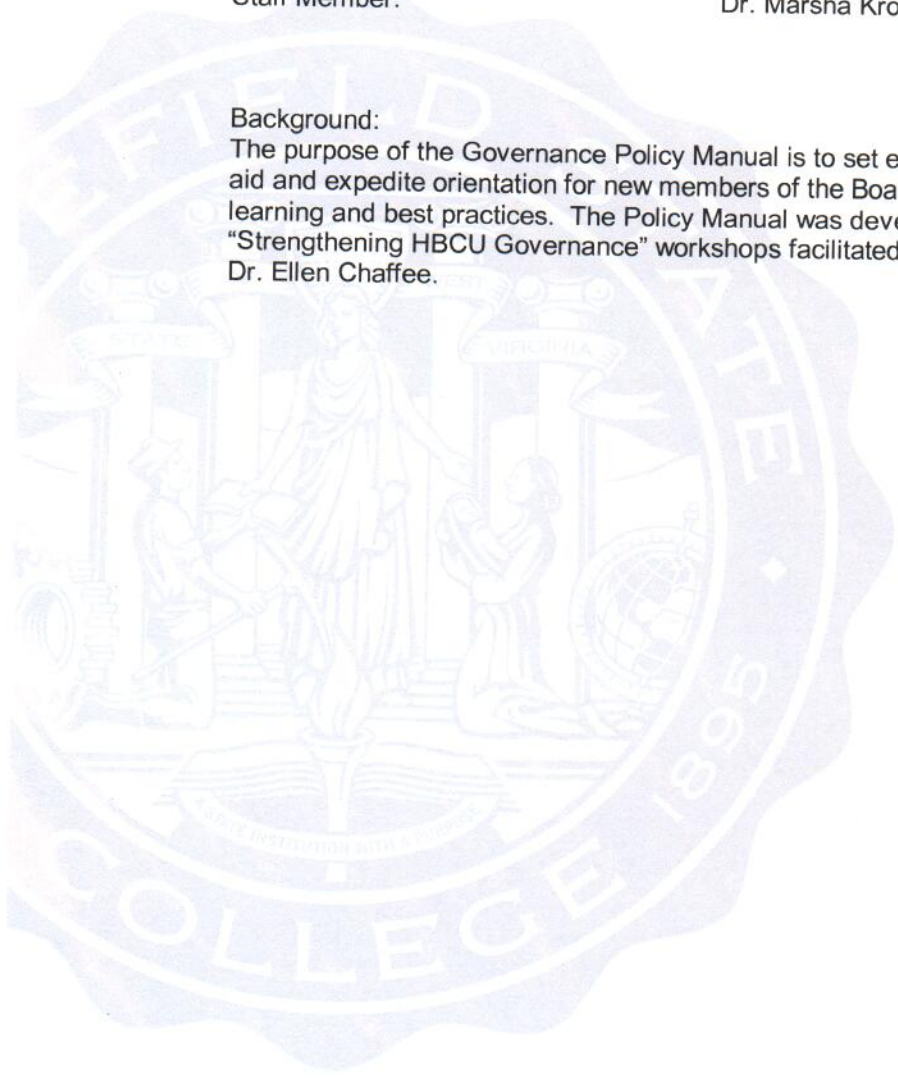
Item: Approval of BSC Board of Governors Governance Policy Manual.

Recommended Resolution: *Resolved*, the Bluefield State College Board of Governors approves the BSC Board of Governors Governance Policy Manual as indicated in the following pages.

Staff Member: Dr. Marsha Krotseng

Background:

The purpose of the Governance Policy Manual is to set expectations for Board functioning, aid and expedite orientation for new members of the Board, and institutionalize Board learning and best practices. The Policy Manual was developed as a result of the AGB "Strengthening HBCU Governance" workshops facilitated on campus by AGB Senior Fellow Dr. Ellen Chaffee.



BLUEFIELD STATE COLLEGE BOARD OF GOVERNORS

219 Rock Street | Bluefield, WV 24701 | 304.327.4030 | fax 304.327.7747
Toll-free in WV 800.344.8892 | In VA, DC, OH, KY and parts of MD and PA 800.654.7798

BLUEFIELD STATE COLLEGE BOARD OF GOVERNORS

GOVERNANCE POLICY MANUAL

DRAFT, June 2016

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INTRODUCTION

The purpose of this Governance Policy Manual is to describe the Board of Governors and how it intends to conduct its business.

The Board's Bylaws are a separate document. The Bylaws contain essential expectations that serve as the foundation of the Board's work. Changing the bylaws requires at least 15 days written notice in advance of a Board meeting.

Deleted: Customarily, changing bylaws requires two board meetings and approval by two-thirds of those voting.

These policies are more fluid, subject to modification according to the will of a majority of the Board. Board members should review these policies annually, apply them to their work throughout the year, and propose revisions whenever a better approach or a clearer statement is needed.

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The purposes of Board policies are to:

- Set expectations for Board functioning – who does what, and how,
- Aid and expedite orientation for new governors, and
- Institutionalize Board learning and best practices.

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GOVERNANCE POLICY 101

BOARD ROLES AND RESPONSIBILITIES

1. The Code of West Virginia charges the Bluefield State College Board of Governors with "the power of general supervision and control over the academic and business affairs of the institution."
2. Consistent with this charge, Board policy is to maintain adequate income and reserves to assure timely payment of principle and interest, to ensure financial integrity, and to maintain constant vigil over its funds (Bylaws, Article 13).
3. Consistent with this charge and as recommended by the Association of Governing Boards of Universities and Colleges (AGB), the Board of Governors will:
 - a. Establish, disseminate, and keep current the institution's mission.
 - b. Ensure that the mission is aligned with public purposes.
 - c. Recruit, appoint, support, and evaluate the chief executive officer.
 - d. Charge the chief executive with the task of leading a strategic planning process, participate in that process, approve the strategic plan, and monitor its progress.
 - e. Ensure the institution's fiscal integrity, preserve and protect its assets for posterity, and engage directly in fundraising and philanthropy.
 - f. Ensure the educational quality of the institution and its academic programs.
 - g. Preserve and protect institutional autonomy and academic freedom.
 - h. Ensure that institutional policies and processes are current and properly implemented.
 - i. In concert with senior administration, engage regularly with the institution's major constituencies.
 - j. Conduct the board's business in an exemplary fashion and with appropriate transparency, adhering to the highest ethical standards.
 - k. Ensure the currency of board governance policies and practices, and periodically assess the performance of the board, its committees, and its members.

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GOVERNANCE POLICY 102

GOVERNORS' ROLES AND RESPONSIBILITIES

As recommended by the Association of Governing Boards of Universities and Colleges (AGB) each member of the BSC Board of Governors is expected to:

- a. Sustain and advance the institution's mission, traditions, values, and reputation
- b. Demonstrate functional understanding of the difference between oversight and management—that is, between the roles of the board and the administration
- c. Learn how the institution functions—its uniqueness, strengths, needs, finances, educational programs, and its place in higher education
- d. Regularly attend meetings of the board, well informed and prepared in advance
- e. Periodically attend College events to experience the institution first-hand
- f. Provide philanthropic support through personal contributions and the identification and solicitation of potential contributors to the institution
- g. In keeping with the board's policy on conflict of interest, disclose promptly and fully any potential or actual conflicts of interest, and personally maintain exemplary ethical standards
- h. Recognize that the president and the administration are responsible to the board as a whole and not to individual trustees
- i. Be committed to serving the institution as a whole rather than any part of it or any personal or political cause
- j. Support the consensus of the board after fully exercising the responsibility to debate and disagree
- k. Maintain confidentiality as required or appropriate
- l. Serve as a public advocate and ambassador for the institution. Advocate the institution's interests, but speak for the board or the institution only when authorized to do so by the board or the chair
- m. Support the role of the President as chief executive officer when he or she is carrying out delegated authority for all academic, administrative, fiscal and personnel matters and to promptly report to the Board chair or president any concerns about University matters of which they have become aware.

West Virginia Code CHAPTER 18B. HIGHER EDUCATION

ARTICLE 2A. INSTITUTIONAL BOARD OF GOVERNORS

Each governing board separately has the following powers and duties:

(These include.)

- (a) Determine, control, supervise and manage the financial, business and education policies and affairs of the state institution of higher education under its jurisdiction;
- (b) Develop a master plan for the institution under its jurisdiction;
- (g) Review, at least every five years, all academic programs offered at the institution under its jurisdiction;
- (j) Involve faculty, students and classified employees in institution-level planning and decision making when these group are affected;

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(p) Employ all faculty and staff at the institution under its jurisdiction. The employees operate under the supervision of the president, but are employees of the governing board;
(t) Delegate, with prescribed standards and limitations, the part of its power and control over the business affairs of the institution to the president in any case where it considers the delegation necessary and prudent in order to enable the institution to function in a proper and expeditious manner...

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GOVERNANCE POLICY 103

BOARD ORIENTATION

The Board of Governors is committed to continual education for members and those with whom the Board interacts (see [Governance Policies 104 and 301-304](#)). As a first step in the Board education process, the Board provides an orientation to enable and encourage new Governors to participate fully in the work of the Board from the beginning of their term.

- 1 As soon as possible after their appointment, new Board members will receive a set of key governance-related documents about Bluefield State College, higher education, and effective governance. The documents may be physical or digital, but will be easily accessible as a collection. College staff will provide updated or expanded information to all Board members as needed (see also Procedures for Policy 103)
- 2 The Board Chair or her/his designee and the College President will meet with new members as soon as possible after their appointment to welcome and inform them about Board service and the major issues currently under Board consideration.
- 3 The College President will arrange for new members to have a campus tour, meet ~~members of the President's Cabinet~~, and meet designated leaders of the faculty, staff, and students.

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BOARD EDUCATION

The Board of Governors recognizes that effective governance requires ongoing attention and continuous improvement. This is accomplished, in part, through the annual training required by West Virginia State Code.

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W.Va. Code § 18B-1D-9 states

(1) A member newly appointed to...a governing board shall complete three hours of training and development by the end of the first fiscal year of service if the appointment is made in the first half of a fiscal year. If the appointment is made in the second half of a fiscal year, the member shall complete three hours of training and development by the end of the first half of the second fiscal year.

Deleted: Governors are encouraged to capitalize on the benefits of West Virginia's membership in the Association of Governing Boards of Universities and Colleges, which include Trusteeship magazine, extensive online resources (agb.org), and an annual conference.¶

(2) With the exception of...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 fiscal years of beginning service and within every two fiscal years of service thereafter.

The Board of Governors also includes an education component on regular Board agendas and conducts periodic Board retreats for educational purposes.

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BOARD SELF-ASSESSMENT

The Board of Governors conducts an internal self-assessment annually in connection with the June annual meeting. The process culminates in an action plan for governance improvement in the coming year.

Periodically (ideally every 3-5 years), the Board commissions a formal comprehensive governance review, which also culminates in an action plan for governance improvement.

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NEW MEMBER RECOMMENDATIONS

In recommending individuals for membership on the BSC Board of Governors, members should be mindful of the following from State Code § 18B-2A-1.

(7) In making lay appointments, the Governor shall consider the institutional mission and membership characteristics including the following:

(A) The need for individual skills, knowledge and experience relevant to governing the institution;

(B) The need for awareness and understanding of institutional problems and priorities, including those related to research, teaching and outreach;

(C) The value of gender, racial and ethnic diversity; and

(D) The value of achieving balance in gender and diversity in the racial and ethnic characteristics of the lay membership of each board.

Deleted: Consistent with state law and the preferences of the Governor of West Virginia, the Board and the President may have opportunities to recommend individuals for membership on the BSC Board of Governors. Current members are encouraged to inform others about the Board and encourage any interested individuals to contact the Board Chair or the President.¶
¶
The President maintains a roster of individuals who have expressed interest and those who are recommended but not yet contacted.¶
¶
[what else needs to be said here about a process??]

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BOARD-PRESIDENT PARTNERSHIP

The BSC Board of Governors recognizes that both the Board and the President have the same fiduciary duty to the College, although they have different duties and responsibilities to fulfill that obligation. Therefore, the Board and the President are partners in advancing the best interests of the College. It is neither necessary nor appropriate for the Board to involve itself with matters of administration unless requested by the President. The President and the Board shall each ensure that the other is aware of any matter that may advance or impede the best interests of the College.

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GOVERNANCE POLICY 202

DUTIES OF THE PRESIDENT

The President is the sole administrative officer of the Board. The President has the authority and shall perform the duties of chief executive officer of the College (Bylaws, Article 6). Yearly, the President shall provide the organization chart for the College clearly showing the lines of responsibility and reporting.

*The President is authorized to determine the organizational structure of the College, subject to Board approval (Bylaws, Article 10).

Board of Governors Policy 24 states:

3.4 As the chief executive of the institution, the President is charged with the following specific responsibilities:

3.4.1 Exercising effective leadership in a joint effort to implement the mission of the institution, as delineated in the Mission Statement, planning documents of the institution, and any other role and scope statements approved by the Board.

3.4.2 Providing effective leadership and support for an academic program that is consistent with the institutional mission, the needs of those being served, sound standards of quality, and available resources.

3.4.3 Providing effective leadership and support for a program of student life that complements the academic program and recognizes as an institutional priority the diverse interests and needs of the student body.

3.4.4 Developing a competent administrative organization and staff to ensure effective and efficient management of the institution.

3.4.5 Maintaining lawful, equitable, and efficient personnel programs, including appointment of qualified persons to the faculty and staff and promotion, retention, or dismissal for cause of the same, with due regard for the best interests of the college.

3.4.6 Direct and cause the annual operating and capital budgets and other plans, financial and otherwise, for realizing the institutional mission to be prepared, and providing sound management of approved budgets and plans.

3.4.7 In coordination with the Board, communicating the needs of the college to the governor, legislators, other state and local officials, and citizens of the state.

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3.4.8 Interacting with appropriate external bodies to achieve the mission of the institution in a manner consistent with Board policy, statutory and regulatory provisions, and sound academic principles.

3.4.9 Implementing assignments requested by the Board.

3.5 With regard to 3.4.5 above, the President has final institutional-level authority and responsibility for every personnel action at the institution, and the Board hereby delegates all authority for such decision-making, with the exception of decisions relating to his or her own employment and compensation or if the Board restricts the authority.

3.6 The President is expected to consult, when appropriate, within the campus community on personnel decisions, but shall retain ultimate authority for such decisions.

*HEPC Series 13: HEPC must be given 30 day notice of implementation of organizational changes and has the authority to disapprove them.

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SELECTING THE PRESIDENT

[check state law, past practice, other sources and describe the process and participants]

The Board is responsible for selecting the president. However, the selection must be approved by HEPC. Details of the selection process can be found in:

- 1) State Code § 18B-1B-6, Appointment of institution presidents; evaluation
- 2) HEPC Series 5. Guidelines for Governing Boards in Employing and Evaluating Presidents
- 3) BOG Policy 24. Presidential appointments, responsibilities and evaluation.

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GOVERNANCE POLICY 204

EVALUATING THE PRESIDENT

The Executive Committee evaluates the president's performance annually in order to: assess outcomes; support the president's efforts to strengthen performance; enable the president and the Board to establish mutually agreeable goals; and inform decisions regarding annual compensation and other terms of employment. The committee meets in non-public session as permitted by law.

The Executive Committee shall develop its own evaluation tool or use a tool that provides appropriate feedback for the evaluation.

The evaluation summary shall be presented to the Board in executive session and the results will not be made public.

In addition, a more comprehensive review shall be done every third year. The procedure can be found in BOG Policy 24 4.3 Triennial review which is based on HEPC Series 5.

The following principles shall guide the performance review process:

- All Board members shall be involved
- Comments on the president's performance shall be requested from multiple sources
- Collegiality shall be a hallmark of all discussions
- Confidentiality of personnel matters shall be maintained

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COMMUNICATION AND TRANSPARENCY

The Board of Governors understands, endorses, and complies ~~with~~ all state and federal laws regarding openness and transparency, recognizing that these qualities are hallmarks of good governance.

The President is responsible for ensuring that all interested parties have access to information about the Board's work.

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GOVERNANCE POLICY 302

BOARD-CABINET COMMUNICATION

Members of the President's Cabinet provide specialized expertise with regard to many of the issues that come before the Board.

The Board focuses on fiduciary and strategic issues rather than activities. Cabinet members do not report their administrative activities to the Board unless specifically requested by Board motion or as occasion may arise during discussion of a fiduciary or strategic issue.

See Governance Policy 304 for guidance regarding communication between Governors and individual Cabinet members.

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BOARD-CAMPUS COMMUNICATION: CONSTITUENCIES

- 1 The Board of Governors is committed to pursuing effective methods of communicating with both internal and external constituencies.
- 2 Three Board members are College personnel – one faculty member, one **classified** staff member, and one student. These members share the same fiduciary responsibility as all other Governors, requiring them to make the best interests of the College their primary duty. They do not represent their constituencies in the conventional political sense. Like all Governors, they have valuable perspectives based on their roles outside the Board as well as their experiences and judgments. It is always appropriate for Governors to share their perspective on governance matters.
- 3 Bylaws Article 9 and Governance Policy 405 define protocol for public, employee, or student communication at Board meetings.

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Bylaws Articles 11 and 12 express some Board commitments to faculty, staff, and students, including equal opportunity, non-discrimination, and processes to hear and resolve complaints.

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GOVERNANCE POLICY 304

BOARD-CAMPUS COMMUNICATION: INDIVIDUALS

Consistent with the Bylaws (Article 6, "the President shall be the sole administrative officer of the Board"), communication between individual members of the Board of Governors and individual members of the College community other than the President shall follow these expectations:

1. Casual social conversation that does not relate to the governance or administration of the College is appropriate at any time.
2. *A Governor who wishes to speak with an individual member of the College community about governance or administration of the College should not initiate any such conversation unless
 - a. The Board Chair and the President have given prior authorization or
 - b. The Governor seeks only to gain information about a governance matter from a member of the President's Cabinet.
3. If neither 2.a. nor 2.b. applies but individual communication is important to the Governor, the Governor is expected to discuss with the Board Chair appropriate alternative approaches to addressing the Governor's interest or concern.
4. *Under no circumstances will an individual Governor ask any College community member to perform any work. Any such needs should be placed before the Board for consideration. If the majority agrees, the Board expects the President to make appropriate staff arrangements to comply with the Board's request.
5. If a member of the College community seeks to discuss governance or administration of the College with an individual Governor, the Governor is expected to refer the community member to the President or to raise it in the public comment period of a Board meeting. The purpose of this approach is to ensure that relevant Board and College policies are followed and to reinforce the concept that only the full Board, not an individual Governor, can address governance matters.

*These restrictions do not apply to constituent members acting as employees of the College or as a student.

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GOVERNANCE POLICY 305

BOARD SPOKESPERSON

- 1 The only person who is authorized to speak on behalf of the Board is the Board Chair, unless the full board by majority vote authorizes otherwise.
- 2 Each member of the Board of Governors is entitled to participate fully in the board governance process, speaking for themselves and not for the board as a whole.
- 3 Members who would like to revisit or who disagree with any Board decision, policy, or procedure are expected to express such views only within the context of Board governance so that the full Board may have the benefit of considering their views.
- 4 Members are expected to support Board decisions and policies if and as occasion to do so may arise outside the Board governance process. If their conscience does not allow them to support the will of the Board, it may be time to reconsider whether to serve on the Board.
- 5 See also Bylaws, Article 15.

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BOARD MEETINGS

As provided in the Bylaws, the Board meets in regular session not less than six times in each fiscal year. The Bylaws provide for additional meetings as agreed to by the Board or at the call of the Chair or the President of the College, and for emergency meetings at the request of six or more Governors (Bylaws, Article 2).

The annual meeting of the Board is held in June (Bylaws, Article 2).

The Bylaws define certain protocols with respect to meeting behavior and arrangements (Bylaws, Article 9) as well as appearances before the Board (Bylaws, Article 8 and Governance Policy 305).

The Bylaws provide that meetings are open to the public as provided by law (Article 2), define voting procedures (Article 3), and outline executive session procedures (Article 4)

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GOVERNANCE POLICY 402

BOARD MEETING AGENDA

As provided in Article 2 of the Bylaws, the agenda for every meeting of the Board is prepared by the President of the College in consultation with the Chair of the Board.

Members of the Board may present any item at any meeting, but no action shall be taken on a non-emergency matter unless it has been placed on the agenda in advance (Bylaws, Article 2).

The Board of Governors operates at a fiduciary and strategic level. The Board has delegated executive and operational responsibilities to the President. Items on the Board agenda will have priority to the extent that they:

- a. Fulfill legally required Board responsibilities
- b. Fulfill Board responsibilities as outlined in its Bylaws and Governance Policies
- c. Relate to the long-term best interests of the College
- d. Assist Board members in continually improving their understanding of governance and the College

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GOVERNANCE POLICY 403

BOARD GOALS AND WORK PLANS

The Board's overarching goal is to advance the vitality and viability of Bluefield State College.

Each year at the annual meeting, the Board will define its goals for the year and work plans to pursue those goals. Goals with respect to the College should be consistent with those of the President. Goals for Board education and development are also appropriate.

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BOARD MEETING ATTENDANCE

Members of the Board of Governors are expected to attend and participate in all meetings of the Board. On the rare occasion when attendance is not possible, members are expected to provide prior notice to the Chair except in emergency situations.

Meeting attendance includes electronic media in which the member can hear and be heard by the Board while in session.

Members who miss two or more meetings in any 12-month period are requested to reassess their ability to serve and, if appropriate, to resign. The Board of Governors is relatively small. It needs the contributions of all its members.

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GOVERNANCE POLICY 405

PUBLIC COMMENT AT BOARD MEETINGS

Consistent with Board of Governors Bylaws, Article 8:

- 1) Every regular meeting of the Board will begin with public comment.
- 2) Any interested individual is eligible to appear before the Board, subject to these provisions:
 - a) The speaker provides the President with a request to appear prior to the scheduled meeting
 - b) In consultation with the Board Chair, the President approves the request (if rejected, the President will inform the speaker of the reasons for rejection)
 - c) A speaker who wishes to have three minutes or less may register during the thirty minute period prior to the meeting.
- 3) The Chair will call on registrants in the order of registration. Public comment will be limited to a total of thirty minutes at any one meeting.
- 4) The Chair or a majority of the Board may limit the number of speakers on a given topic, provided that the Board will listen without comment or discussion, or waive the rules and hear any person on any subject.

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ELLEN'S SUGGESTED CHANGES TO BYLAWS AND POLICY:¶

Consider putting the public comment period at the beginning of the meeting.¶
Eliminate the 15-day requirement, Limit all speakers to 3 minutes, pointing out that other means of communicating with the board are available.¶
Stick to the 30 minutes.¶
By policy, listen without comment or discussion. Allow for clarifying questions only. The time for Governors to comment and discuss is during the Board's agenda items. If comments come at the beginning it's possible to explore a public comment point later in the meeting if needed.¶
When it comes to waivers, put the onus for approval on a majority of the Board¶
¶

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GOVERNANCE POLICY 406

MEETING REVIEW AND IMPROVEMENT

At the end of each meeting, Board members ~~at their discretion may provide~~ feedback to the Chair and the President regarding their perspectives on what ~~occurred during~~ the meeting and how to improve in the future.

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APPENDIX

Revising Policies and Procedures

The President and the Board Chair will review the Governance Policies and Procedures of the Bluefield State College Board of Governors at least annually and will bring to the Board any suggested revisions. In addition, any Governor may move to amend a policy or procedure at any time. Governance policies and procedures are expressions of the will of the Board at the current time and may be changed by a majority vote of the Board.

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Board of Governors Procedures

The purpose of these procedures is to enhance communication between the Board and BSC staff by defining how select policies will be carried out.

Procedure for Policy 103, Board Orientation

Orientation materials for new members shall include the following as appropriate:

- Board of Governors
 - Bylaws
 - Governance Policy Manual
 - List of Board members with contact information, term, and brief biography
 - Board calendar
 - Board goals and work plans
 - Recent Board meeting agendas and minutes
- Bluefield State College
 - Strategic Plan
 - Master Plan
 - Status reports regarding implementation of strategic and master plans
 - BSC President's current annual goals and annual report
 - Most recent annual financial statement and audit
 - BSC Foundation bylaws
 - BSC Foundation board membership list with contact information, term, and brief biography
 - BSC organizational chart
- West Virginia and U.S. Higher Education Resources
 - Web sites for WV higher education information
 - Web sites for national news about higher education
- Effective Governance
 - Web site for the Association of Governing Boards of Universities and Colleges
 - Governance readings – Governance 101 and Governance 102

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Item: Higher Education Policy Commission (HEPC)
Compact Report: *Leading the Way: Access.
Success. Impact.*

Recommended Resolution: *Resolved*, that Bluefield State College Board of Governors approves the HEPC 2014-2015 Compact Report on *Leading the Way: Access. Success. Impact* which also serves as the College's Integrated Plan for Student Success as presented, and allow for minor editing prior to submission to HEPC.

Staff Member: Dr. Tracey Anderson

Background:

This is the College's report on the 2015-2016 academic year strategies and activities in five focal areas: Collaborative Access, Academic Quality, Financial Aid, Career Pathways and Critical Regional Issues. In addition, the eight quantitative metric strategies and activities are also reported on and include the following: Enrollment, Developmental Education, Retention, Progress Toward Degree, Graduation Rates, Faculty Scholarship, Degrees Awarded, and Student Loan Default Rate.

Bluefield State College



Leading the Way Access. Success. Impact.

Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a single email to compactupdate@wvhepc.edu.

1. Provide a *brief summary* of the strategy.

The focus of the Collaborative Access Comprehensive Plan is for Bluefield State to be a model for Access known for: 1) emphasizing the retention and graduation of all students; 2) attracting a diverse population of students to an affordable education that is student centered, dynamic, innovative, and delivered through a variety of methods; and 3) valuing an equitable, diverse, and inclusive campus community that respects differences among members. This plan incorporates early interventions and a variety of outreach activities with K-12 schools, develops cohort programs, and implements events intended to increase access. The plan articulates strategies aligned with the institution's mission, and identifies how the institution will assess the success of those strategies to progress toward its goals.

The strategy is intended to increase outreach to K-12 students and their parents throughout southern West Virginia: Faculty and students will offer presentations to local public school students as well as community groups (e.g., churches, PTOs, etc.). Information regarding Bluefield State College and West Virginia higher education opportunities will be provided during these presentations. The College will also offer on-campus summer programs for K-12 students in academic degree programs offered by the College including those with a focus on Science, Technology, Engineering, and Mathematics (STEM) and health care. Additionally, the College will explore the expansion of the current offerings of college courses offered at local high schools.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College hosted a number of K-12 outreach programs across campus. Activities included: "Academic Days" where 131 students (excluding parents) from 16 high schools visited campus across the five academic schools to learn more about programmatic offerings the College provides. Students were also provided admissions, financial aid, and BSC scholarship overviews, SAT/ACT testing dates and locations, introductions by School Deans, employment and post-graduation education opportunities, and tours of labs with hands on demonstrations by students and faculty. "Freshmen Frenzy," a new initiative introduced this year, allowed over 150 students who had been accepted to register early for fall classes, to participate in academic workshops and a club fair. Eleven BSC Robotics team members made 12 presentations to approximately 600 students in local elementary, middle and high schools including GEAR UP presentations at Montcalm and Bluefield High Schools. Other activities included Mercer County school events such as Spelling Bee, Reading Bee and Math Field Day, BSC Counseling Center staff visiting southern WV schools to register students, BSC Humanities Challenge, Financial Aid workshop for Mercer County middle school students, Read Aloud in pre-K schools, and four athletic summer camps, where over 800 students from elementary, middle and high schools across southern WV were impacted.

Activity 2:

This year the College hosted a number of K-12 outreach programs across campus focusing on STEM. One activity included a "HSTA Science Symposium" for southern WV where approximately 30 BSC faculty, staff and students hosted over 450 students in grades 9-12 from counties including Boone, McDowell, Cabell, Lincoln, Mercer, Greenbrier, Fayette, Kanawha, Mingo, Logan and Raleigh. These students participated in STEM enrichment programs such as community-based research adhering to rigorous scientific method and protocol while developing, designing, and conducting their research. Responses to the HSTA survey indicated 94% of the participants felt the symposium was "good," to "excellent;" 93% indicated they would recommend the event be offered again; and 93% indicated they gained new knowledge about BSC's academic programs. Another STEM activity included "Science Day" for McDowell County seventh graders from Southside K-8. The activities included numerous recruitment outreach opportunities, featuring a science competition and an awards program where students competed for a \$500 scholarship from BSC, robotics demonstrations, campus tours, meetings with admission and financial aid counselors, and free lunch for all students. The BSC BioMedical Club worked with 44 students in the pre-events that took place at the school and 22 students who came to campus for the program. After the "Science Day" activities, 88% of the students expressed an interest in attending college following the program compared to 76% prior. Likewise, 53% of students agreed that they would like to pursue a career in science versus an initial consensus of only 12%. All students surveyed felt more confident in their ability to do scientific work, an improvement of 24%. There was a 30% improvement in students' beliefs that they were capable of doing well in science because they are intelligent. It was also found that students' interest in attending BSC increased dramatically after attending "Science Day." Students surveyed who did not attend the event were unanimous in not wanting to attend BSC; however, after attending "Science Day", it was found that those students interested in attending BSC rose to over 50%. These survey results indicated that "Science Day" had a positive impact on students' intent to attend college (specifically BSC), in improving their interest in science, and their belief in their own intelligence and ability to succeed in the field. Other activities included the BioMedical Club representing BSC at the Princeton Autumn Fest, Bluefield Lemonade Festival, Bluefield's Breast Cancer Awareness events, and Bluefield's Halloween Trick or Treat events, among other community events. Engineering Technology presentations at southern WV schools and BSC faculty judging local middle and high school science fairs, where over 200 students from elementary, middle and high schools across southern WV were impacted. Further, associate degree nursing students volunteered over 540 hours assisting community-service organizations and developing and presenting health fairs at area schools.

Activity 3 (If applicable):

This year the College offered ENGL 101 and PSYC 103 at the Stevens Correctional Facility in Welch, WV impacting 25 students. BSC also offered four dual credit courses at Bluefield High School for the 2015-2016 academic year: MATH 109, POSC 200, ENGL 101, and ENGL 102 with an enrollment of 20 students for fall and 15 students for spring. There were 6 students at Bluefield High School who were unable to participate in the fall because they did not achieve the necessary ACT score to qualify for enrollment in the College Algebra course offered. As a result of the articulation agreements with Monroe County Technical Center (MCTC) and Mercer County Technical Education Center (MCTEC) during the last cycle, the College has enrolled students from the Careers in Education (6), Drafting/Pre-Engineering (12), and Therapeutic Service/Health Occupations (21). In an effort to expand these offerings and to be responsive to requests from the school system, the College is exploring course offerings in Tazewell County, Virginia.

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were a number of human, physical, and financial resources employed to achieve the desired outcomes. BSC faculty, staff, and students volunteered over 750 hours towards the "Science Day" initiative, and 30 faculty, staff, students and administrators volunteered for the "HSTA Science Symposium". The volunteers organized activities or engaged participants in the content and activities presented. In addition, identification of the \$500 scholarship and other activities along with facilities preparation were employed to continue efforts in achieving this outcome. Other resources include faculty traveling to Welch, WV to offer courses to the inmates.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with public schools at the local and county levels, technical centers, local community organizations, correctional facilities, faculty, staff, and student organizations from the College, as well as grant funding organizations in support of this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

Review BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



Leading the Way Access. Success. Impact.

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The strategy is intended to develop and implement diversity and academic cohort based programs in order to attract diverse and adult student populations: In an effort to attract diverse and adult student populations, the institution will develop a survey to identify metropolitan areas with diverse populations where articulation agreements can be forged in support of new academic cohort programs. Implementation will involve developing partnerships with community colleges and other organizations.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College submitted an HBCU Partnership Interest Form to the HBCU Transfer Guarantee Program Advisory Board to develop an articulation agreement with the California Community College System (CCCS). This was in an effort to develop a cohort program for associate level CCCS students to enroll in BSC's baccalaureate programs. The College was notified that because of the lack of residence halls on campus, the CCCS turned down the College's articulation agreement application; however, the College plans to reapply once residence halls are in place.

Activity 2:

This activity depends on the results of activity 1. Since BSC was turned down by CCCS, BSC's Student Affairs and Enrollment Management (SAEM) office established communication with the Detroit based Midnight Golf Program (MGP), and is working to include BSC in the ROAD TRIP for SUCCESS Program. BSC is exploring opportunities to send information and have BSC representatives meet with MGP participants. MGP is a 30 week curriculum that has helped hundreds of Detroit's at risk school students enter college and various professional careers. MGP's mission is to improve underrepresented young adult's personal and professional development, educational preparation and appreciation of the game of golf. Since its inception, over 1,400 young people have completed the program. The program's most valuable assets are the dozens of mentors who contribute to the growth of the participants throughout and after the program. The program is committed to preparing all participants for college attendance and graduation. The ROAD TRIP for SUCCESS is a major component of MGP's curriculum. The week long program provides students an out of state look at institutions of higher education and includes Historically Black Colleges and Universities (HBCUs) and top tier research universities. MGP also offers exclusive scholarships to participants sponsored by mentors and donors to help ease the financial burden of college for students. In addition, BSC was invited to participate in the Milwaukee Education Partnership (MEP) HBCU conference to familiarize BSC with the City of Milwaukee; connect BSC with Milwaukee Public Schools (MPS), the MEP, and their leadership. BSC's VPSAEM represented the College at the conference. It is MEP's goal that BSC develop and strengthen collaborations with Milwaukee Public Schools and encourage students to obtain degrees and certifications in education or degrees in engineering, information technology or health care related fields. The VPSAEM is currently serving on a MEP workgroup with the objective to create an MPS Student Support Pipeline to increase the number of MPS students that attend HBCUs. There are three target groups: future students/recruits, current students, and graduates. Semester assessments to analyze retention and persistence of students who attend HBCUs after the development of this partnership including: how many students stay at the institution and how many graduate. Further, a BSC alumnus who enjoyed a highly successful and fulfilling career in public service and education, serving on the administrative staffs of four U.S. Presidents initiated a series of activities where twenty-five Sligh Middle School students from Tampa, Florida cultivated their leadership skills and experienced the fulfillment of serving others during a two-day workshop. The students then traveled to BSC and participated in leadership centered sessions led by a BSC Admissions officer. The "Sligh Cougar Leadership Institute" brought the school, the BSC community, and local community together for a "Leading Tomorrow by Learning Today" program. Finally, the Office of Admissions is developing partnerships with alumni to support recruitment activities. The Cincinnati, Ohio Chapter of the Alumni Association participated in a College Fair representing BSC. The Office of Admission will use this partnership as an example for others. BSC will develop an Alumni Recruitment Handbook.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

As this strategy continues to evolve over the Compact time frame, the human resources required remain the same and include active engagement of the Interim-Provost/Vice President of Academic Affairs, Vice President of Student Affairs and Enrollment Management, School Deans and faculty. In addition, the College is actively engaged in fulfilling the Facilities Master Plan for residence halls on campus which will assist the College's articulation agreement application to the California Community College System. The Milwaukee Education Partnership (MEP) provided free registration, complimentary hotel room up to three nights on reservations made through the MEP office, meals as specified in agenda, group transportation to and from conference activities, transportation reimbursement between airport and hotel, and air travel reimbursement up to a maximum of \$350 per college/university.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College has collaborated with HBCU Transfer Guarantee Program Advisory Board, California Community College System, Sligh Middle School in Tampa Florida, Milwaukee Education Partnership, Detroit Midnight Golf with Public Schools, BSC Alumni Association of Cincinnati, and BSC Alumni Affairs office.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.

As a reminder, the cohort strategy is an effort to collaborate with HBCU initiatives to increase enrollment in underrepresented minority, low-income, and adult populations at BSC.



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The strategy is intended to actively engage members of the local community and region in college preparation and readiness activities: Bluefield State College will create a biannual festival for local high school students and their teachers to provide students with an introduction to the programs and degrees offered. Bluefield State College students and local high school students currently showcase their achievements and demonstrate their knowledge through academic invitational events. These events will continue through 2018. Additional events will be developed, and the College will especially reach out to students interested in STEM and health related fields as well as other academic areas.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

The College's Annual Humanities Challenge was held in the fall 2015. High Schools from Virginia and West Virginia participated with a total 96 students impacted. From Virginia, the following high schools and number of students participated: Graham High School (12), Tazewell High School (21), Richlands High School (18), Narrows High School (12). From West Virginia, the following high schools and number of students participated: Riverview High School (6), Montcalm (6), Princeton Senior High School (15), Pikeview High School (6). Approximately 30 students, faculty and staff from BSC also participated in the Annual Humanities Challenge. In addition to these activities, BSC hosted several Mercer County activities impacting 277 students: 28 students at the Spelling Bee, 70 students at the Reading Bee, 70 students at the Battle of the Books (elementary school division), 31 students at the Battle of the Books (middle school division), and 70 students at the Math Field Day. In addition, Student Affairs and Enrollment Management, BSC Library and faculty from the School of Arts and Science host a Constitution Day program each year where faculty, staff, students and community members are invited to participate. The program is designed to review and interpret an important aspect of the Constitution while encouraging civic engagement. Topics have included Second Amendment Rights. As a result of staffing leadership, faculty colloquia were not held during the 2015-2016 academic year. The Interim-Provost/Vice President for Academic Affairs plans to meet with school deans to identify a faculty leader to revive the effort for the 2016-2017 academic year.

Activity 2:

This year the College hosted a number of K-12 outreach programs across campus focusing on STEM that showcased faculty and student research. One activity included a "HSTA Science Symposium" for southern WV where over 450 students in grades 9-12 from counties including Boone, McDowell, Cabell, Lincoln, Mercer, Greenbrier, Fayette, Kanawha, Mingo, Logan and Raleigh participated in STEM enrichment programs such as community-based research while adhering to rigorous scientific method and protocol while developing, designing, and conducting their research. Responses to the HSTA survey indicate 94% of the participants felt the symposium was "good," to "excellent;" 93% indicated they would recommend the event be offered again; and 93% indicated they gained new knowledge about BSC's academic programs.

Another STEM activity included "Science Day" for McDowell County seventh graders from Southside K-8. The BSC BioMedical Club worked with 44 students in the pre-events that took place at the school and 22 students who came to campus for the program. After the "Science Day" activities, 88% of the students expressed an interest in attending college following the program compared to 76% prior. Likewise, 53% of students agreed that they would like to pursue a career in science versus an initial consensus of only 12%. All students surveyed felt more confident in their ability to do scientific work, an improvement of 24%. There was also a 30% improvement in students' beliefs that they are capable of doing well in science because they are intelligent. It was also found that students interest in attending BSC increased dramatically after attending "Science Day": those students surveyed who did not attend the event were unanimous in not wanting to attend BSC; however, after attending "Science Day", it was found that those interested in attending BSC rose to over 50%. These survey results indicated that "Science Day" had a positive impact on students' intent to attend college (specifically BSC), in improving their interest in science, and their belief in their own intelligence and ability to succeed in the field.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were a number of human, physical, and financial resources employed to achieve the desired outcomes. BSC faculty, staff, and students volunteered over 750 hours towards the "Science Day" initiative, and 30 faculty, staff, students and administrators volunteered for the "HSTA Science Symposium". The volunteers organized activities or engaged participants in the content and activities presented.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with public schools at the local and county levels, technical centers, local community organizations, incarceration facilities, faculty, staff, and student organizations from the College, as well as grant funding organizations in support of this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Financial Aid Comprehensive Plan is for Bluefield State to be a model for Access known for: 1) emphasizing the retention and graduation of all students; and 2) attracting a diverse population of students to an affordable education that is student centered, dynamic, innovative, and delivered through a variety of methods. Bluefield State College's Financial Aid Comprehensive Plan stresses the streamlining of financial aid processes and procedures and the provision of financial literacy throughout a student's relationship with the institution – pre-enrollment, enrollment, and post-enrollment. Institutional processes and procedures specific to financial aid allocation and administration including scholarship receipt and disbursement will be examined and modified to ensure quality, efficiency and effectiveness. The pre-enrollment phase strategy involves providing financial literacy to students who are not yet enrolled at the College. This includes providing college financial planning information to area high school students and providing detailed financial aid package information to students who have applied to and been accepted by the College: Prior to enrollment the institution will promote planning for college, with a focus on financial aid planning, within local high schools. After students are accepted to the College, they will receive a redesigned award letter that explains current grants, loans, scholarships and out-of-pocket expenses, as well as the projected cost of attendance over a four-year period. The letter will also emphasize the 15 to Finish initiative.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College provided repayment information to approximately 600 students. In an effort to educate students about how their financial credit score affects their future purchasing and borrowing power, BSC hosted the BB&T Bank Bus at the Bluefield and Beckley campuses where over 30 students participated. Financial literacy helps students maneuver through financial aid, student loans, and budgeting that enables them to become savvy consumers. Strategies are being explored to gain more participation from students. In addition, BSC's Student Affairs and Enrollment Management office plans to collaborate with the Financial Aid office to explore a Scholarship Awareness Day in lieu of College Goal Sunday.

Activity 2:

This activity started in May 2015 when the Financial Aid office began distributing the revised financial aid letter. Letters are distributed on a continual basis. The Financial Aid office has experienced a decline in the number of student inquiries since the revised financial aid letter started being sent out. There is no formal tracking system, however, financial aid personnel anecdotally indicate there was approximately a 5% reduction in inquiries regarding the financial aid letter. Since the financial aid letter has been revised which reduced the number of inquiries regarding the financial aid award letter, the financial aid office will adjust this activity to include collaborating in HEPC sponsored financial aid workshops. Specifically, BSC's Financial Aid Director will participate in the HEPC sponsored financial aid workshop with Concord University in an effort to train high school guidance counselors along with WV Rehab counselors. The annual workshop is intended to distribute financial aid compliance information to participants in an effort to educate parents and students on financial literacy and the financial aid process. Since the financial aid workshop is sponsored by HEPC and held at Concord University, the only resource required is the time of the BSC Financial Aid Director. In addition, the BSC financial aid personnel will participate in local and regional financial aid conferences and training opportunities in an effort to better position the staff to share financial aid literacy and student loan information with BSC students and their parents on a regular basis. Attendance at these conferences and trainings will be tracked by the Financial Aid Director. Professional development funds is a resource required for financial aid staff training.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The human, physical, financial resources required for this strategy include the BB&T financial literacy bus, faculty, students, alumni, and financial aid personnel. For the revised activity, the resources required are the time of the BSC Financial Aid Director and professional development funds for financial aid personnel training.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with a local BB&T bank to support this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What assessments, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Staff provided additional training on the early alert system at the Fall 2015 Faculty Institute based on the feedback from the Fall 2014 Faculty Institute. There was full participation by faculty during these training sessions and the sessions were revised to emphasize the benefit of utilizing the early alert system. Additional feedback on the early alert system by faculty identified the need for a faculty Retention Specialist. As a result, a pilot project utilizing a Retention Specialist who will assist the Vice President for Student Affairs and Enrollment Management with the coordination of campus wide retention services has been implemented. The Retention Specialist will work with BSC faculty and staff to identify impediments to student success and coordinate appropriate intervention strategies. Major responsibilities include leadership of the early alert and attendance tracking programs; working with provisionally admitted students and students on academic probation to ensure students access appropriate support services; working with staff and faculty to assist students with their transition to BSC, coordinate proactive intervention strategies based on best practices, develop and implement retention plans, assist in the development of a comprehensive retention assessment plan, and perform other duties to ensure student success at BSC. The goals for the 2016-2017 academic year are for the Retention Specialist to: fully implement and assess an early alert system by working with the faculty to provide timely feedback to students about their academic progress, identify students needing academic support, and refer students for academic assistance, including tutoring, counseling, and/or career guidance; remain current with trends and best practices regarding student retention, develop retention strategies for the college, and work closely with faculty, community resource representatives, and BSC staff in implementing, evaluating, and improving retention strategies; assist in the coordination and implementation of New Student Orientation and BSCS 100 (Building Successful College Students) activities; serve on committees as deemed appropriate to support BSC retention activities.

Activity 2:

EverFi is embedded in the course curriculum for BSCS 100 (Building Successful College Students). A communication plan for EverFi was distributed across campus to all students after the fall 2015 break. The EverFi log-in is live and posted on the myBSC portal. With only 93 students registering for the online course during the 2015-2016 academic year the College is considering replacing EverFi with Inceptia's KNOWL. KNOWL is a financial literacy program that is being implemented at more and more colleges to help students work through the increased stress they feel over financial issues. KNOWL helps set students up for success while in school and prepares them for financial success after graduation.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were a number of human, physical and financial resources employed to achieve the desired outcome. Faculty participating in the Faculty Institute and providing feedback to improve the early alert system. Physical resources include classrooms to conduct the Faculty Institute training for the early alert system. Finally, Title III funds were identified to implement the Retention Specialist pilot project.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaboration among several office resulted to support this strategy. For example, academic affairs and student affairs offices collaborated to develop the Retention Specialist position with collaboration and funding from personnel in the Title III office. Further, the College expanded the collaboration with Inceptia to explore implementation of the KNOWL program to support this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Financial Aid Comprehensive Plan is for Bluefield State to be a model for Access known for: 1) emphasizing the retention and graduation of all students; and 2) attracting a diverse population of students to an affordable education that is student centered, dynamic, innovative, and delivered through a variety of methods. Bluefield State College's Financial Aid Comprehensive Plan stresses the streamlining of financial aid processes and procedures and the provision of financial literacy throughout a student's relationship with the institution – pre-enrollment, enrollment, and post-enrollment. Institutional processes and procedures specific to financial aid allocation and administration including scholarship receipt and disbursement will be examined and modified to ensure quality, efficiency and effectiveness. The post enrollment phase strategy focuses on those students who have or have not completed a degree, as well as primarily managing student loan default among completers and non-completers: With assistance from Inceptia, Bluefield State College will identify students who are at risk for student loan default and begin immediate interventions, ensuring that these students receive the proper counseling needed to avoid default and other adverse academic and financial consequences. After graduation, or when a student has left the institution, Inceptia will contact and counsel students who have entered into their grace period, become delinquent or are in default on loan(s).

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College worked with Inceptia's strategic business director to analyze the BSC Cohort Repayment Analysis and found that 260 delinquent borrowers have been resolved through Inceptia's Default Prevention Outreach between July 1, 2015 and June 30, 2016. The official 3-year student loan default rate for 2011 is 26.8%. The cohort period for 2012 was reduced to 23.7%. The official 3-year student loan default rate for 2013 is 19.5%. Based on outstanding principle balance \$1,534,827 remains in default while \$9,543,570 is in repayment. Additionally, 351 borrowers are currently in grace period. Student Support Services (SSS) provided financial literacy education to 237 participants eligible for the program. These services provided students with up-to-date information on current loan information and provided them with money management educational materials. Students who participate are educated using scenarios that include a borrower's academic level, impact of subsidized and unsubsidized loans, maximum eligibility period for loans, and how to calculate total loans over one's educational lifetime.

Activity 2:

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The financial resources have been committed to fund Inceptia services with the cost being offset with funding received from the West Virginia Higher Education Policy Commission. In addition, personnel from the Student Support Services who conducted financial literacy workshops were used to achieve this outcome.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with Inceptia to support this strategy. In addition, Student Support Services collaborated to support this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Academic Quality Comprehensive Plan is for Bluefield State to be a model for Success known for: 1) emphasizing the retention and graduation of all students; 2) delivering strong, nationally accredited programs, including programs in Science, Technology, Engineering and Mathematics (STEM) fields, that meet economic demands at community, state, national, and global levels; 3) demonstrating excellence in teaching, student learning, research, and community service; and 4) valuing an equitable, diverse, and inclusive campus community that respects differences among members. Excellent instruction, research, and academic support activities assure that students demonstrate expected knowledge and proficiency in their academic program and in general education, leading to increased retention and graduation.

This strategy is expected to further develop an environment for students to succeed through excellence in teaching, learning, and advising: An orientation for new and adjunct faculty will be developed to ensure that they are fully aware of the College's policies and procedures, appropriate advising and mentoring techniques, available instructional technology resources, and best practices in teaching. To that end, each new and adjunct faculty member will be assigned a mentor from the same or related field.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College implemented an orientation for new and adjunct faculty. The orientation covered topics such as College policies and procedures, appropriate advising and mentoring techniques for full-time faculty, instructional technologies that are available, and best practices in teaching. To improve this activity, the College's Interim-Provost/Vice President of Academic Affairs will coordinate the development of an online orientation for all full-time and part-time faculty to be implemented in spring 2017.

Activity 2:

This year the College continues to follow HEPC Series 21 for the appropriate placement of new students in developmental education coursework. Since the fall 2013, students who remained enrolled in Math 098 (37), Math 099 (205), Math 101 (145) and Math 109 (82) for the entire semester, 100%, 71%, 68%, and 61% respectively, passed the course with a D or better. Students who remained enrolled in ENGL 098 (33), ENGL 099 (135), and ENGL (132) for the entire semester, 89%, 84%, and 73% respectively, passed the course with a D or better. During the 2015-2016 academic year, students who were enrolled in three or more developmental education courses (29) had an average GPA of 2.45, those enrolled in two developmental education courses (64) had an average GPA of 2.28, those enrolled in one developmental education courses (136) had an average GPA of 2.91. Students not enrolled in any developmental education courses (1643) had an average GPA of 2.91.

As the College continues to participate in the HEPC co-requisite initiative, developmental education provided at BSC will adjust accordingly.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human resources required to complete this activity. For activity one, the Provost/Vice President of Academic Affairs, deans, business office staff, and human resources staff collaborated and supported the orientation training of faculty mentors for full-time and part-time faculty. For activity two, coordination among the Registrar's office, counselors, advisors, and faculty have been integral to the success of the developmental education desired outcome. Other resources employed are the computer labs and associated software for the program. Further academic advising workshops will be offered over the 2016-2017 academic year with one of the goals to enhance academic advising for students enrolled in co-requisite courses.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

There were several collaborations between and among departments for this strategy. Each academic affairs department as well as non-academic offices (business office, and human resources) collaborated to support the first activity. The Registrar's office, counselors, advisors, and faculty collaborated to support the second activity.

6. Use the space below to provide **additional information or comments** related to this strategy.

In addition to the main campus, the online orientation initiative will include faculty at all campus locations.

Three faculty, the Interim-Provost/Vice President of Academic Affairs, and Institutional Research and Effectiveness participated in the HEPC sponsored Complete College America Co-Requisite Academy in September 2016. The team was able to develop a plan of action for co-requisite English and identify pathways for co-requisite mathematics.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Academic Quality Comprehensive Plan is for Bluefield State to be a model for Success known for: 1) emphasizing the retention and graduation of all students; 2) delivering strong, nationally accredited programs, including programs in Science, Technology, Engineering and Mathematics (STEM) fields, that meet economic demands at community, state, national, and global levels; 3) demonstrating excellence in teaching, student learning, research, and community service; and 4) valuing an equitable, diverse, and inclusive campus community that respects differences among members. Excellent instruction, research, and academic support activities assure that students demonstrate expected knowledge and proficiency in their academic program and in general education, leading to increased retention and graduation. This strategy strengthens assessment of student learning to assure graduates are knowledgeable, competent and proficient in quantitative literacy, critical thinking, problem-solving, and communication skills: The faculty and the counseling office will collaborate to assure accurate student placement into the Accelerated Learning Program. The institution will strengthen assessment of student learning to assure graduates are knowledgeable, competent and proficient in quantitative literacy, critical thinking, problem-solving, and communication skills. It will also implement AAC&U rubrics in lower-division courses within the General Studies program and in the upper-division courses within specific academic programs to ensure graduates competent and proficient in their content discipline.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Once again the College utilized grant funding received from the HEPC to continue the work of implementing the AAC&U rubrics for General Studies. Over the 2016 summer, the School of Education faculty examined programmatic assessment rubrics and curriculum maps to evaluate where General Studies assessment could be implemented at the programmatic level. The faculty were required to take into consideration the newly implemented CAEP standards and the impact that will have on the assessment process for the program. The program has identified upper level courses that will assess the institutional level outcomes for six of the current AAC&U rubrics that are in place. In addition, the School of Arts and Sciences Dean, Department Chairs, and two additional faculty members met over the summer as well to analyze General Studies assessment results with the implementation of the AAC&U rubrics at the upper and lower level within the Arts and Sciences programs. Two additional AAC&U rubrics will be implemented during the 2016-2017 academic year: inquiry and analysis and critical thinking. The faculty recommended a revision to the General Studies report structure that will be implemented this academic year to better utilize the LiveText assessment reports. An example where faculty have taken action on assessment data is within the Humanities program. Faculty within the program conducted rubric calibration activities with new faculty in an effort to ensure consistent assessment of student learning. In addition, based on data from fall 2015, the Humanities capstone course was restructured to utilize a supportive and collaborative cohort system and independent study with faculty within the department. Other assessment data shared during the summer will be distributed among faculty at departmental meetings. While the College participated in several professional development opportunities (Pierpont Community and Technical College's Quantitative Literacy workshop with ETS in August 2016, and the Assessment Workshop provided by the HEPC in September 2016) the College continued to struggle with assessing quantitative literacy. During the 2016-2017 academic year, the College's General Studies will undergo a five-year self-assessment program review. Faculty conducting the program review will examine the current student learning outcomes with specific concentration on the quantitative literacy outcome. In addition during the 2016-2017 academic year, an Arts and Sciences faculty member will work with the faculty teaching General Studies courses to ensure all syllabi have aligned student learning outcomes at the course, programmatic, and institutional level.

Activity 2:

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human physical, and financial resources required to complete this activity. Faculty were paid small stipends over the summer to evaluate General Studies assessment data from using the AAC&U rubrics. The HEPC's grant funding for these summer activities has been integral in meeting this outcome. In addition, computer labs on campus were utilized to allow faculty electronic access to assessment data for analysis.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with the HEPC through receipt of a grant to fund assessment activities. In addition, the College collaborated with Pierpont CTC as well as the HEPC through the WV Assessment Council Assessment Workshop in September 2015.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Career Pathways Comprehensive Plan is for Bluefield State to be a model for Impact known for: 1) emphasizing the retention and graduation of all students; and 2) graduating students with the knowledge, skills, and capacity to be productive citizens making contributions at the local, state, national, and global levels. This strategy will improve career readiness for all Bluefield State College students while demonstrating the value of an education and enhancing community and local employer linkages: Activities are designed to direct the Institution on how regional economic needs are addressed through the development and promotion of pathways to careers in WV. The plan includes: 1) the development of formal partnerships with businesses, non-profit organizations, and other employers; and 2) the enhancement of institutional career readiness programs for students. The institution will also develop and implement a "Career Readiness Seminar" with four one-hour sessions focusing on such topics as: 1) How to develop professional resumes and other business communications skills, 2) the job searches, 3) basic business etiquette, and 4) dressing for success and interview strategies. Program Advisory Boards will be created and/or maintained for all academic programs involving alumni to serve whenever possible. Opportunities for community engagement will be increased and improved through internships, job shadowing, guest speakers, and community service activities. The institution will identify community business people to serve as mentors emphasizing pairing them with Pell-eligible students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year there was a transition in BSC's Career Services leadership. As a result, other departments provided employment seminars to graduating students. For example, the Registrar's office held a Graduate Fair for current and recent graduates where 135 students participated. In addition, Student Support Services presented three workshops: resume writing, dress for success and interview skills. At the conclusion of each workshop students completed an assessment. The assessment items were on a ten point scale with ten being the highest score. The overall average score of the workshops was a 9.725, relevance of the workshops was 9.875, knowledge of the presenters was 10, recommend the workshop to others was 9.5 and interesting was 9.5. Other activities included: the 2016 Interstate Career Fair held in Johnson City, TN where 73 vendors and 377 students/community members participated, the Bluefield State College 28th Annual Spring Employment, Recruitment and Resource Fair where over 100 vendors and 600 students and community members participated, and Academia Day at Redstone Arsenal - Huntsville, AL where Career Services presented information regarding potential opportunities for veterans, non-traditional students, traditional students, and recent graduates as well as an opportunity to network with exhibitors and fellow peers.

Activity 2:

This year the College highlighted alumni successes in a variety of ways. For example, more than 14,000 "Blue & Gold" magazines were distributed to alumni and friends that featured testimonials from four BSC alumni who are administrators and project managers at Swope Construction Company and included professional achievements of 16 BSC alumni. In addition, six notable BSC alumni were featured in the Atlanta Journal Constitution's "HBCU of the Week" that spotlighted Bluefield State College, 11/23-11/27. BSC alumnus Stephen Murphy, who played a key role in bringing down the most notorious drug lord of the 20th century, returned to campus in early November joined by Javier Pena. They spoke to 250 faculty, staff, students and community members regarding their role in heading the largest, most complex, high profile investigation of its time against Pablo Escobar, the world's first "narco-terrorist." In addition, at this time, the College has practicing advisory boards for approximately 80% of the programs offered. Many of these advisory boards include alumni, employers, practitioners, faculty, staff, and community members who provide input and guidance regarding programs' direction. These advisory boards also recommend the development of programs in an effort to meet critical regional employment issues. For example, the School of Education's advisory board, EPPAC, recommended the development of a Special Education program because of the employment demand in the region and the reputation of the College's successful graduates. The College developed the program, received approval from the College's Board, HEPC and most recently received final approval from the WV Department of Education. The program will begin in spring 2017.

Activity 3 (If applicable):

This year BSC students experienced numerous opportunities for community engagement through internships, job shadowing, guest speakers, and community service. At BSC's 28th Annual Spring Employment and Recruitment Fair co-hosted by Senator Manchin's office, over 100 government and private sector employers signed up. The Office of Personnel Management, a federal agency that oversees the hiring process for federal jobs, was on site to provide a seminar on finding and applying for federal jobs. There were approximately 10 participants in this workshop. Two students received internships from Identification International, Inc. which is a company that designs, builds and manufactures fingerprint scanners. One BSC student was selected to receive a 10-week paid summer research internship with the Argonne National Laboratory/Environmental Management summer internship program, sponsored by the U.S. Department of Energy's Office of Environment Management (EM). The internship provides students from Minority Serving Institutions an opportunity to conduct research with a focus on environment management and cleanup. The experience balances time between engagement with relevant research activities, content driven seminars, laboratory tours showcasing cutting-edge science and technology, career development activities and social events. Another BSC student received the Nordson BUILDS Scholarship which provides a unique opportunity to eligible students pursuing majors in manufacturing, engineering-related STEM disciplines, or business leading to a career in industry and corporate America to receive scholarship dollars, potential internships, and the chance for future employment. The mission of Nordson BUILDS is to attract and develop a diverse, highly-skilled talent pool for careers in the manufacturing industry. The Thurgood Marshall College Fund (TMCF)/Lowe's Gap Scholarship was awarded to 1 student in the fall semester. The scholarship provides financial assistance for students who are in their final semester of their degree program and scheduled to graduate in spring 2016. Other internship and community service activities experienced by BSC students include 8 W. Paul Cole, Jr. School of Business students who participated in the Health Services Management internship course, 7 in the Voluntary Income Tax Assistance (VITA) program, and 3 participated in alternative business-related internships. The College is still in discussions with Alpha Media Radio regarding job shadowing and internship opportunities for BSC Broadcast Guild students. An Electrical Engineering Technology student served as an intern to the Bluefield City Manager, with a focus on project organization and promotion. Two German International students enjoyed paid internships with Bluefield Transit Authority and Bluefield City Hall's Finance Department. During the College's Academic Days, employment and post-graduate education opportunities were provided to approximately 131 students.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human, physical, and financial resources required to complete this activity. Personnel from Career Services, the Registrar's office, student affairs were required. In addition, personnel were required to set up and organize the facilities for the Annual Spring Employment, Recruitment and Resource Fair. Financial resources were required to print materials distributed at the other fairs held on and off-campus.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with Senator Joe Manchin's office on the logistics regarding his attendance at the Annual Spring Employment, Recruitment and Resource Fair. In addition, collaborations between organizations for resource and employment fairs was important for this strategy to be successful.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

The focus of the Critical Regional Issues Comprehensive Plan is for Bluefield State to be a model for Impact known for: 1) emphasizing the retention and graduation of all students; and 2) fostering partnerships and loyalty of alumni and friends to make a positive difference through community engagement, service, and economic growth. This will raise community awareness of the institution not only as an educational institution, but as a central part of the cultural fabric of southeast West Virginia. The College will focus on establishing ties to organizations (government, business, non-profits) to identify and solve critical regional civic and/or social issues. The plan's goals align with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies. This strategy will impact the surrounding community and region through service and collaborative activities: The plan involves establishing deeper relationships with local schools and businesses, as well as school administrators for the 13 counties in the region. This relationship will move beyond the traditional social functions into the virtual space and will transform Bluefield State College into a vital community resource for student professional development. The three primary components of the plan are the development of Bluefield State resources (virtual, physical, personnel), services (Bluefield State-centered activities of interest to the local citizenry), and community engagement (opportunities to work with the community on projects of mutual interest and importance to both).

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College continued to collaborate with and impact the surrounding communities. The College collaborated with the City of Bluefield on the development of a recycling business and the possible development of an Environmental Technology Engineering program, and with the Small Business Development Center to assist one of BSC's students in developing his small business. In collaboration with the Program Director of Community Connections, Inc., three of the College's ADN program faculty and 94 students received training in the proper administration of Narcan, a narcotic antagonist that helps prevent opioid overdose-related deaths. Faculty from SNAH (16) and ADN nursing and radiologic technology students (105) participated in an "Inter-Professional Day" with the WVSOM. The College provided Stevens Correctional Facility staff training in administering the COMPASS placement assessment. Of the inmates eligible, 8 enrolled in ENGL 101 and 17 enrolled in PSYC 103. The College's Electrical Engineering Technology students and faculty completed a NASA trip to Charleston to present the Apollo robot and participated in a poster competition at the NASA IVV facility in Fairmont impacting 11 BSC students at each event. In addition, BSC's nationally recognized robotics team presented 20 shows, demonstrations, and presentations at 12 different locations throughout the region. BSC's 11 member robotics team worked with students from elementary, middle, and high school students from Mercer, McDowell, and Wyoming counties. The Social Sciences Department Chair hosted representatives from Marshall University's School Psychology MS program, and Concord University's Social Work MS program to introduce BSC students to graduate programs with approximately 23 students from the Social Sciences department attending. The College's student organization Animal Rescue Forum, Furever Friends Rescuing Effort, hosted Heather Severt, WV State Director for the Humane Society of the United States to discuss animal welfare topics specific to West Virginia and Mercer County which attracted more than 30 area residents to the BSC's campus. The College provided free income tax preparation to 400 low income and elderly area residents through the Volunteer Tax Assistance Program (VITA). The SNAH partnered with the West Virginia Rural Health Associations to address key issues in healthcare needs in rural parts of WV. BSC School of Education students celebrated "M&M's on the Move" at Brushfork Elementary on Family Night with over 140 attendees. Math and Minds on the Move was the theme where BSC School of Education students planned and conducted hands-on math activities with students while their parents actively participated in training with Brushfork teachers.

Activity 2:

In an effort to educate students about how their financial credit score affects their future purchasing and borrowing power, BSC hosted the BB&T Bank Bus at the Bluefield and Beckley campuses where over 30 students participated. Financial literacy helps students maneuver through financial aid, student loans, and budgeting that enables them to become savvy consumers. To help with the Southern West Virginia flood victims, BSC faculty, staff, and students volunteered approximately 4,550 hours of volunteer work during July with an approximate monetary value of \$100,000. During the WVVA Flood Relief Telethon, six volunteers from BSC worked the telethon and helped raise \$326,753 for the Red Cross. The BSC Student Athletic Advisory Committee participated in seven activities with the community. Activities include Make-A-Wish fund raiser, bake sales, volunteering at the Union Mission, and participating in Read Across America at Bluefield Intermediate School. These activities engaged up to 2-15 athletes at each event. In West Virginia, a child is abused or neglected every two hours. To help battle this in our community, more than 40 young children enjoyed "L.I.F.E" (Learning In a Fun Environment) during a one day program at the Wade Center. Six students from BSC helped the children with the goal to teach the children about healthy diets and nutrition. BSC sponsored a DUI Simulator Lab on campus, in partnership with the Governor's Highway Safety Council and the Mercer County Sheriff's Office. Over 150 Drivers Education students were welcomed from Bluefield, Princeton, James Monroe, Montcalm, and Tazewell High Schools who participated in mobile lab, DUI simulator, and field sobriety demonstrations. In an effort to close the gap in this activity, BSC will begin a new initiative called BSC Serves. This will be a student-run program for connecting student organizations with service/volunteer opportunities in our surrounding communities. BSC has a student representative on the WVHEPC State Advisory Council of Students which is composed of student leaders from each college and university in West Virginia. The Council meets and shares information about activities on their respective campuses and explores issues of concern to students in higher education and in the State of West Virginia. BSC's student is a member of Student Government and a sophomore in the School of Engineering Technology and Computer Science.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Resources that were employed to ensure the success of this strategy include the College faculty, staff, and students, honorary and service organizations, with community organizations and local government leaders. Specifically, the City of Bluefield, Mercer County Public Schools, McDowell County Public Schools, Tazewell County Public Schools in VA, and Governor's Highway Safety Council WV Humane Society, WV Rural Health Association, Stevens Correctional Facility, Community Connections, Inc., WVSOM, WVU, MU, and CU to develop or provide programs that impact the region.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with the Red Cross, WVVA news station, Union Mission, Public School Systems, WVHEPC State Advisory Council of Students, and Wade Center.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The focus of the Critical Regional Issues Comprehensive Plan is for Bluefield State to be a model for Impact known for: 1) emphasizing the retention and graduation of all students; and 2) fostering partnerships and loyalty of alumni and friends to make a positive difference through community engagement, service, and economic growth. This will raise community awareness of the institution not only as an educational institution, but as a central part of the cultural fabric of southeast West Virginia. The College will focus on establishing ties to organizations (government, business, non-profits) to identify and solve critical regional civic and/or social issues. The plan's goals align with the institution's mission, the institution's strategies to meet those goals, and how the institution will assess the success of those strategies. This strategy will strengthen two-way communication between the College and community through the use of technology: The institution will expand its interactive virtual presence by establishing a community web page with links to community organizations such as the Union Mission or Chamber of Commerce. The new page will allow community organizations to indicate service needs (e.g., volunteers, materials, etc.) and will enhance the community's knowledge about the Institution's upcoming events and activities. New virtual forums will allow Bluefield State to interact with the community and region. The creation of these forums will enable the community and educational institutions to actively confront and begin to address the economic and educational challenges of southern West Virginia.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College has continued its engagement with re-branding. As a result, the College will introduce a new website in the spring 2017. Any activities related to expanding the College's interactive virtual presence by establishing a community web page need to be deferred until completion of the new website. The College is working with the Journey Group, a firm with experience in communications and marketing strategies, on the College's branding identity. The Journey Group held an open forum during which several hundred BSC students, faculty, staff, and community members had an opportunity to review and provide their thoughts concerning Journey's BSC Brand Identity narrative and visual expression direction. The College has experienced a 78% increase in its Facebook social media presence, and approximately 15% increase in Twitter followers by hiring an intern in the Media Relations office. In addition, Classified Staff Council increased social media presence utilizing the #GotBSCPride campaign on the Student Support Services and Alumni social media pages. In addition, with BSC's new branding initiative, sales of BSC apparel and campus pride have increased and the outside community is gaining "fun" information about our campus. In addition to social media, the College has expanded its reach into the community through installation of four televisions at the Mercer Mall in Bluefield, WV. This allows the College to promote the institutional activities into the community along with merchant sales and events at the mall.

Activity 2:

The West Virginia Rural Health Association (WVRHA) visited the BSC School of Nursing and Allied Health (SNAH) to instruct faculty on the usage and importance of the WVRHA portal. The portal provides data for health professionals, educators, policy makers, and grant writers in West Virginia. This data includes health care disparities, health care providers, health care facilities, and health care educational facilities. There were 20 faculty present from the SNAH.

The Southern Technology Conference for civil engineering industry is an ideal collaboration between Bluefield State College and the West Virginia Division Of Highways (WVDoH). The conference provided 35 local professionals an opportunity to obtain necessary professional development hours while staying in southern West Virginia. Topics included: Roller Compacted Concrete; VOAD: Resiliently Bridging the Gap in WV; Subsidence Prediction, Mine Stabilization, and Implications for Infrastructure Design and Construction; Integrated 3D Surveying for Design and Construction; and Pothole Patching and Asphalt Resurfacing.

BSC hosted three "Brother to Brother" workshops. The first was Branding where 50 participants attended. The second was Self-Worth where 100 participants attended. The third was Relationships where 75 participants attended. "Brother to Brother" is defined as men who have been in similar situation(s) educationally and otherwise who sit down and pass knowledge forward to other men through discussion, and advice. These workshops were provided to give men an opportunity to have a candid discussion with their "brothers" without the interruption of women which allow the participants to "keep it real" by asking questions that might otherwise not get asked in public forums. The panel consisted of 6 young black professional and entrepreneur males between the ages of 22-32 who had ties to BSC (four were alumni, legacies, or knew someone who had attended BSC). The goal was to raise awareness in middle school boys to college men about ways to change the stigma placed on them by redefining themselves. The ultimate goal of "Brother to Brother" is to pass the knowledge forward.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The resources employed to ensure the success of this strategy include staff to track College wide events, and the use of technology and materials, including facilities for events as well as the use of radio and television equipment for broadcasting purposes.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with the Journey Group, West Virginia Rural Health Association, Alumni Association, and the West Virginia Department of Highways to support this strategy.

6. Use the space below to provide additional information or comments related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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Compact Metric Update Instructions

1. For each metric grouping below, provide a brief overview of current data trends. *Why might the data be trending this way? Is there a relevant connection between implementation of a Compact strategy or activity to the trends observed in these metrics?* It is not necessary to address each metric within a metric grouping individually. Instead, provide a broad summary that encompasses general trends within the metrics collectively and, where appropriate, highlight significant accomplishments related to specific metrics.
2. Updated data submissions are required for some metrics. Fields are provided for those submissions.
3. Instructions for saving the completed form are provided at the end of the document.
4. The institutional Compact coordinator should submit the completed form as an email attachment to: compactupdate@wvhepc.edu.

Access.

Enrollment

*Fall Headcount | Annualized FTE | Fall First Time Freshmen Headcount
Fall Low-Income Student Headcount | Fall Underrepresented Racial/Ethnic Group Total | Fall Adult (25+ Headcount)*

Summary of Enrollment Trends:

Trends for year three of Bluefield State's enrollment numbers are as follows:

- *fall headcount is 68.8% of the 2017-18 target,
- *annualized FTE is 70.1% of the 2017-18 target,
- *fall first-time freshmen headcount is 84.8% of the 2017-18 target,
- *fall low-income student headcount is 71.8% of the 2017-18 target,
- *fall underrepresented racial/ethnic group is 67.5% of the 2017-18 target, and
- *fall adult (25+) is 56.1% of the 2017-18 target.

While the College's goal is to increase enrollment, the environmental scan completed by Paulien and Associates during the Master Facilities Planning process clearly indicated that " National trends show that fewer students are electing to attend college after high school. This downturn in post-secondary education, paired with the national statistic showing that students are actually less prepared for college than they have been historically as well as being more diverse demographically than ever before, means that a student services model that emphasizes enhanced recruitment and outreach to non-traditional groups and job placement will be critical." The recruitment activities implemented are an effort to address this issue. These trends are also a result of the 19% decrease over the last ten years of Mercer County's population which is where the largest percent of BSC students come.

Success.

Developmental Education

*Students Passing Developmental Mathematics | Students Passing Developmental English
Developmental Students Passing College Mathematics | Developmental Students Passing College English*

Summary of Developmental Education Trends:

Trends for year three of Bluefield State's developmental education numbers are as follows:

- *students passing developmental mathematics is 105.6% of the 2017-18 target,
- *students passing developmental English is 96.4% of the 2017-18 target,
- *developmental students passing college mathematics is 169.8% of the 2017-18 target, and
- *developmental students passing college English is 110.4% of the 2017-18 target.

The College continues to follow HEPC Series 21 for the appropriate placement of new students in developmental education coursework. Since the fall 2013, students who remained enrolled in Math 098 (37), Math 099 (205), Math 101 (145) and Math 109 (82) for the entire semester, 100%, 71%, 68%, and 61% respectively, passed the course with a D or better. Students who remained enrolled in ENGL 098 (33), ENGL 099 (135), and ENGL (132) for the entire semester, 89%, 84%, and 73% respectively, passed the course with a D or better. During the 2015-2016 academic year, students who were enrolled in three or more developmental education courses (29) had an average GPA of 2.45, those enrolled in two developmental education courses (64) had an average GPA of 2.28, those enrolled in one developmental education courses (136) had an average GPA of 2.91. Students not enrolled in any developmental education courses (1643) had an average GPA of 2.91.

The College plans to implement the plan created at the HEPC sponsored Co-requisite Academy hosted by Complete College America.

Retention

*Full-Time, First Time Freshmen | Part-time Freshmen | Low-Income First-Time Freshmen
Returning Adults | Transfer Students | Underrepresented Racial/Ethnic Group Total*

Summary of Retention Trends:

Trends for year three of Bluefield State's retention numbers are as follows:

- *full-time, first-time freshmen is 93.6% of the 2017-18 target,
- *part-time freshmen is 100% of the 2017-18 target,
- *low-income first-time freshmen is 93.4% of the 2017-18 target,
- *returning adults is 85.8% of the 2017-18 target,
- *transfer students is 93.2% of the 2017-18 target, and
- *underrepresented racial/ethnic group is 106.5% of the 2017-18 target.

BSC has added a peer mentoring program within student affairs. This program is designed to create an impact within the efforts of retention. Students Mentors are trained to utilize effective communication skills to engage first year students, and to provide support in a relaxed and casual environment. First year freshmen are contacted by his/her mentor through email, phone, and group activities. In a peer-to-peer conversation, students are more likely to ask frank and open questions. This allows the institution to collect data that is essential to understanding the needs of students, and how those needs are currently met. The spring 2016 ended with 5 peer mentors. The 5 peer mentors supported 289 first-year students who were enrolled in the program. Within the spring 2016 semester, all enrolled students had been contacted. Of the 289 enrolled in the program, 123 took advantage of contacting their assigned peer mentor either by phone or email, and 21 first-year students submitted updated contact information with their peer mentor or the Peer Mentor Coordinator. See the FirstYearRetention.PDF file for further details on the survey completed with peer mentors.

Success.

Progress Toward Degree

First-Time Freshmen Earning 30 Hours

Summary of Progress Toward Degree Trends:

The trend for year three of Bluefield State's progress toward degree is 103.3% of the 2017-18 target.

The College continues to emphasize the importance of completing 15 credit hours each semester at orientations and academic advising sessions.

Graduation Rates

Four- and Six-Year Graduation Rates for:

*First-Time Freshmen | Low-Income First-Time Freshmen | Returning Adults | Transfer Students
Underrepresented Racial/Ethnic Groups*

Summary of Graduation Rates Trends:

Trends for year three of Bluefield State's four- and six-year graduation rates are as follows respectively:

- *full-time freshmen is 91.3% and 66.9% of the 2017-18 target,
- *low-income first-time freshmen is 84.0% and 87.6% of the 2017-18 target,
- *returning adults is 78.3% and 70.0% of the 2017-18 target,
- *transfer students is 85.8% and 98.4% of the 2017-18 target, and
- *underrepresented racial/ethnic group is 56.0% and 87.0% of the 2017-18 target.

Student Affairs and Enrollment Management submitted a course revision proposal to the Curriculum Committee in spring 2016 for BSCS 100 (Building Successful Skills). The proposal outlined a strategy to reduce the course credit hours from 3 credit hours to 1 credit hour. The goal was to reduce the credit hour requirement and work with the College Deans to offer more courses with the plan to make the course mandatory for all freshmen. The Curriculum Committee approved the course proposal, but it was not approved by Faculty Senate. As a result, the BSCS 100 course was not modified for fall 2016, and there were five sections of the 3 credit hour BSCS 100 course offered. The goal is to work with faculty to develop a 1 credit hour course.

Impact.

Degrees Awarded

[Associate's](#) | [Bachelor's](#) | [Master's](#) | [Doctorate](#) | [STEM](#) | [STEM Education](#) | [Health](#)

Summary of Degrees Awarded Trends:

Trends for year three of Bluefield State's degrees awarded are as follows:

- *Associate is 132.7% of the 2017-18 target,
- *Bachelor's is 81.3% of the 2017-18 target,
- *STEM is 91.2% of the 2017-18 target,
- *STEM Education is 140.0% of the 2017-18 target, and
- *Health is 122.6% of the 2017-18 target.

This year the College hosted a number of K-12 outreach programs across campus focusing on STEM that showcased faculty and student research. One activity included a "HSTA Science Symposium" for southern WV where over 450 students in grades 9-12 from counties including Boone, McDowell, Cabell, Lincoln, Mercer, Greenbrier, Fayette, Kanawha, Mingo, Logan and Raleigh participated in STEM enrichment programs such as community-based research while adhering to rigorous scientific method and protocol while developing, designing, and conducting their research. Another STEM activity included "Science Day" for McDowell County seventh graders from Southside K-8. The BSC BioMedical Club worked with 44 students in the pre-events that took place at the school and 22 students who came to campus for the program. After the "Science Day" activities, 88% of the students expressed an interest in attending college following the program compared to 76% prior. Likewise, 53% of students agreed that they would like to pursue a career in science versus an initial consensus of only 12%. All students surveyed felt more confident in their ability to do scientific work, an improvement of 24%. There was also a 30% improvement in students' beliefs that they are capable of doing well in science because they are intelligent. It was also found that students interest in attend college (specifically BSC), in improving their interest in science, and their belief in their own intelligence and ability to succeed in the field.

Number of STEM Education Degrees Awarded

14

Student Loan Default Rate

Federal Student Loan Cohort Default Rate

Summary of Student Loan Default Rate Trends:

Trends for year three of Bluefield State's student loan default rate is 19.6% (target is 18.0%).

The College worked with Inceptia's Strategic business Director to analyze the BSC Cohort Repayment Analysis and found that 501 borrowers have been resolved through Inceptia's Default Prevention Outreach as of September 2015. The official 3-Year Student Loan Default Rate for 2011 is 26.8%. The cohort period for 2012 was reduced to 23.7%. The unofficial 3-Year Student Loan Default Rate for 2013 is 19.57%. Additionally, 351 borrowers are currently in grace period. Student Support Services has provided financial literacy education to 157 participants currently in program. These services include providing students with up-to-date information on current loan information and providing them with money management educational materials. The department has also offered Financial Literacy workshop in which 4 students have attended to date.

Impact

Research and Development

[Research Grants and Contracts](#) | [Licensure Income](#) | [Peer-Reviewed Publications](#) | [Start-Up Companies](#) | [Patents Issued](#)

Summary of Research and Development Trends:

Not applicable.

Total dollar value of licensure income in FY14. (Round to whole dollars).

Total number of peer-reviewed publications generated by the institution in FY14.

6

Total number of start-up companies created in FY14.

Total number of patents issued in FY14.

Additional Information / Comments

Use the space provided below for comments or additional information.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.

Taken from the following Metro News article: WVU economist tells Senators Capito and Manchin six counties now in "great depression." At the Senate Energy and Natural Resources Committee held in Morgantown on August 29, 2016, U.S. Senators Shelley Moore Capito (R-WV) and Joe Manchin (D-WV) listened to experts in academia, construction, labor, natural gas, coal, and manufacturing discuss the future role of West Virginia's energy industry in the larger scope of it's flailing economy. Economists Dr. Brian Anderson and Dr. John Deskins—professors at West Virginia University talked about the urgency of West Virginia's current economic predicament and the impact of the loss of coal jobs across the state. Specifically, six counties in West Virginia are currently undergoing a "great depression" of their own due to enormous job losses, and many of the six counties mentioned are those BSC serves: Boone, McDowell, Wyoming, Mingo, Clay, and Logan. The economic factors that led to West Virginia's current economic situation is a "perfect storm" of events that have created a wide-reaching problem without a "silver bullet" solution. This job loss leads to out migration which makes it less attractive for businesses to locate to the state.



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1. Provide a *brief summary* of the strategy.

Bluefield State College will develop a survey to identify metropolitan areas with diverse populations where articulation agreements can be forged in support of new academic cohort programs. Implementation will involve developing partnerships with community colleges and other organizations. By developing a cohort based program, the College expects to attract a diverse and adult student population.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College submitted an HBCU Partnership Interest Form to the HBCU Transfer Guarantee Program Advisory Board to develop an articulation agreement with the California Community College System (CCCS). This was in an effort to develop a cohort program for associate level CCCS students to enroll in BSC's baccalaureate programs. The College was notified that because of the lack of residence halls on campus, the CCCS turned down the College's articulation agreement application; however, the College plans to reapply once residence halls are in place.

Activity 2:

This activity depends on the results of activity 1. Since BSC was turned down by CCCS, BSC's Student Affairs and Enrollment Management (SAEM) office established communication with the Detroit based Midnight Golf Program (MGP), and is working to include BSC in the ROAD TRIP for SUCCESS Program. BSC is exploring opportunities to send information and have BSC representatives meet with MGP participants. MGP is a 30 week curriculum that has helped hundreds of Detroit's at risk school students enter college and various professional careers. MGP's mission is to improve underrepresented young adult's personal and professional development, educational preparation and appreciation of the game of golf. Since its inception, over 1,400 young people have completed the program. The program's most valuable assets are the dozens of mentors who contribute to the growth of the participants throughout and after the program. The program is committed to preparing all participants for college attendance and graduation. The ROAD TRIP for SUCCESS is a major component of MGP's curriculum. The week long program provides students an out of state look at institutions of higher education and includes Historically Black Colleges and Universities (HBCUs) and top tier research universities. MGP also offers exclusive scholarships to participants sponsored by mentors and donors to help ease the financial burden of college for students. In addition, BSC was invited to participate in the Milwaukee Education Partnership (MEP) HBCU conference to familiarize BSC with the City of Milwaukee; connect BSC with Milwaukee Public Schools (MPS), the MEP, and their leadership. BSC's VPSAEM represented the College at the conference. It is MEP's goal that BSC develop and strengthen collaborations with Milwaukee Public Schools and encourage students to obtain degrees and certifications in education or degrees in engineering, information technology or health care related fields. The VPSAEM is currently serving on a MEP workgroup with the objective to create an MPS Student Support Pipeline to increase the number of MPS students that attend HBCUs. There are three target groups: future students/recruits, current students, and graduates. Semester assessments to analyze retention and persistence of students who attend HBCUs after the development of this partnership including: how many students stay at the institution and how many graduate. Further, a BSC alumnus who enjoyed a highly successful and fulfilling career in public service and education, serving on the administrative staffs of four U.S. Presidents initiated a series of activities where twenty-five Sligh Middle School students from Tampa, Florida cultivated their leadership skills and experienced the fulfillment of serving others during a two-day workshop. The students then traveled to BSC and participated in leadership centered sessions led by a BSC Admissions officer. The "Sligh Cougar Leadership Institute" brought the school, the BSC community, and local community together for a "Leading Tomorrow by Learning Today" program. Finally, the Office of Admissions is developing partnerships with alumni to support recruitment activities. The Cincinnati, Ohio Chapter of the Alumni Association participated in a College Fair representing BSC. The Office of Admission will use this partnership as an example for others. BSC will develop an Alumni Recruitment Handbook.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

As this strategy continues to evolve over the Compact time frame, the human resources required remain the same and include active engagement of the Provost/Vice President of Academic Affairs, Vice President of Student Affairs and Enrollment Management, School Deans and faculty. In addition, the College is actively engaged in fulfilling the Facilities Master Plan for residence halls on campus which will assist the College's articulation agreement application to the California Community College System. The Milwaukee Education Partnership (MEP) provided free registration, complimentary hotel room up to three nights on reservations made through the MEP office, meals as specified in agenda, group transportation to and from conference activities, transportation reimbursement between airport and hotel, and air travel reimbursement up to a maximum of \$350 per college/university.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College has collaborated with HBCU Transfer Guarantee Program Advisory Board, California Community College System, Sligh Middle School in Tampa Florida, Milwaukee Education Partnership, Detroit Midnight Golf with Public Schools, BSC Alumni Association of Cincinnati, and BSC Alumni Affairs office.

6. Use the space below to provide additional information or comments related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.

As a reminder, the cohort strategy is an effort to collaborate with HBCU initiatives to increase enrollment in underrepresented minority, low-income, and adult populations at BSC.



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1. Provide a *brief summary* of the strategy.

Students requiring developmental education are less likely to complete a degree, and with a portion of Bluefield State's incoming students requiring developmental education this strategy is expected to further develop an environment for students to succeed through excellence in teaching, learning, and advising. The faculty and the counseling office will collaborate to assure accurate student placement into the Accelerated Learning Program. The institution will also implement the AAC&U Written Communication and Quantitative Literacy rubrics in the Developmental Education courses to ensure graduates are knowledgeable, competent and proficient in their content discipline. Assessment data from LiveText will be used to drive changes and improvements as appropriate.

Based on reviewer's recommendations, this strategy has been revised; however, the report below represents the original Compact submission. The updated recommendations will be reported on in the next Compact cycle.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College continues to follow HEPC Series 21 for the appropriate placement of new students in developmental education coursework. Since the fall 2013, 100% of the students who remained enrolled in Math 098 (37) for the entire semester passed the course with a D or better while 89% of the students who remained enrolled in ENGL 098 (33) for the entire semester passed the course with a D or better.

Activity 2:

This year the College continues to follow HEPC Series 21 for the appropriate placement of new students in developmental education coursework. Since the fall 2013, students who remained enrolled in Math 099 (205), Math 101 (145) and Math 109 (82) for the entire semester, 71%, 68%, and 61% respectively, passed the course with a D or better. Students who remained enrolled in ENGL 099 (135), and ENGL (132) for the entire semester, 84%, and 73% respectively, passed the course with a D or better.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human resources required to complete this activity. For example, coordination among the Registrar's office, counselors, advisors, and faculty have been integral to the success of the developmental education desired outcome. Other resources employed are the computer labs and associated software for the program. Other resources employed are the computer labs and associated software for the program. Further academic advising workshops will be offered over the 2016-2017 academic year with one of the goals to enhance academic advising for students enrolled in co-requisite courses.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

There were several collaborations between and among departments for this strategy. Each academic affairs department as well as non-academic offices (business office, and human resources) collaborated to support the first activity. The Registrar's office, counselors, advisors, and faculty collaborated to support the second activity.

6. Use the space below to provide additional information or comments related to this strategy.

During the 2015-2016 academic year, students who were enrolled in three or more developmental education courses (29) had an average GPA of 2.45, those enrolled in two developmental education courses (64) had an average GPA of 2.28, those enrolled in one developmental education courses (136) had an average GPA of 2.91. Students not enrolled in any developmental education courses (1643) had an average GPA of 2.91.

As the College continues to participate in the HEPC co-requisite initiative, developmental education provided at BSC will adjust accordingly.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The institution will develop a mentoring program that pairs successful upper level students with at-risk students as mentors. Mentors will attend formal training, and participating faculty and staff will be recognized for excellence in mentoring and advising with the opportunity to be selected for faculty advising and staff mentoring awards. The institution will also work to streamline financial aid allocation and administration procedures, including scholarship receipt and disbursement, and to establish an all-inclusive early alert system utilizing technology and analytics.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

BSC has added a peer mentoring program within student affairs. This program is designed to create an impact within the efforts of retention. Students Mentors are trained to utilize effective communication skills to engage first year students, and to provide support in a relaxed and casual environment. First year freshmen are contacted by his/her mentor through email, phone, and group activities. In a peer-to-peer conversation, students are more likely to ask frank and open questions. This allows the institution to collect data that is essential to understanding the needs of students, and how those needs are currently met. The spring 2016 ended with 5 peer mentors. The 5 peer mentors supported 289 first-year students who were enrolled in the program. Within the spring 2016 semester, all enrolled students had been contacted. Of the 289 enrolled in the program, 123 took advantage of contacting their assigned peer mentor either by phone or email, and 21 first-year students submitted updated contact information with their peer mentor or the Peer Mentor Coordinator. A 5-point Likert scale survey was conducted with peer mentors with the following results:

1. My mentees and I are enjoying a high quality relationship. 80% "Strongly Agree"
 2. My mentees are effectively utilizing me as a peer mentor. 20% "Strongly Agree"
 3. My mentees and I are benefiting from the mentoring relationship. 60% "Strongly Agree"
 4. The peer mentoring program runs smoothly. 80% "Strongly Agree"
 5. I would recommend the peer mentoring program to other students. 80% "Strongly Agree"
- Additional items regarding becoming peer mentors was also included on the survey with the following results:
6. I am gaining a better sense of how to be successful and involved at BSC. 80% "Strongly Agree"
 7. I am gaining new skills. 80% "Strongly Agree"
 8. I am becoming more open minded and able to consider others' feelings and attitudes. 80% "Strongly Agree"
 9. I am improving my ability to communicate effectively with others. 80% "Strongly Agree"
 10. It is easy to talk to my mentees. 60% "Strongly Agree"
 11. My mentees and I respect each other. 80% "Strongly Agree"
 12. I feel well-prepared to be a mentor. 60% "Strongly Agree"

Mentees were also surveyed; however none returned surveys for data collection. Data collection for this group will be redesigned in the future to hopefully gain results from mentees.

Activity 2:

Staff provided additional training on the early alert system at the Fall 2015 Faculty Institute based on the feedback from the Fall 2014 Faculty Institute. There was full participation by faculty during these training sessions and the sessions were revised to emphasize the benefit of utilizing the early alert system. Additional feedback on the early alert system by faculty identified the need for a faculty Retention Specialist. As a result, a pilot project utilizing a Retention Specialist who will assist the Vice President for Student Affairs and Enrollment Management with the coordination of campus wide retention services has been implemented. The Retention Specialist will work with BSC faculty and staff to identify impediments to student success and coordinate appropriate intervention strategies. Major responsibilities include leadership of the early alert and attendance tracking programs; working with provisionally admitted students and students on academic probation to ensure students access appropriate support services; working with staff and faculty to assist students with their transition to BSC, coordinate proactive intervention strategies based on best practices, develop and implement retention plans, assist in the development of a comprehensive retention assessment plan, and perform other duties to ensure student success at BSC. The goals for the 2016-2017 academic year are for the Retention Specialist to: fully implement and assess an early alert system by working with the faculty to provide timely feedback to students about their academic progress, identify students needing academic support, and refer students for academic assistance, including tutoring, counseling, and/or career guidance; remain current with trends and best practices regarding student retention, develop retention strategies for the college, and work closely with faculty, community resource representatives, and BSC staff in implementing, evaluating, and improving retention strategies; assist in the coordination and implementation of New Student Orientation and BSCS 100 (Building Successful College Students) activities; serve on committees as deemed appropriate to support BSC retention activities.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were a number of human, physical and financial resources employed to achieve the desired outcome. Faculty participating in the Faculty Institute and providing feedback to improve the early alert system. Physical resources include classrooms to conduct the Faculty Institute training for the early alert system. Finally, Title III funds were identified to employ the Retention Specialist pilot project. Further, the resources employed to achieve this outcome is a full-time program coordinator, peer mentors, and funds for stipends.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaboration among several office resulted to support this strategy. For example, academic affairs and student affairs offices collaborated to develop the Retention Specialist position with collaboration and funding from personnel in the Title III office.

6. Use the space below to provide additional information or comments related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

To augment the College's current freshman orientation, a session will be developed to encourage completion of a baccalaureate degree in 4 years by taking 15 credits per semester. As a crucial component of this initiative, the College will ensure that course sequence is accurate through the use of a master schedule that includes a four-year list of course offerings.

The second activity involves the development and distribution of a new financial aid award letter. Modeled after recommendations from the federal government, financial aid advocacy groups and peer institutions, the letter will break down award information into various categories to help students better understand their financial aid awards. Additionally, it will project future costs of attendance and available financial aid, and will emphasize on-time degree completion with the 15 to Finish initiative.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College completed an assessment for the 2015-2016 academic year on the percent of students who enrolled in 15 credit hours. This number remained steady at 18% (271) of the 1482 end-of-term student enrollment for the fall 2015 semester. In addition, of the 1482 end-of-term students enrolled for the fall 2015 semester approximately 25% (370) took 16 or more credit hours. During the spring 2016 17% (237) of the 1368 end-of-term students were enrolled in 15 credit hours while 25% (336) took 16 or more credit hours. The College continues to emphasize 15 to Finish at orientations and advising sessions.

Activity 2:

This activity started in May 2015 when the Financial Aid office began distributing the revised financial aid letter. Letters are distributed on a continual basis. The Financial Aid office has experienced a decline in the number of student inquiries since the revised financial aid letter started being sent out. There is no formal tracking system, however, financial aid personnel anecdotally indicate there was approximately a 5% reduction in inquiries regarding the financial aid letter. Since the financial aid letter has been revised which reduced the number of inquiries regarding the financial aid award letter, the financial aid office will adjust this activity to include collaborating in HEPC sponsored financial aid workshops. Specifically, BSC's Financial Aid Director will participate in the HEPC sponsored financial aid workshop with Concord University in an effort to train high school guidance counselors along with WV Rehab counselors. The annual workshop is intended to distribute financial aid compliance information to participants in an effort to educate parents and students on financial literacy and the financial aid process. Since the financial aid workshop is sponsored by HEPC and held at Concord University, the only resource required is the time of the BSC Financial Aid Director. In addition, the BSC financial aid personnel will participate in local and regional financial aid conferences and training opportunities in an effort to better position the staff to share financial aid literacy and student loan information with BSC students and their parents on a regular basis. Attendance at these conferences and trainings will be tracked by the Financial Aid Director. Professional development funds is a resource required for financial aid staff training.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human, physical, and financial resources employed to achieve this outcome. For example, academic advisors were needed for educating students regarding 15 to Finish. For the revised activity 2, the resources required are the time of the BSC Financial Aid Director and professional development funds for financial aid personnel training.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Collaborations between faculty academic advisors and student affairs academic advisors have resulted in support of this strategy. In addition, academic advising workshops will be conducted through the 2016-2017 academic year.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The BSCS 100 Building Successful College Skills course designed to assist incoming at risk students with their transition to BSC will be modified and expanded to support all incoming students. A new First Year Experience course will be developed to augment first year retention initiatives at BSC. The course will focus on study strategies, financial literacy, as well as personal and professional development. The institution will develop and implement a four year BSC Student Engagement Program. First Year students will participate in the First Year Experience Course; sophomores will participate in the Sophomore Seminar Series, juniors will participate in the Junior Year Career Readiness Seminars and seniors will participate in the traditional departmental Capstone Class. The "Sophomore Seminar Series" will include four one hour sessions addressing the following topics: 1) Service Learning 2) Internships and Study Abroad 3) Research and Engagement and 4) Diversity and Networking. The "Junior Year Career Readiness Seminars" will include four one hour sessions addressing the following topics: 1) How to develop Professional Resumes and Other Business Communications Skills, 2) The Job Search: Where to Start and Where to Go, 3) Basic Business Etiquette, and 4) Dressing for Success and Acing the Interview. Based on reviewer's recommendations, this strategy has been revised; however, the report below represents the original Compact submission. The updated recommendations will be reported on in the next Compact cycle.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Student Affairs and Enrollment Management submitted a course revision proposal to the Curriculum Committee in spring 2016 for BSCS 100 (Building Successful Skills). The proposal outlined a strategy to reduce the course credit hours from 3 credit hours to 1 credit hour. The goal was to reduce the credit hour requirement and work with the College Deans to offer more courses with the plan to make the course mandatory for all freshmen. The Curriculum Committee approved the course proposal, but it was not approved by Faculty Senate. As a result, the BSCS 100 course was not modified for fall 2016, and there were five sections of the 3 credit hour BSCS 100 course offered. The goal is to work with faculty to develop a 1 credit hour course.

Activity 2:

This year there was a transition in BSC's Career Services leadership. As a result, other departments provided employment seminars to graduating students. For example, the Registrar's office held a Graduate Fair for current and recent graduates where 135 students participated. In addition, Student Support Services presented three workshops: resume writing, dress for success and interview skills. At the conclusion of each workshop students completed an assessment. The assessment items were on a ten point scale with ten being the highest score. The overall average score of the workshops was a 9.725, relevance of the workshops was 9.875, knowledge of the presenters was 10, recommend the workshop to others was 9.5 and interesting was 9.5. Other activities included: the 2016 Interstate Career Fair held in Johnson City, TN where 73 vendors and 377 students/community members participated, the Bluefield State College 28th Annual Spring Employment, Recruitment and Resource Fair where over 100 vendors and 600 students and community members participated, and Academia Day at Redstone Arsenal - Huntsville, AL where Career Services presented information regarding potential opportunities for veterans, non-traditional students, traditional students, and recent graduates as well as an opportunity to network with exhibitors and fellow peers.

Activity 3 (If applicable):

3. What target populations or degree areas are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What resources (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The resources employed to achieve the outcome include the Interim-Provost/Vice President of Academic Affairs, Deans, faculty, Vice President of Student Affairs and Enrollment Management for activity 1, and for activity 2 personnel from Career Services, the Registrar's office, student affairs were required. In addition, personnel were required to set up and organize the facilities for the Annual Spring Employment, Recruitment and Resource Fair. Financial resources were required to print materials distributed at the other fairs held on and off-campus.

5. Describe any collaborations (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

There were collaborations between student and academic affairs in support of this strategy. This collaboration will need to continue in an effort to adjust the BSCS 100 course. In addition, collaborations among the registrar's office, Student Support Services in the wake of the leadership transition in Career Services successfully supported this strategy to make it successful.

6. Use the space below to provide additional information or comments related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

Bluefield State College will work to provide sustainability to the Research and Sponsored Programs (RASP) office to enable it to continue to support and conduct workshops on grants and funding opportunities, and to implement mentoring opportunities for junior faculty by senior faculty. Students will also benefit through increased opportunities to engage in research activities with faculty mentors. The institution will also create a biannual festival to invite local high school students particularly those enrolled in dual-credit courses and their teachers to campus while seeking to increase the effort to contribute to faculty scholarship. To do this, the College will enhance the faculty Colloquia that are currently held monthly during the academic year. The Colloquia currently showcase and cultivate the work of the diverse community of scholars, scientists, students, alumni, and professionals at Bluefield State College. At the colloquia, the College's diverse community presents and discusses their innovative activities, projects, and techniques related to research, teaching, civic engagement, and clinical practice. These may include an upcoming publication, a community project, a teaching methodology, a grant proposal, a technological application, an artistic performance, or any other endeavor or talent of value to the mission of Bluefield State College.

Based on reviewer's recommendations, this strategy has been revised; however, the report below represents the original Compact submission. The updated recommendations will be reported on in the next Compact cycle.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Several faculty published articles this year. For example, a scholarly article co-authored by BSC faculty member Dr. Robert Lowinger and colleagues from two other institutions of higher education was published in the "Journal for the Advancement of Counseling," a prestigious international journal for psychology professionals; a scholarly article co-authored by BSC faculty members Dr. Tesfaye Belay, Dr. Anthony Wourt, and Mr. Chih-lung Fu, a research assistant in Dr. Belay's lab, has been published in "The Journal of Nutritional Medicine and Diet Care"; a scholarly article co-authored by Dr. Shannon Bowling in "International Journal of Robotics and Automation" and one in "Operations Research for Unmanned Systems"; Dr. Bonnie Reese delivered the presentation "Trailblazing Women of Western Pennsylvania" for the Historical Society of Western Pennsylvania, and to the Fiberarts Guild of Pittsburgh.

In addition, the scholarly publications, BSC faculty have been awarded research grants during the 2015-2016 academic year: Dr. Tesfaye Belay (NIH, \$30,000; HEPC \$19,503); Dr. Anthony Wourt (American Legacy Tobacco Foundation, \$5,000); Dr. James Walters (WV-INBRE, \$250,000); Dr. Amanda Matoushek (NASA WV, \$2,200); Dr. Young Kim (WV-INBRE CNPR, \$30,000).

Activity 2:

The College's Annual Humanities Challenge was held in the fall 2015. High Schools from Virginia and West Virginia participated with a total 96 students impacted. From Virginia, the following high schools and number of students participated: Graham High School (12), Tazewell High School (21), Richlands High School (18), Narrows High School (12). From West Virginia, the following high schools and number of students participated: Riverview High School (6), Montcalm (6), Princeton Senior High School (15), Pikeview High School (6). Approximately 30 students, faculty and staff from BSC also participated in the Annual Humanities Challenge. In addition to these activities, BSC hosted several Mercer County activities impacting 277 students: 28 students at the Spelling Bee, 70 students at the Reading Bee, 70 students at the Battle of the Books (elementary school division), 31 students at the Battle of the Books (middle school division), and 70 students at the Math Field Day. In addition, Student Affairs and Enrollment Management, BSC Library and faculty from the School of Arts and Science host a Constitution Day program each year where faculty, staff, students and community members are invited to participate. The program is designed to review and interpret an important aspect of the Constitution while encouraging civic engagement. Topics have included Second Amendment Rights. As a result of staffing leadership, faculty colloquia were not held during the 2015-2016 academic year. The Interim-Provost/Vice President for Academic Affairs plans to meet with school deans to identify a faculty leader to revive the effort for the 2016-2017 academic year.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were human, physical and financial resources employed to achieve the desired outcome. Those include: continued support of the Research and Sponsored Programs (RASP) office, and physical space required for successful Humanities challenge event with public schools, BSC students and community members.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with public schools at the local and county levels, local community organizations, incarceration facilities, faculty, staff, and student organizations from the College, as well as grant funding organizations in support of this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The institution will target secondary school students who are brought to campus for participation in other activities outlined in the five Comprehensive Plans and will focus on new and undecided students, reinforcing the importance of STEM fields and careers. In addition, STEM employers will be invited to annual recruitment fairs to interact with current Bluefield State College students.

Bluefield State College students and local high school students currently showcase their achievements and demonstrate their knowledge through academic invitational events. These events will continue through 2018. Additional events will be developed, and the College will reach out to students interested in STEM, health related fields as well as other academic areas.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College hosted a number of K-12 outreach programs across campus. Activities included: "Academic Days" where 131 students (excluding parents) from 16 high schools visited campus across the five academic schools to learn more about programmatic offerings the College provides. Students were also provided admissions, financial aid, and BSC scholarship overviews, SAT/ACT testing dates and locations, introductions by School Deans, employment and post-graduation education opportunities, and tours of labs with hands on demonstrations by students and faculty. "Freshmen Frenzy," a new initiative introduced this year, allowed over 150 students who had been accepted to register early for fall classes, participate in academic workshops, and a club fair. Eleven BSC Robotics team members made 6 presentations to approximately 600 students in local elementary, middle and high schools including GEAR UP presentations at Montcalm and Bluefield High Schools. Other activities included, Mercer County school events such as Spelling Bee, Reading Bee and Math Field Day, BSC Counseling Center staff visiting southern WV schools to register students, BSC Humanities Challenge, Financial Aid workshop for Mercer County middle school students, Read Aloud in pre-K schools, and four athletic summer camps, where over 800 students from elementary, middle and high schools across southern WV were impacted.

Activity 2:

This year the College hosted a number of K-12 outreach programs across campus focusing on STEM that showcased faculty and student research. One activity included a "HSTA Science Symposium" for southern WV where over 450 students in grades 9-12 from counties including Boone, McDowell, Cabell, Lincoln, Mercer, Greenbrier, Fayette, Kanawha, Mingo, Logan and Raleigh participated in STEM enrichment programs such as community-based research while adhering to rigorous scientific method and protocol while developing, designing, and conducting their research. Responses to the HSTA survey indicate 94% of the participants felt the symposium was "good," to "excellent;" 93% indicated they would recommend the event be offered again; and 93% indicated they gained new knowledge about BSC's academic programs.

Another STEM activity included "Science Day" for McDowell County seventh graders from Southside K-8. The BSC BioMedical Club worked with 44 students in the pre-events that took place at the school and 22 students who came to campus for the program. After the "Science Day" activities, 88% of the students expressed an interest in attending college following the program compared to 76% prior. Likewise, 53% of students agreed that they would like to pursue a career in science versus an initial consensus of only 12%. All students surveyed felt more confident in their ability to do scientific work, an improvement of 24%. There was also a 30% improvement in students' beliefs that they are capable of doing well in science because they are intelligent. It was also found that students interest in attending BSC increased dramatically after attending "Science Day": those students surveyed who did not attend the event were unanimous in not wanting to attend BSC; however, after attending "Science Day", it was found that those interested in attending BSC rose to over 50%. These survey results indicated that "Science Day" had a positive impact on students' intent to attend college (specifically BSC), in improving their interest in science, and their belief in their own intelligence and ability to succeed in the field.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

There were a number of human, physical, and financial resources employed to achieve the desired outcomes. BSC faculty, staff, and students volunteered over 750 hours towards the "Science Day" initiative, and 30 faculty, staff, students and administrators volunteered for the "HSTA Science Symposium". The volunteers organized activities or engaged participants in the content and activities presented.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College collaborated with public schools at the local and county levels, local community organizations, incarceration facilities, faculty, staff, and student organizations from the College, as well as grant funding organizations in support of this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



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1. Provide a *brief summary* of the strategy.

The institution will work to lower its student loan default rate by partnering with Inceptia Student Loan Default Management Services and implementing the Transit financial literacy program. Efforts will include providing financial counseling, educating students on financial responsibilities and repayment options, and assisting students who have become delinquent or are in default by providing strategies for reentering successful repayment. The institution will also reach out to current students, stop outs and graduates to inform them of the importance of overall financial well-being both now and in the future while emphasizing the need to financially plan/budget for loan repayment.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

This year the College worked with Inceptia's strategic business director to analyze the BSC Cohort Repayment Analysis and found that 260 delinquent borrowers have been resolved through Inceptia's Default Prevention Outreach between July 1, 2015 and June 30, 2016. The official 3-year student loan default rate for 2011 is 26.8%. The cohort period for 2012 was reduced to 23.7%. The official 3-year student loan default rate for 2013 is 19.5%. Based on outstanding principle balance \$1,534,827 remains in default while \$9,543,570 is in repayment. Additionally, 351 borrowers are currently in grace period. Student Support Services (SSS) provided financial literacy education to 237 participants eligible for the program. These services provided students with up-to-date information on current loan information and provided them with money management educational materials. Students who participate are educated using scenarios that include a borrower's academic level, impact of subsidized and unsubsidized loans, maximum eligibility period for loans, and how to calculate total loans over one's educational lifetime.

Activity 2:

EverFi is embedded in the course curriculum for BSCS 100 (Building Successful College Students). A communication plan for EverFi was distributed across campus to all students after the fall 2015 break. The EverFi log-in is live and posted on the myBSC portal. With only 93 students registering for the online course during the 2015-2016 academic year the College is considering replacing EverFi with Inceptia's KNOWL. KNOWL is a financial literacy program that is being implemented at more and more colleges to help students work through the increased stress they feel over financial issues. KNOWL helps set students up for success while in school and prepares them for financial success after graduation.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

The financial resources have been committed to fund Inceptia services with the cost being offset with funding received from the West Virginia Higher Education Policy Commission.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The College continues to collaborate with Inceptia to support this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

It is recommended that the review team consider BSC's 2015-2016 Compact in its entirety to better understand the overall access, success, and impact BSC has on the campus, local, and regional community.



To: Members, Board of Governors
Dr. Marsha Krotseng

From: Dr. Tracey Anderson
Director of Institutional Research and Effectiveness

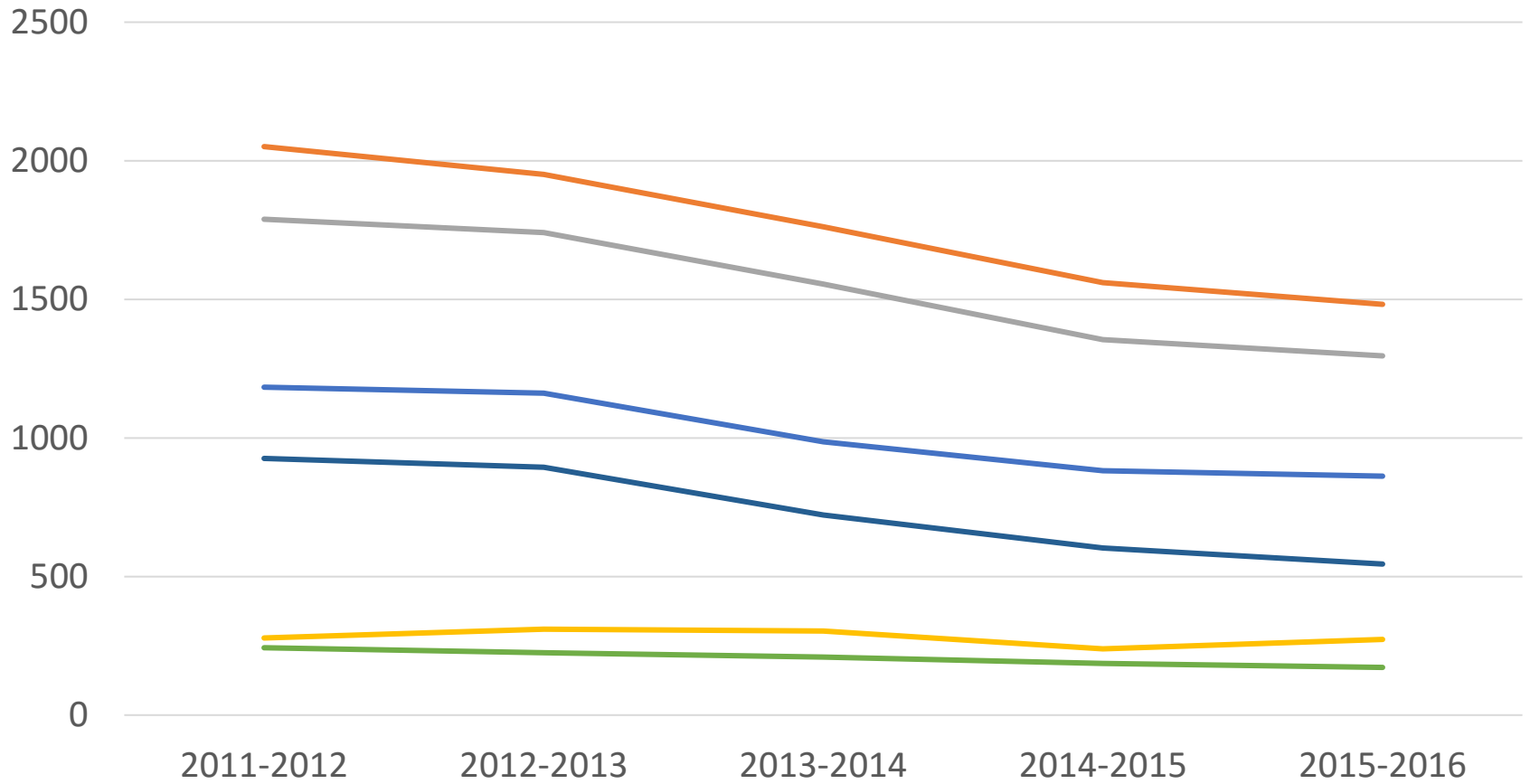
Date: October 12, 2016

Re: Progress on HEPC Compact Quantitative Metrics

Attached is the table of trend data for each of the quantitative metrics outlined in the HEPC Compact demonstrating progress on each metric. In addition, trend graphs are provided for each metric category: enrollment, retention, 4-year graduation rate, 6-year graduation rate, developmental education, progress toward degree, and degrees awarded. Unless otherwise specified, data represent end-of-term metrics.

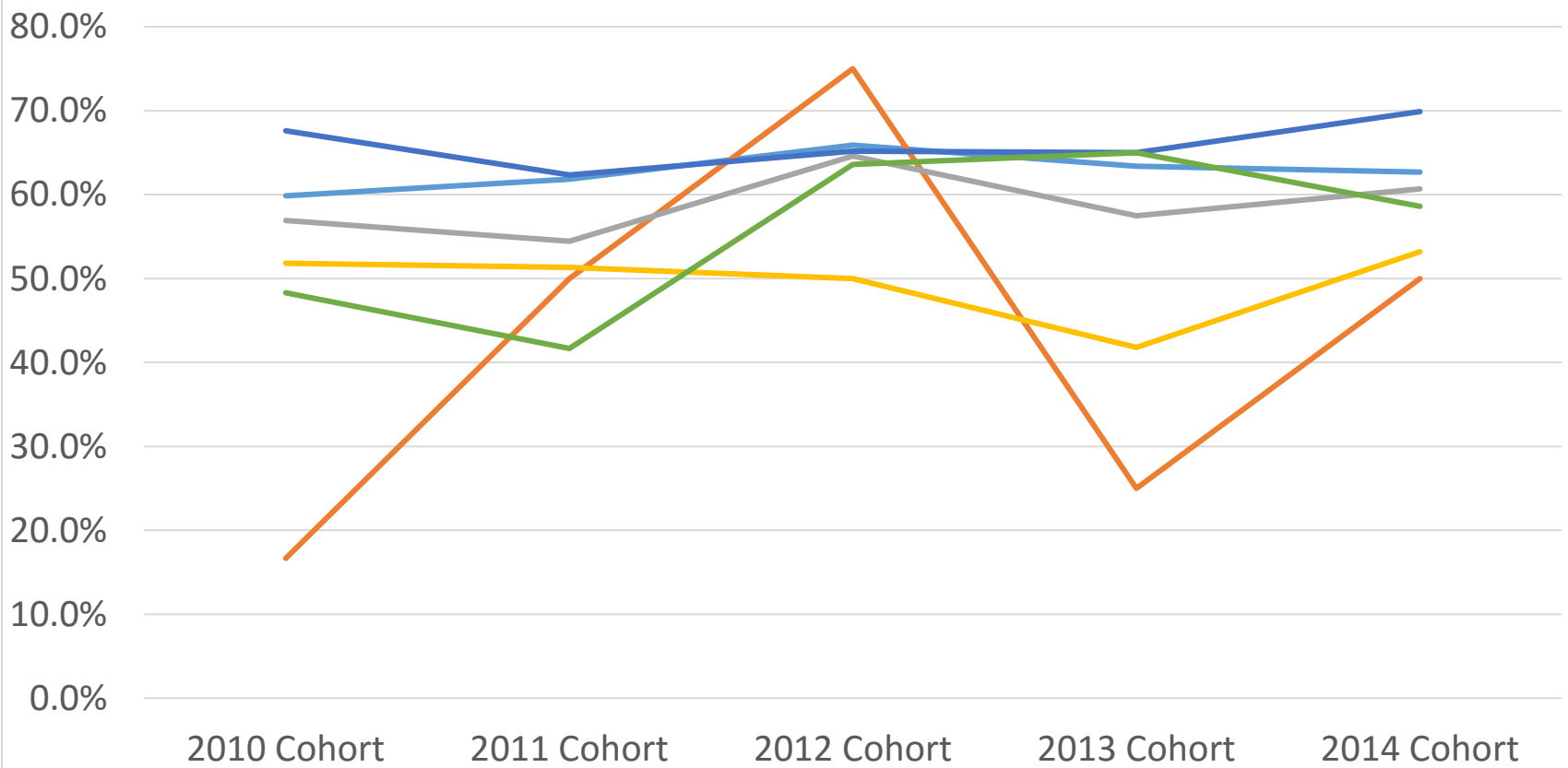
Bluefield State College

Enrollment Trends



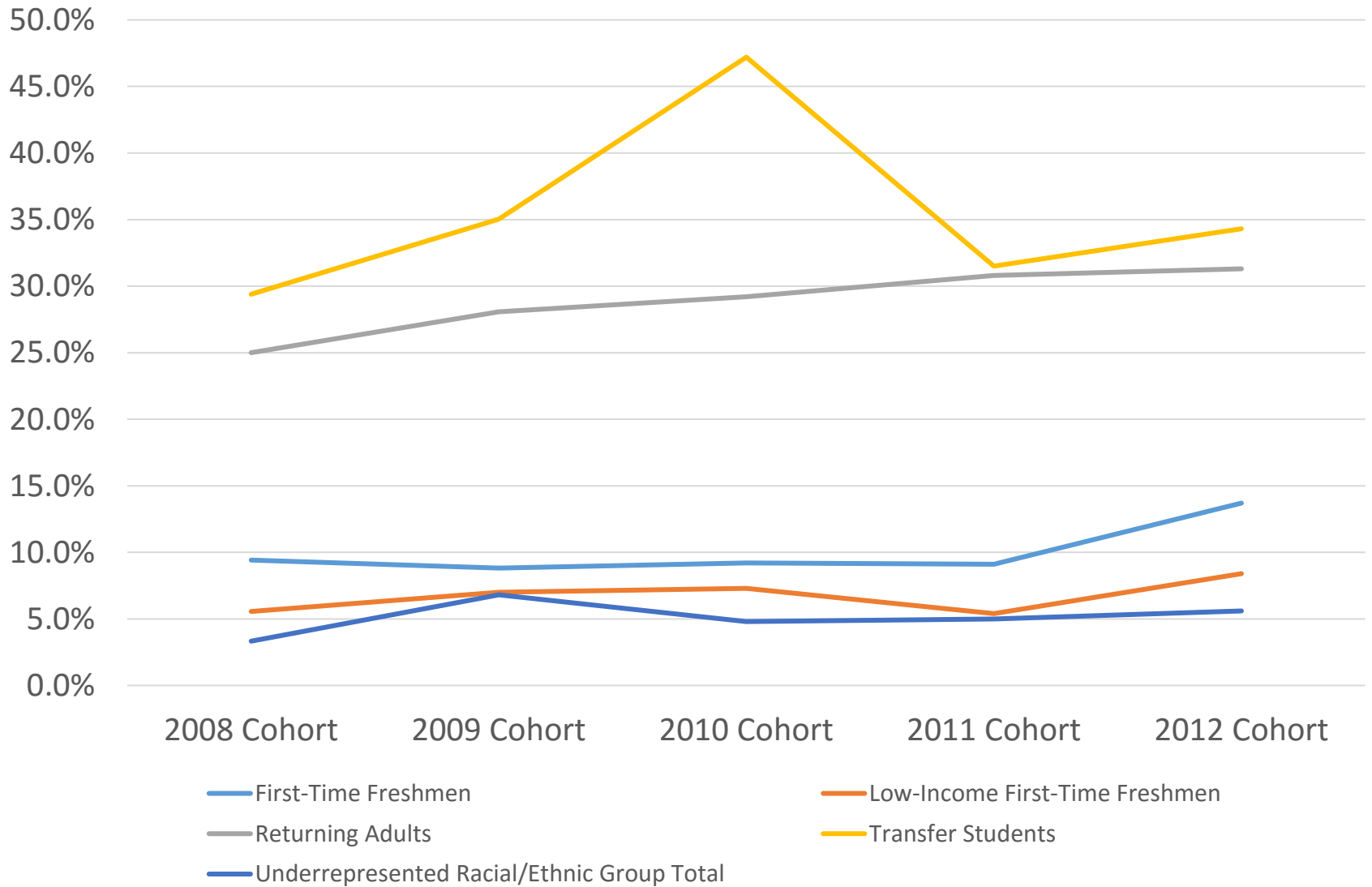
- Enrollment
- Annualized FTE
- Fall Low-Income Student HC
- Fall Adult (25+) HC
- Fall HC
- Fall FT Freshmen HC
- Fall Underrepresented Racial/Ethnic Group

Retention Trends

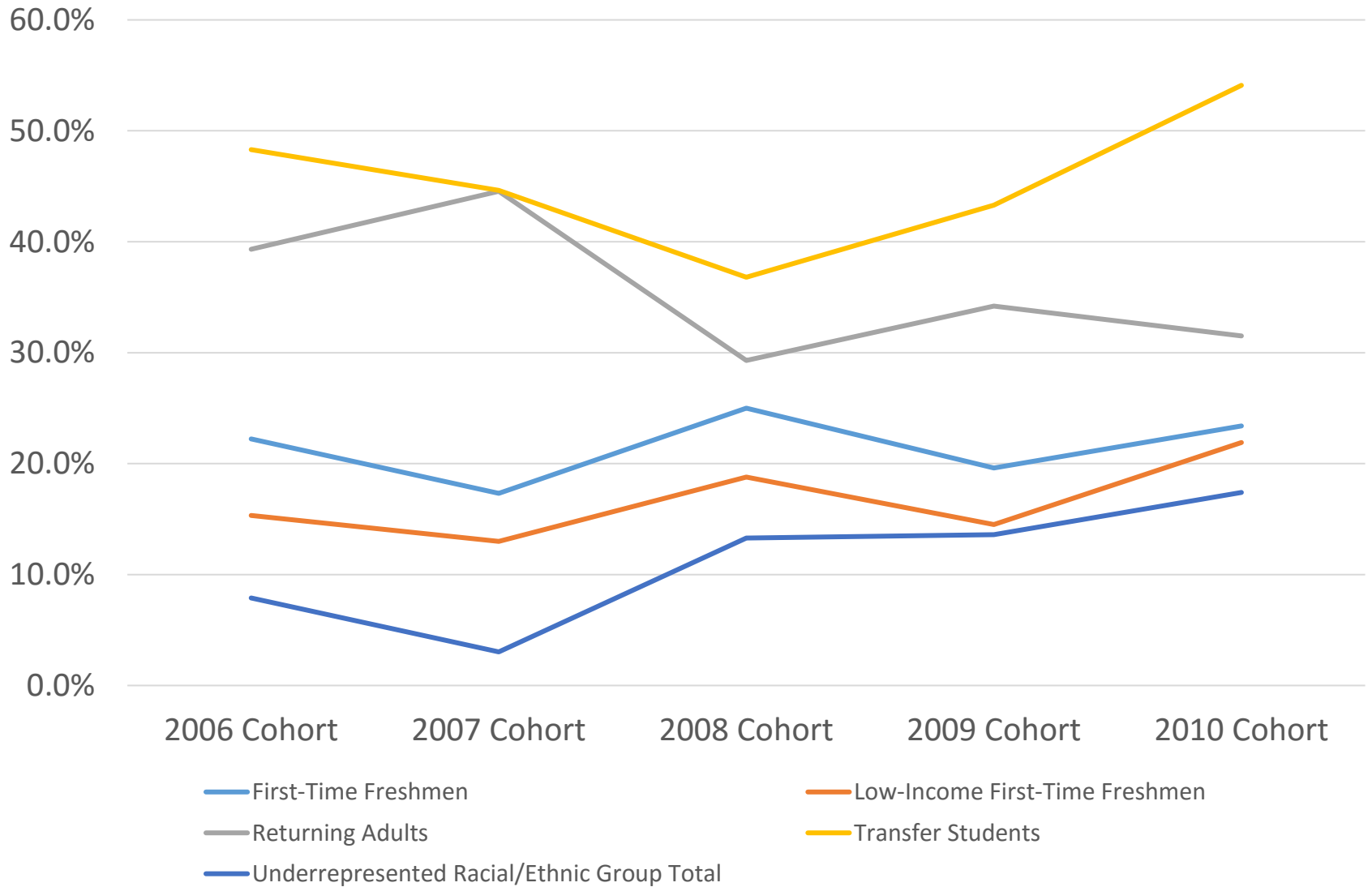


- Full-Time, First-Time Freshmen
- Part-time, First-Time Freshmen
- Low-Income First-Time Freshmen
- Returning Adults
- Transfer Students
- Underrepresented Racial/Ethnic Group Total

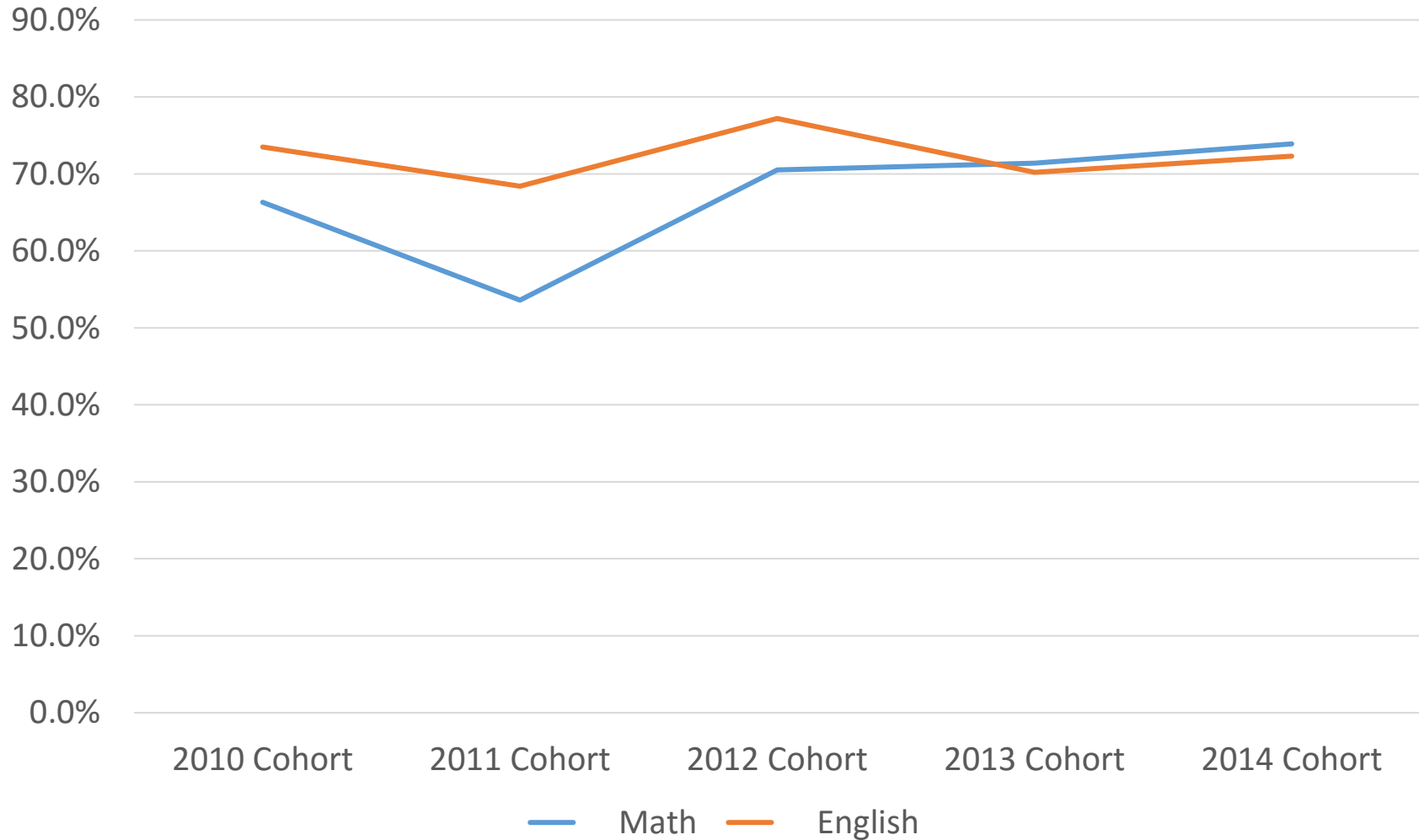
4-Year Graduation Rate Trends



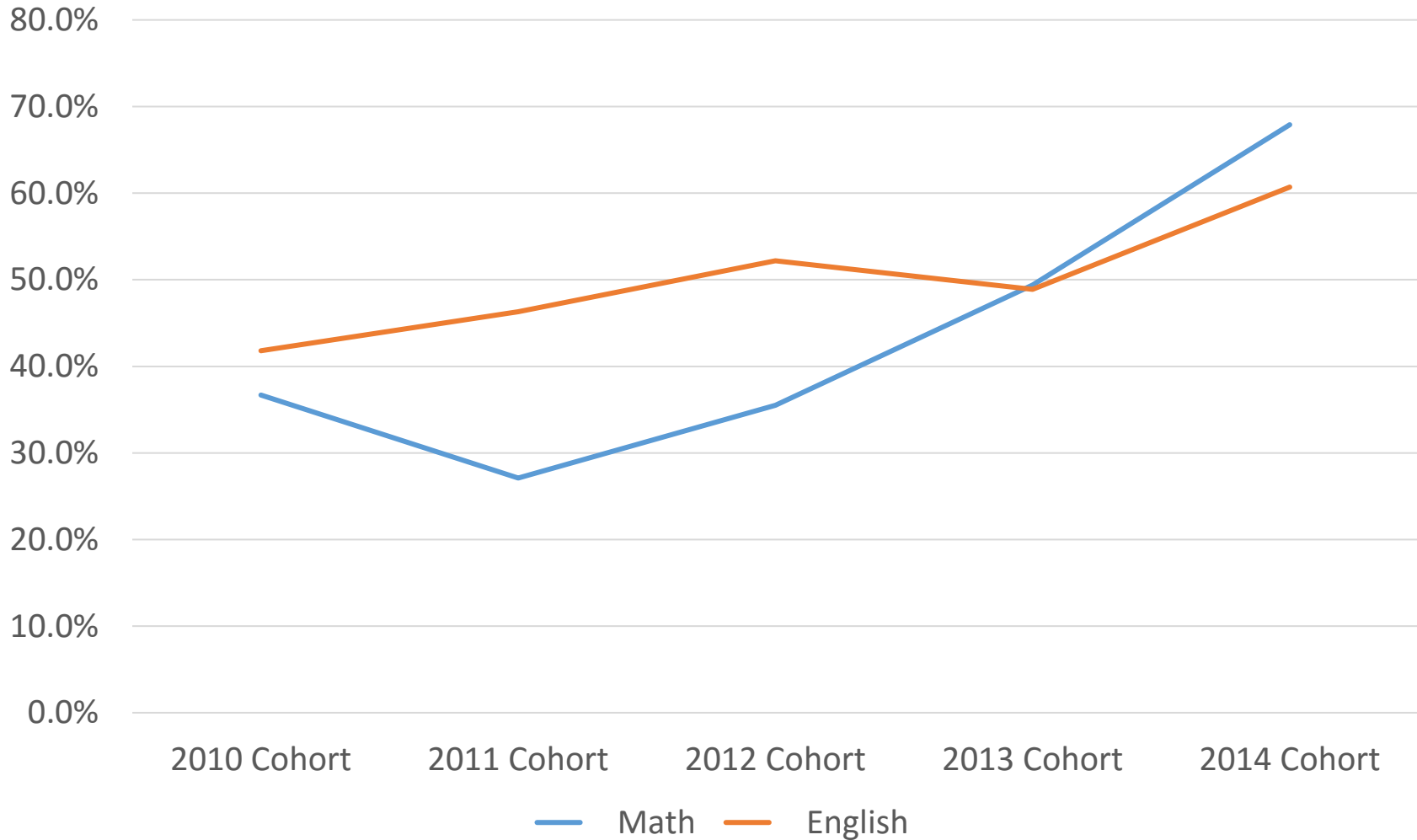
6-Year Graduation Rate Trends



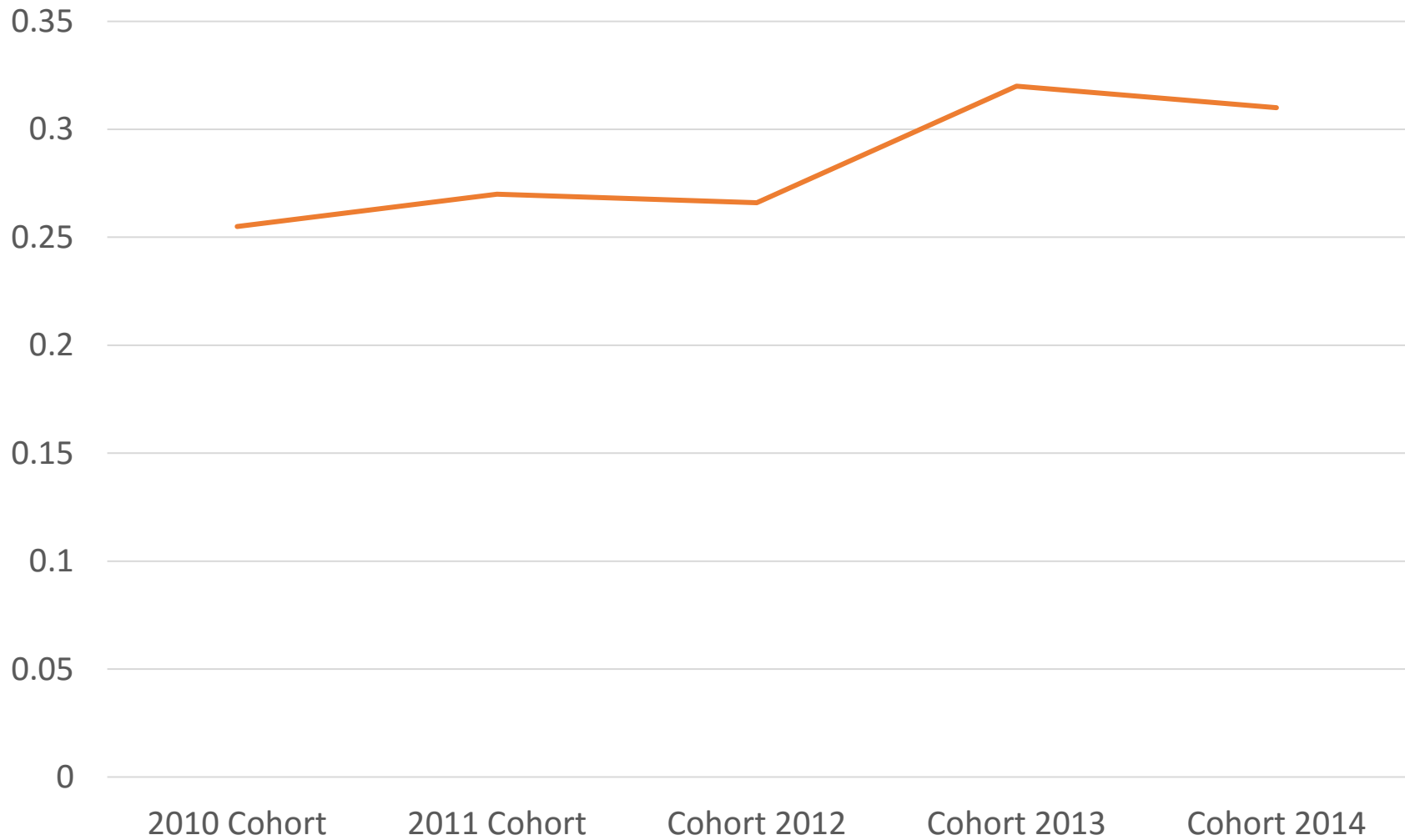
Trend of Students Passing Developmental Courses



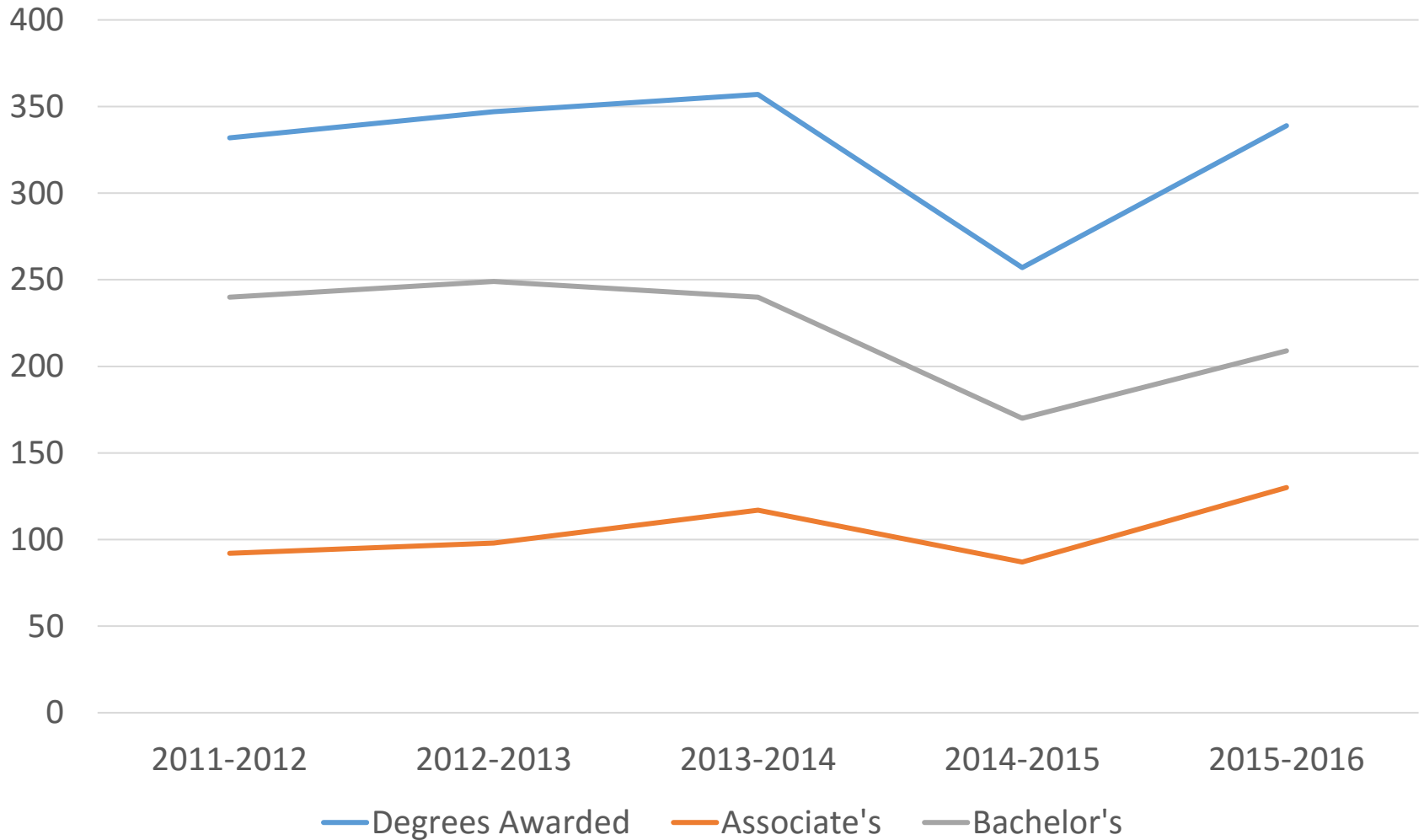
Trend of Students Passing Developmental Courses and a College Level Course



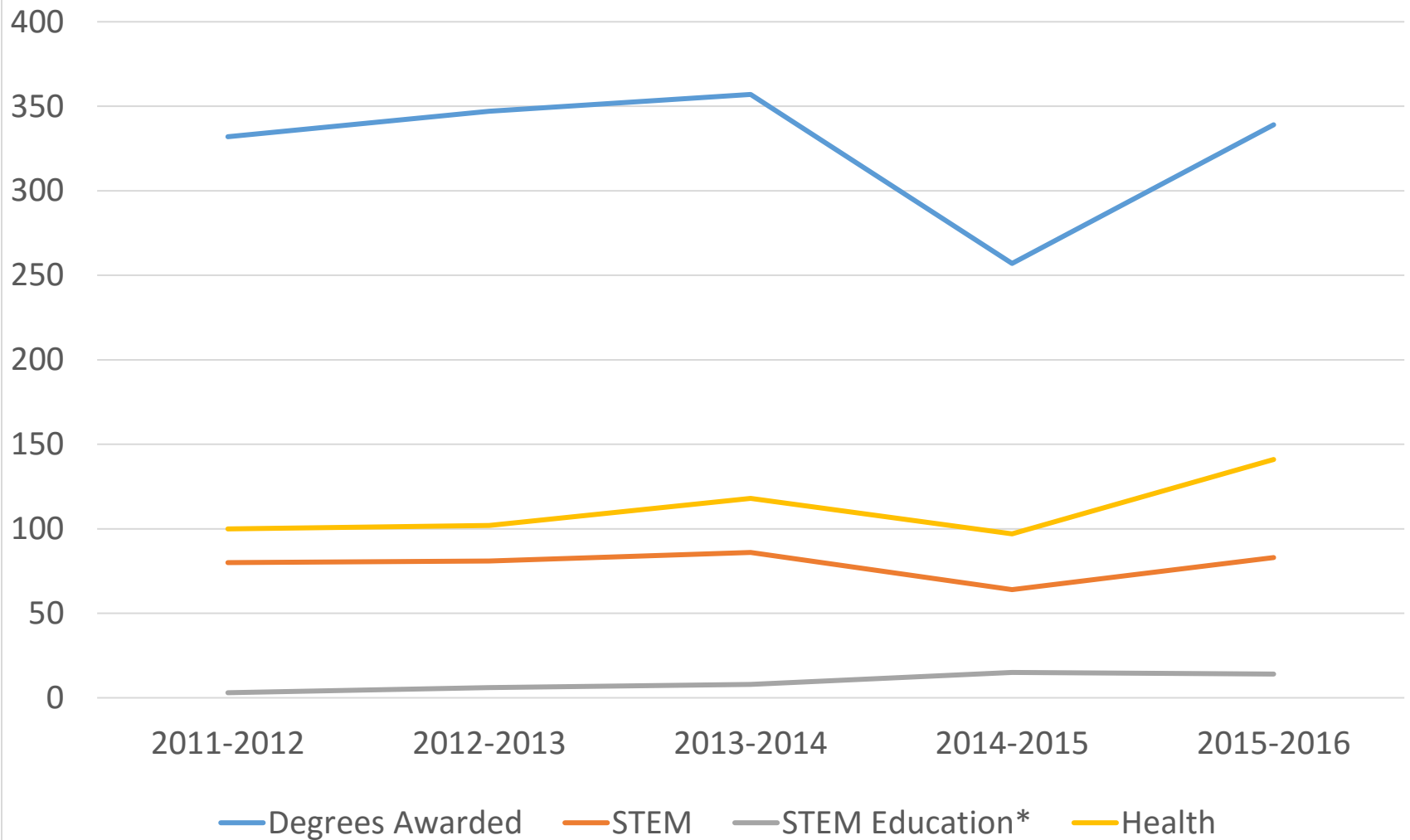
Percent of First-Time Freshmen Earning 30 Credit Hours Trend



Trend for Total Degrees Awarded and Degrees Awarded by Level



Trends for Total Degrees Awarded and Degrees Awarded by STEM/Health



Trend for Three-Year Student Loan Default Rate

