



**Bluefield State**  
C O L L E G E

**BOARD OF GOVERNORS**

August 24, 2017

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  
August 24, 2017**

**Conley Hall, Room 201, Boyd Conference Room**

**AGENDA**

1. Welcome and Call to Order – Chairman Robert E. Perkinson, Jr. 6:30 p.m.
2. Public Comment Period 6:30 p.m. – 7:00 p.m.
3. Oath of Office for New Board Members 7:00 p.m. – 7:05 p.m.
4. Chair’s Remarks – Chairman Robert E. Perkinson, Jr. 7:05 p.m. – 7:15 p.m.
  - Board of Governors Summit
5. President’s Report – Dr. Marsha Krotseng 7:15 p.m. – 7:25 p.m.
  - Presentation on State Audit
  - Overview of USDA Meeting

**College Focus**

6. MOODLE Past, Present, Future – Dr. Angela Lambert 7:25 p.m. – 7:40 p.m.
7. Progress Toward Strategic Plan – Dr. Tracey Anderson 7:40 p.m. – 7:50 p.m.

**Current Operations**

8. \*Approval of Minutes of June 15, 2017 Meeting 7:50 p.m. – 7:55 p.m.
9. Financial Report and Update – Ms. Shelia Johnson 7:55 p.m. – 8:10 p.m.
10. \*Recommendation on Policy 27: Immunization – Dr. Jo-Ann Robinson 8:10 p.m. – 8:20 p.m.
11. \*Recommendation on Policy 33: Classified Employee Salary Policy 8:20 p.m. – 8:30 p.m.
12. \*Recommendation on Policy 25: Personnel Administration 8:30 p.m. – 8:40 p.m.
13. \*Recommendation on Policy 26: Productivity of Faculty and Administrators and Employment of Adjunct Part-Time Faculty 8:40 p.m. – 8:50 p.m.

**Strategic Issues: Getting to the Vision**

14. Academics in Action Update – Dr. Angela Lambert 8:50 p.m. – 8:55 p.m.
15. Recruitment and Retention Update – Dr. Jo-Ann Robinson 8:55 p.m. – 9:05 p.m.
16. Adjournment 9:05 p.m.
  - Next meeting date: October 19, 2017




# Bluefield State College

OFFICE OF THE INSTITUTIONAL RESEARCH AND EFFECTIVENESS

(p) 304.327.4331

(f) 304.327.4245

To: Members, Board of Governors  
Dr. Marsha Krotseng

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

Date: August 16, 2017

Re: Update: BSC Integrated Plan for Student Success 2013-2018

The attached document demonstrates progress on the Integrated Plan for Student Success between March 1, 2017 and June 30, 2017.

REACH NEW HEIGHTS

219 Rock Street | Bluefield, WV 24701

Toll-free in WV 800.344.8892 | In VA, DC, OH, KY and parts of MD and PA 800.654.7798

BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS  
Report as of June 30, 2017

Comprehensive Plan A: Collaborative Access

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Increase outreach to K-12 students and parents	A1. Visit K-12 schools and other community groups	VPAA, VPSAEM and Faculty	Planning spring 2015	<p>The Lemonade Festival and Autumn Festival were community events that served as a platform to promote science literacy to children throughout Mercer County. The BioMedical Club teamed up with the BSC Science Outreach booth. The booth contained zebrafish embryos at different stages of development that the public could view under the microscope. Several Biomedical Club students taught the public about fertilization, development, and growth of the zebrafish. First year nursing students conducted a health fair at Glenwood School. Mercer County School Reading Bee.</p>	<p>All Schools as well as the office of Admissions participated in Mercer County Vocational Technical Center Academic Day in November. Admissions visited about 200 high schools in and outside of WV. In total, Admissions interacted with about 795 seniors whose first contact with BSC was a college fair. At this point, about 70 students have applied and 29 have been admitted.</p>	<p>BSC teacher education students tutoring at Brushfork Elementary. BSC students in EDUC 333 taught weekly science lessons at Whitethorn Primary. BSC teacher education students in READ 270 participated in a Read Aloud orientation, this is in collaboration with Mercer County Schools it was held at BSC and involved BSC education students and 4 community individuals. Attended a planning meeting with Summers County BOE and Technical Center to establish pathways for students in Health Sciences. This collaboration is ongoing. Provost visited PikeView and Montcalm High Schools to discuss dual credit options and planning with 178 students as a collaboration with MCBOE and MCTEC. This presentation was also shared with Princeton and Bluefield High School with 323 students upcoming Seniors.</p>	<p>BIOMED club students visited Montcalm High School to help students build egg drop apparatuses for Science Day. HOSA and RADT students organized and participated in the Bluefield City Spring Fest, a day of family and Health related activities aimed at kids within the community. April 9 -12, 2017: Dr. Felipe Karam of Brazil performed Brazilian Folk Music for students, faculty, and administrators of Bluefield State College and students, teachers, and counselors of Tazewell, Bluefield, Wyoming East, Westside High School (32); at Princeton Health Care residents (50); and for the greater community at Bluefield High School (45) April 21, 2017: Dr. Mariya Kharina addressed students of Tazewell High in VA (68)</p>
				<p>Student Affairs/Student Life/Student Government Association worked with the Humanities Department to provide local high schools opportunities to complete in the areas of Humanities through BSC's Humanities Bowl. Eight local High Schools provided teams which competed with a Jeopardy style questions and set ups. The winning teams received 1<sup>st</sup> and 2<sup>nd</sup> place trophies. All participating teams received award certificates.</p>	<p>W. Paul Cole Jr, School of Business signed an MOU with MCTEC for students to transfer in BUSN credits that will apply to the programs within the School. Planning for the Annual AGORA event to include local high school students and community partnerships. This event is sponsored by SGA and Student Affairs. Held a student recruitment basketball night. Collaborated with the Athletic Department to sponsor the WBB Alumni Breakfast.</p>	<p>April 28, 2017: Dr. Mariya Kharina addressed students of Wyoming East High (164) and Westside High Schools (116) May 5, 2017: Dr. Mariya Kharina addressed students of Riverview (75) and Mt. View High Schools (210) Family Night at Brushfork Elementary. BSC teacher education students conducted math activities with students and parents will receive a take home packet of information. (Approximately 100 parents and students along with 19 BSC students and 1 BSC and Brushfork faculty participated. PikeView High School College Night</p>	

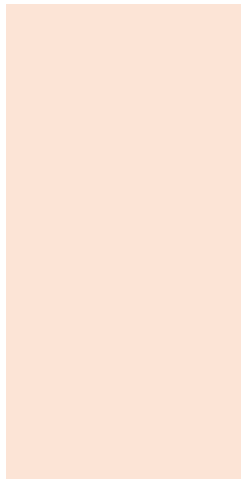
BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS  
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A2. On-campus summer programs for K-12 students focusing on STEM	VPAA, VPSAEM and Faculty	Implement spring 2015	At the Mercer County Fair the Biomedical Club provided children with free "superhero" face masks depicting each of the five food groups and learned about nutrition through educational material taught by club members.	The STEM Family Fun Day and RESA One 2017 Regional Science Fair took place at the Erma Byrd Higher Education Center Complex on Saturday, April 29, 2017 which brought 94 county-level winners and their families from Wyoming, Summers, Raleigh, McDowell and Mercer counties to compete on the regional level. This event was a collaboration among Bluefield State College, Concord University, New River Community and Technical College, RESA 1, West Virginia State University's Center for the Advancement of Science, Technology, Engineering & Mathematics and the Erma Byrd Higher Education Center.	
A3. Explore expansion of current college courses to high school students	VPAA, Deans, and Faculty	Feasibility study 2015-2016 AY	Met with Mercer County Assistant Superintendent of Schools and the Supervisor for Secondary Education to identify areas of growth for dual credit. Increased dual credit offerings to include an additional ENGL 101 and MATH 109 in spring 2017. County school teachers eligible to teach dual credit courses have also been identified with the plan of adding additional dual credit courses for fall 2017.	Attended planning meeting with Summers County BOE and Technical Center to establish pathways for students in Health Sciences. This collaboration is ongoing. Provost attended PikeView and Montcalm High Schools to discuss dual credit options and planning with 178 students. Presentation was a collaboration with MCBOE and MCTEC. This presentation was also shared with Princeton and Bluefield High School with 323 students upcoming Seniors.	Continuation of courses to BHS students
S2. Develop and implement cohort-based programs	A1. Identify areas for potential cohort programs (Detroit based Midnight Golf Program) (QM: Enrollment S1, A1)	VPAA, VPSAEM, IRE, Alumni	Planning summer 2015	No action. Solicited information – no response on request for data.	

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	<p>A2. Recruit students for cohort programs (Milwaukee Education Partnership) (QM: Enrollment S1, A2)</p>	<p>VPAA</p>	<p>Implement spring 2015</p>		<p>No action throughout the year. Solicited information – no response on request for data. Attended conference, current MEP leadership has promised a more engaging program. Will have more information and engagement in the future. VPSAEM participated in the Milwaukee Education Partnership conference in Milwaukee, Wisconsin. The Milwaukee Education Partnership seeks to improve graduation rates, student learning, and access to higher education for Milwaukee residents. To accomplish this goal, they have formed partnerships with HBCU's. VPSAEM has agreed to co-chair the Faculty Collaboration between HBCU's and Milwaukee Institutions Sub-Committee.</p> <p>The sub committee met to establish goals and have had a follow up call to explore strategies to develop collaborative research projects, faculty exchange, and an idea exchange for teaching multicultural concepts. A 2017 summer meeting is being planned to continue discussion and planning. BSC is exploring a Memorandum of Understanding with Milwaukee Area Technical College (MATC).</p>
<p>S3. Engage local community and region in college preparation and readiness activities</p>	<p>A1. Biannual festival for faculty scholarship with high school students and teachers on campus (QM: Faculty Scholarship S1, A2)</p>	<p>VPAA, Deans, and Faculty</p>	<p>Planning fall 2015; Implementation spring 2016</p>	<p>The Humanities Challenge is a Jeopardy-style contest (with Humanities related questions) for area high school students to compete in. The goal is to promote the Humanities major and bring potential local students to campus. It is also sponsored by SGA and lunch is provided. It was held in the Herbert Gallery on November 16 (from 9-1) and attended by teams from Riverview, Tazewell, Richlands, Montcalm, Narrows, and Graham High Schools. All the Humanities faculty and many of our students participated. There were approximately 100 people in attendance.</p> <p>Agora is a celebration of the Humanities and allows area students to submit artistic works for competition. A program is held every April to allow students to present their work and receive their awards. Expected attendance is 250-300.</p>	<p>EOC provided college readiness services to 74 individuals and referred 29 individuals to BSC Departments and county community agencies. Counselors met with 26 new and continuing service partners to encourage working together to help low-income, first-generation adult people in their communities. The EOC Counselors participated at the Monroe County Job Fair with 90 people, the BSC Career Fair-Bluefield with approx. 100 people coming by the EOC display table and the BSC Spring Orientation-Beckley Campus with 49 people. The EOC Counselors had 11 presentations and group meetings with county ABE Centers 12 people, the Department of Human Resources 96 people and DRC with 19 people.</p>

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In order to engage EOC participants in college preparation and readiness activities, participants take the LASSI and Barriers to Education assessment tests and an individual Educational Service Plan is developed with the direction on how to accomplish their educational goals.

Windows on the World: Presentation on Bolivia, Brazil, Finland, Nigeria, and Tanzania by Fulbright Scholars at 7 area middle and high schools impacting 1631 student, faculty, staff and administration. Presentations focused on the visiting scholars' nations' histories, economies, geographies, cultures and traditions, family life, educational systems, politics, governments, relations with other countries, how their values compare with ours, and how their literary traditions embody their nations' identities.  
Arts and Sciences, capstone poster presentations; ETCS capstone presentations; ASCE Conference.

A2. Academic invitational events allow BSC and high school students to showcase their achievements and knowledge  
(QM: Degrees Awarded S1, A2)

VPAA, VPSAEM, Deans, and Faculty

Planning spring 2015

Kristin Brown, BioMedical Club Project Manager, and founder of BSC's Science Day initiative, presented the results of Science Day in a poster format at the West Virginia Science Teacher Association Conference.

Mercer County Schools held Math Counts on campus.

BSC Sponsored Science Day with the egg drop competition. This event was in collaboration with Montcalm High School as well as the Bluefield City Fire Department. 40+ students were in attendance. BioMedical Club and faculty held Science Bowl for all Mercer County High Schools. This event had approximately 100 student participants accompanied by 12 faculty.

Comprehensive Plan B: Financial Aid

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Provide financial literacy to students who are not yet enrolled	A1. Provide educational information concerning college affordability, financial aid	VPSAEM, Directors - Admissions and Financial Aid	Planning and training 2014-2015 AY		Group meetings and Workshops for EOC Services, FAFSA, scholarships and financial information with high schools, DHHR, Community Agencies, etc. (Ex: Princeton High School, Liberty High School, Woodrow Wilson High School after school events and JumpStart to FAFSA at Erma Byrd Center) Individual appointments for EOC services for FAFSA, etc.,	Hiring Committee has interviewed director EOC position and made recommendation to the hiring supervisor.	The EOC referred 15 participants to an Institutional Financial Aid Director to provide further help for the participants. The EOC uses the Blumen Data Program to keep track of participant services with the aid of monthly reports used for collecting data for Blumen. Presentations at the DHHRs provided FAFSA information for 96 people in attendance. The Counselors had individual appointments for FAFSA and Financial Aid information.

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<p><b>A2. Develop and distribute a more informational version of the student financial aid award letter</b> (QM: Prog. Toward Degree S1, A2) REV (2016) A2a. Student Affairs and Enrollment Management has a marketing plan to grow a scholarship pool in order to have a scholarship interview day on campus. The College will use existing scholarships to grow the traditional student application counts. REV (2016) A2b. Student Affairs and Enrollment Management will make financial aid award earlier in the recruitment cycle than in years past. The strategy is to increase the conversion rate from accepted-to-enrolled students by 10% for non-SNAH students.</p>	<p>VPSAEM and Director - Financial Aid</p>	<p>Development 2014-2015 AY</p>	<p>Director of FinAid participated in WV high school counselors and WV Division of Rehabilitative counselor's workshop at Concord University updating personnel relating to financial aid changes for the 2017-18 award year. Two FinAid personnel participated in webinars related to 2017-2018 award year.</p>	<p>We will use the scholarship program to award our top-level students and provide other early merit-based awards to students. We will present students with a look at their financial aid for the fall in a time that coincides with the May 1 - The National Candidates Reply Date for admission. Our goal will be to give good financial information to students allowing them to make clear decisions between competing schools.</p>	<p>There were 0 scholarships awarded during this time period for the 2017-2018 academic year. In addition, there were 0 early award letters distributed during this time period for the 2017-2018 academic year. There were 45 2016-2017 academic year FAFSAs received with 3,126 received year to date. There were 400 2017-2018 academic year FAFSAs received with 1,419 received year to date.</p>	<p>There were 294 scholarships awarded for the 2017-2018 AY between 5/1/17 and 5/30/17 with 762 awarded YTD for the same AY. There were 27 early award letters distributed between 4/1/17 and 4/30/17 with 243 distributed YTD for the same AY. There were 27 FAFSAs received between 5/1/17 and 5/30/17 with 3195 received YTD for the 2016-2017 AY. There were 280 FAFSAs received between 5/1/17 and 5/30/17 with 2489 received YTD for the 2017-2018 AY.</p>	
<p>S2. Streamline financial aid processes</p>	<p><b>A1. Establish an all-inclusive early alert system utilizing technology and analytics</b> (QM: Retention S1, A2)</p>	<p>VPSAEM, VPFAA, VPAA, and IRE</p>	<p>Discovery, exploration and research 2014-2015 AY</p>	<p>BSN program has increased the use of the early alert system to communicate course concerns to students. This has resulted in a better response from students than the BSC emails and communications within the Bb shell.</p>	<p>Achieved growth in participating faculty for EA across campus; monitored student responses to alerts with SSS; included EA in faculty advisor training for institute this spring. Established a spring registration program for new students. The College invited all applied and admitted new students to attend. Approximately 12 students participate between programs on each campus. Counseling sessions were held for these students.</p>	<p>Continued to see growth in participation by faculty. Over 41 faculty are currently using the Early Alert; implementing analysis of impact for students alerted this semester. Continued challenges in getting alerted students to follow up.</p>	<p>By the end of Spring Semester, over 31 full time faculty and 15 adjunct were using EA . Began to analyze the relationship between EA, participation in SSS, and grades.</p>
<p><b>A2. Implementing the Transit™ financial literacy program</b> (QM: Student Loan Default S1, A2)</p>	<p>VPAA, VPSAEM</p>	<p>Pilot implementation spring 2015</p>	<p>This was a software program that was supposed to be a part of the BSC course. It was not implemented.</p>				
<p>S3. Manage student loan default among completers and non-completers</p>	<p><b>A1. Provide student loan default services: outreach counselors, individual counseling, and utilizing Inceptia staff to identify high risk students</b> (QM: Student Loan Default S1, A1)</p>	<p>VPSAEM and Director - Financial Aid</p>	<p>Immediate</p>	<p>FY2013 official default rate has been reduced to 19.5%. Inceptia has resolved 66 student loans that were in default during July through September.</p>	<p>FY2014 DRAFT default rate has been reduced to 18.3%.</p>	<p>Inceptia has successfully resolved past due student loans and averting default for 81 students between January and April 2017.</p>	



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Comprehensive Plan C: Academic Quality

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 -063017
S1. Develop an environment for students to succeed through	<p>A1. Develop an orientation for new and adjunct faculty</p> <p>A2. Accurate placement of students in DevEd MATH 098, ENGL 098, and GNET 098 courses based on HEPC Series 21 benchmarks (REVISED) (QM: Developmental Ed S1, A1, A2)</p>	<p>VPAA and Deans</p> <p>VPAA, VPSAEM, DevEd faculty, counselors and SSS Director</p>	<p>Planning summer 2015</p> <p>A more formalized DevEd program was started in fall 2013 and will continue into spring 2014</p>	<p>New and adjunct faculty orientation held in August.</p> <p>6 BSC personnel attended the HEPC sponsored CCA Academy and 9 attended CompactCon. Pending approval MATH098 and ENGL098 courses will be deleted from the schedule effective Fall 2017. Pending approval current placement guidelines will be updated and effective fall 2017. Successfully implemented the new format of courses in which students in need of remediation are placed into a GNET098, MATH101L, MATH109L, and/or ENGL101L dependent upon their test scores and major.</p>	<p>Continued advisor training emphasizing using score placement for English/Math courses.</p> <p>The College will invite all accepted students to register for the spring term. The Goal is to register at least 50% of the first-year class in the "Academic Frenzy" program prior to May 1.</p>	<p>Faculty Institute was held with over 96 staff, faculty and adjunct faculty in</p> <p>Curriculum proposal to incorporate 1-credit hour BSCS 101 for all freshmen students and update the 3-credit hour BSCS 100 for all freshmen developmental students (requiring both dev ENGL and MATH). Presented to schools and scheduled for curriculum committee review; collaboration among faculty, retention specialist, VP of AA and SAEM, Assessment Comm, Institutional Research. Has been difficult to get all faculty to support the plan. Provided proactive advising training at Faculty Institute to assist faculty advising by reviewing best practices; collaborated with student affairs, BSC-Cares, and information technology to create online list of resources; shared online community resources pages with advisors to use with students.</p>	<p>HLC Persistence and Completion Academy attendance and BSC onsite team training.</p> <p>Audited student schedules from Freshman Frenzy scheduling to ensure proper placement based on current curriculum</p>
S2. Strengthen assessment of student learning	A1. Implement AAC&U rubrics in the lower level courses within the General Studies and in the upper level within programs	VPAA, Deans, Department Chairs, Faculty, and IRE	Continue implementation schedule			Learning outcomes were identified for the BSCS classes so that assessment can be incorporated into those classes once they are added to the curriculum.	Sent 3 faculty to an OnCourse professional development training provided by the Persistence and Completion Academy mentor.

Comprehensive Plan D: Career Pathways

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 -063017
S1. Improving career readiness	<p>A1. Develop and implement four year BSC engagement program (QM: Graduation Rate S1, A2)</p> <p>A2. Continue to promote, highlight, and expand Bluefield State College Alumni success stories</p>	<p>Dean - BUSN and NAH Faculty volunteer</p> <p>VPAA, VPSAEM, Media Relations, Director - Alumni, Deans, and Faculty</p>	<p>Development spring 2015</p> <p>Expand spring 2015</p>				<p>Kaplan College Prep Course Pilot Program - students completing the course stated that they were very well prepared for their College Entrance Exams and highly recommend Bluefield State continue to offer the Kaplan College Prep Courses in the future.</p> <p>Dr. Jesse Calloway graduated from BSC in the 1980's in electrical engineering technology, received his PhD from Old Dominion University, and served as the College's commencement speaker. He retired as a Vice President/General Manager from Phillip Morris, served as a Board member of the Thurgood Marshall College Fund, and developed a leadership program.</p>

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<p>A3. Increase and improve opportunities for community engagement through internships, job shadowing, guest speakers, and community service</p>	<p>VPAA, VPSAEM, Deans, Faculty, Directors - Counseling, SSS, Financial Aid, Career Services, and Student Leaders</p>	<p>Planning spring 2015</p>	<p>19 RADT students volunteered 84.75 at the following organizations: Mercer County Chamber of Commerce, Bluefield Beautification Committee Oktoberfest, Erma Byrd/Joe Manchin Job Resource Fair, Women's Expo, Princeton Community Hospital Woman's Screenings, Bluefield City Trunk or Treat, Bluefield regional Medical Center Boo Bash, Spanishburg Elementary Fall Festival.</p>	<p>November 2016: 5 job search assistance; 5 resume review/CV/Cover Letters; 5 scholarship/internship applications; and 12 Kaplan College Prep Course pilot program assists. December 2016: 1 job search assistance; two resume reviews/CV/Cover Letter; 2 scholarship/internship opportunities and 11 Kaplan College Prep Course Pilot assists.</p>	<p>Provided job search assistance to 20 students; provided 6 resume review/cv/cover letter; 15 scholarship/internship; 12 Kaplan College Prep Course Pilot; 2 appeal letters. 17 advertised employment opportunities- 20 inquiries; 24 internship opportunities with 5 inquiries. 1 International Erosion Control Association Scholarship awardee. Presented career sessions on Interviewing Strategies to 5 students attending BSC 100 class; 12 job search assistance; 13 resume review/cv/cover letter; 11 scholarship/internship and 12 Kaplan College Prep Course Pilot; 7 advertised employment opportunities- 12 inquiries; assisted 1 student inquiry regarding local job fairs in the southern West Virginia and surrounding areas;</p>	<p>SSS Staff Presented at the Graduate Fair sponsored by the Registrar's Office in March. 4 SSS Students attended workshops on applying for graduate school. SSS Staff assisted students in preparing resumes. SSS will offer Student Support Advantage in late June for new students attending BSC in the Fall. SSA is a half-day program covering various workshops including basic study skills and financial literacy. Former Mercer County principal, Greg Furrow, spoke with students about diversity in the classroom and diversity as a principal. Ms. Guill provided professional development on the topic of assessment and data. BSC/WVSOM inter-professional event.</p>
					<p>Preparations, planning in place for Bluefield State College's 29th Annual Spring Employment &amp; Recruitment Fair. 6 Students attended SSS FAFAA workshops, 7 attended Money Management, and 1 financial literacy. One-on-One work: 6 students received career counseling, 1 assistance with Graduate School Personal Statement.</p>	<p>CAMC Health Career Fair where 4 BSC faculty attended and spoke to over 120 students from across 4 counties. RADT Kettering review session for all RADT students. Provided job search assistance to 30 students; provided 33 resume review/cv/cover letter; 19 scholarship/internship; continued 12 + 3 additional</p>
						<p>Presented career sessions on Interviewing Strategies to BSCS 100 (2 classes) spring semester. Bluefield State College's 29th Annual Spring Employment &amp; Recruitment Fair, 83 Organizations represented - 106 representatives - Bluefield State College students 148; Bluefield College students 11; Bluefield State Alumni 1; Concord Alumni 1; General Public 25; Volunteers 30 for a grand total of 450 participants. ABB, Inc. - hired 1 Bluefield State College graduate; Pascor Atlantic interviewing 1 Bluefield State College graduate; New Millennium Building Systems interviewing 3 - offer made 2; WVVA offered 1 internship opportunity.</p>

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Overall Employers/Recruiters feedback: excellent turn - made lots of contacts, superb hospitality, great organization - see you next year. Mercer Mall Internship Opportunity - 8 participants - Goal: To find the right applicant for this wonderful opportunity: The purpose is to provide students an opportunity to acquire hands on experience in the areas of marketing and promotions in a shopping mall setting through execution of an approved annual marketing and promotional plan. Right applicant found.

Comprehensive Plan E: Critical Regional Issues

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Impact the surrounding community and region through service and collaborative activities	A1. Expand partnerships with community agencies and civic organizations	VPAA, VPSAEM, and Faculty	Implementation fall 2016	Biomedical Club visited the Wade Center-- a local nonprofit after-school and summer camp program for disadvantaged children-- to promote gardening and healthy eating. The children learned how to maintain a healthy diet, through interactive games such as nutrition bingo and by planting water bottle herb gardens. 2 nursing students volunteered to be a part of the Access to Health Services Project for Southeastern AHEC and 4 others participated in the Health Fair which is a partnership among the Bluefield Union Mission, BRMC, and WVU Institute of Community and Rural Health.	21 Student athletes participated in 1) Salvation Army Ringing of the Bells; 5 women's basketball players participated in the public school Read Aloud program at Bluefield Intermediate School; 25 student athletes participated in community trick or treating; 14 student athletes participated in the Make-A-Wish Foundation to raise money for the organization; 22 student athletes participated in Bluefield City Lemonade Day Festival. Several student groups participated in a couple of the local town and city parades during the Christmas Holidays. Several employees and students volunteered at the Holiday of lights.	Attended the Point of View Legislative breakfast with Interim-Director of Media Relations. All local delegates were in attendance for an update on the upcoming legislative session. Three SNAH faculty and the Provost represented BSC at the WV Rural Health Association Day at the capital. CASE/PROJECT YES - Provided STD workshop to 9 SSS participants.	A nursing faculty conducted 7 speaking engagements with 272 participants. At 2 of the speaking engagements 2.4 contact hours were provided to each of the 5 participants. Co-sponsored the Four Season's Women's Conference along with Bluefield Regional Medical Center and the Greater Bluefield Chamber of Commerce. The event had local and national speakers delivering workshops in professional and health development. This event is in its 14th year of cosponsorship with BSC. Over 185 women participated in the day long event.
					The BSC engineering students assisted City of Bluefield Officials in reworking park lighting exhibits for the Cities' Holiday of Lights. This assistance in the Cities' Holiday lighting has gone on for many years. Student Affairs/Student Life held a Health and Wellness Fair for the BSC campus community and local community. Vendors included health care agencies, doctors' offices, and pharmacies. Screenings were available for blood pressure, diabetes, spinal, vision and more. This was the first year this event was open to the public.		

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Student Life areas worked with City of Bluefield Officials as they developed a Citywide Veterans' presentation and meal at the Bluefield Recreation Center. Several Students assisted with serving the meals, ushering, and handing out programs. Both BSC veterans and veteran families, were included as guests. This function was attended by several BSC staff assisting with the event. As well, VP of Student Affairs and Enrollment Management attended.

First year nursing students at the Beckley campus assisted with RGH Senior Friends event at the convention center performing BP, blood sugar checks and administering 150 flu vaccinations.  
During the Erma Byrd/Joe Manchin Job Resource Fair students held a health fair in the Allied Health wing.  
Nursing students also helped organize the Bluefield/Princeton Walk to End Alzheimer's.  
11 students attended the WVSOM simulated active shooter training with medical students as a part of the collaborative agreement between WVSOM and BSC.

Student Life and Student Affairs staff of BSC hosted a Veteran's Program for local and campus community. Montcalm High School Choir presented several songs, Mr. Vernon Moore from the Mercer County Voter's Office did a presentation. Color guard from Bluefield High School participated. A light reception followed by those in attendance. A WWII exhibit was open in the Hebert Gallery which was the reception venue.

Several BSC students and staff participated in the Chamber of Commerce Holiday Reception. BSC donated tray of sandwiches. Those in attendance had opportunity to socialize with area leaders and build stronger bonds within the community.  
BSC Engineering students and faculty built Christmas decorations which were placed throughout the campus. The maintenance department constructed a campus Christmas Tree for the community to enjoy. The President's office collaborated with the Student Affairs/Student Life Office to host a Holiday of Lights lighting and reception for the community. The BSC Choir presented several numbers and then led the community in Christmas Carols under the direction of Mr. Harold Brown.

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Student Affairs/Student Life coordinated with BSC Nursing Staff, Betty Nash on the topic of relationship abuse. Family Refuge Center Program Coordinator, Amanda Buchanan, enlightened the group of the warning signs of abuse and those agencies available to assist any individual experiencing these type issues. Information was distributed relating to those areas of BSC campus agencies also available to assist with placement and counseling.

A2. Consult with local government, non-profit organizations and businesses

VPAA, VPSAEM, and Faculty

Implementation fall 2018

The BioMedical Club used the Bluefield City Trunk or Treat event to spread awareness about the Teal Pumpkin Project, an initiative concerning kids with allergies during trick-or-treat. Members handed out flyers encouraging the public to participate in the initiative at their homes, as well as painted kid faces and handed out allergy-free treats to trick-or-treaters.

Co-sponsored the Four Season's Women's Conference along with Bluefield Regional Medical Center and the Greater Bluefield Chamber of Commerce. The event had local and national speakers delivering workshops in professional and health development. This event is in its 14th year of cosponsorship with BSC. Over 185 women participated in the day long event. Presented an overview of the Erma Byrd Higher Education Center Complex to the Beckley Rotary and the successful collaborative efforts underway.

S2. Strengthen two-way communication between the College and community through the use of technology

A1. Expand the College's interactive virtual presence

VPAA, VPSAEM, IT Services, and Graphic Art Design Staff

Enhance activities 2016

The College is developing a new website.

Working with local landlords to expand off campus housing options. Have updated current listings, added a few more properties, and negotiated with some landlords better rental rates for BSC students. As these resources are updated and available to students and all our community on line, this information is being utilized by many people hitting our web site for this purpose.

Used Twitter, IG and Facebook to inform alumni of accomplishments or happenings on the campus. Assessment is based on the number of hits on a post.

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A2. Create new virtual forums that allow interaction with the community and region  
VPAA, VPSAEM, Fall 2016  
Deans, Faculty, IT Staff, and Student Leaders

The College hosted the 2nd Biennial Regional Technology Conference. 132 attended the 2-day conference in Bluefield, 72 attended the Maceo Pinkard special event in Bluefield, and 38 attended the 1-day conference in Beckley. Presenters shared the theme of the many facets of digital literacy that sparked interesting dialogue between faculty, students, and audience members from the general public that demonstrates the need for better understanding of digital literacy with technology. Also the continued challenges of incorporation to meet the benefits in the academic environment and in the work place.

At the same time conference attendees had hands-on demonstrations from the different digital information technology exhibitors that ranged from the online environment to the interactive classroom devices and BYOD programs. Overall the conversation consensus pointed to a conditioned collaboration between the various IT departments and educators joint interaction and support with the aim of enhanced student learning and outcomes.

Strategies in Support of Quantitative Metrics

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 -063017
S1. Cohort based program will be developed to attract a diverse and adult student population.	A1. Identify areas for potential cohort programs (Detroit based Midnight Golf Program) (CP: Collaborative Access S2, A1)	VPAA, VPSAEM, IRE, Alumni	Planning summer 2015				No action. Solicited information – no response on request for data.

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<p>A2. Recruit students for cohort programs (Milwaukee Education Partnership) (CP: Collaborative Access S2, A2)</p>	<p>VPAA</p>	<p>Implement spring 2015</p>	<p>No action throughout the year. Solicited information – no response on request for data. Attended conference, current MEP leadership has promised a more engaging program. Will have more information and engagement in the future. VPSAEM participated in the Milwaukee Education Partnership conference in Milwaukee, Wisconsin. The Milwaukee Education Partnership seeks to improve graduation rates, student learning, and access to higher education for Milwaukee residents. To accomplish this goal, they have formed partnerships with HBCU's. VPSAEM has agreed to co-chair the Faculty Collaboration between HBCU's and Milwaukee Institutions Sub-Committee.  The sub committee met to establish goals and have had a follow up call to explore strategies to develop collaborative research projects, faculty exchange, and an idea exchange for teaching multicultural concepts. A 2017 summer meeting is being planned to continue discussion and planning. BSC is exploring a Memorandum of Understanding with Milwaukee Area Technical College (MATC).</p>
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Developmental Education

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
<p>S1. Develop an environment for students to succeed through excellence in teaching, learning, and advising</p>	<p>A1. Accurate placement of students in DevEd MATH 098, ENGL 098, and GNET 098 courses based on HEPC Series 21 benchmarks (CP: Academic Quality S1, A2 - REV)</p>	<p>VPAA, VPSAEM, DevEd faculty, counselors and SSS Director</p>	<p>A more formalized DevEd program was started in fall 2013 and will continue into spring 2014</p>	<p>6 BSC personnel attended the HEPC sponsored CCA Academy and 9 attended CompactCon. Pending approval MATH098 and ENGL098 courses will be deleted from the schedule effective Fall 2017. Pending approval current placement guidelines will be updated and effective fall 2017. Successfully implemented the new format of courses in which students in need of remediation are placed into a GNET098, MATH101L, MATH109L, and/or ENGL101L dependent upon their test scores and major.</p>	<p>Continued advisor training emphasizing using score placement for English/Math courses. The College will invite all accepted students to register for the spring term. The Goal is to register at least 50% of the first-year class in the "Academic Frenzy" program prior to May 1.</p>	<p>Curriculum proposal to incorporate 1-credit hour BSCS 101 for all freshmen students and update the 3-credit hour BSCS 100 for all freshmen developmental students (requiring both dev ENGL and MATH). Presented to schools and scheduled for curriculum committee review; collaboration among faculty, retention specialist, VPAA and SAEM, Assessment Comm, Institutional Research. Has been difficult to get all faculty to support the plan.</p>	<p>HLC Persistence and Completion Academy attendance and BSC onsite team training. Audited student schedules from Freshman Frenzy scheduling to ensure proper placement based on current curriculum</p>

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A2. Accurate placement of students in ALP MATH 099, ENGL 099 and GNET 099 courses based on HEPC Series 21 benchmarks (FULL REV)  
(CP: Academic Quality S1, A2 - REV)

VPAA, VPSAEM, DevEd faculty, counselors and SSS Director  
A more formalized DevEd program was started in fall 2013 and will continue into spring 2015

Provided proactive advising training at Faculty Institute to assist faculty advising by reviewing best practices; collaborated with student affairs, BSC-Cares, and information technology to create online list of resources; shared online community resources pages with advisors to use with students.

Retention							
Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Create an environment for students to succeed through excellence in teaching, learning, and advising	A1. Develop a mentoring program that pairs successful upper level students with at-risk students as mentors	VPAA, VPSAEM, Deans, and Faculty	Planning 2015-2016	233 new first-year and transfer students were eligible for participation in the Peer Mentor Program for the 2016 fall semester. Of the 233 students eligible, only 67 made contact with their mentor of the Program Coordinator. This would show as a 29% participation rate among all eligible students. 49% of the students that participated in the program contacted their peer mentor more than one time. 7% of those who participated in the program made office visits. 43% of students who participated attended peer mentor program activities. 100% of all new first-year and transfer students have been contacted by the assigned mentor through mail, email, and/or phone.		New student orientations were held at the Bluefield and Beckley campuses. Held a student organization showcase to engage students in on-campus activities. Peer mentors were available the first days of class to direct new students in each of the buildings on campus; Peer mentors added new freshmen students to their call list and serve 440 students this spring and 112 of those have utilized the peer mentor service and 100% have been contacted through mail, email, phone or a combination of the three. Created a on-line page with information/links for community resources for students.	6 SSS Participants earned their "I'm Kind of a Big Deal" pin during the months of March, April, and May. This initiative while started in the Spring has the potential to engage students more in the Fall. SSS Director and staff has made contact via phone and email to students not registered for the Fall 2017 semester. Will continue to do so periodically throughout the summer.
				The Peer Mentors received more than 79 inquires that needed to be directed to another department for additional services. 39% of all inquiries were directed to the student's advisor for further assistance. 20% of all inquiries were directed to the Office of Financial Aid. 16% of all inquiries were directed to the Counseling Office. 14% of all inquiries were directed to the Office of the Registrar. 10% of all inquiries were directed to other offices such as the Office of the Vice President of Student Affairs and Enrollment Management.		New initiative started in SSS: "I'm Kind of Big Deal". Students receiving 20+ hours of services in SSS will earn a pin with the new motto on it. Picture was made with SSS Director and put on various SSS Social Media sites. 6 students earned their pins in January and February.	



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A2. Establish an all-inclusive early alert system utilizing technology and analytics (CP: Financial Aid S2, A1)	VPSAEM, VPFAA, VPAA, and IRE	Discovery, exploration and research 2014-2015 AY	BSN program has increased the use of the early alert system to communicate course concerns to students. This has resulted in a better response from students than the BSC emails and communications within the Bb shell.	Achieved growth in participating faculty for EA across campus; monitored student responses to alerts with SSS; included EA in faculty advisor training for institute this spring. Established a spring registration program for new students. The College invited all applied and admitted new students to attend. Approximately 12 students participate between programs on each campus. Counseling sessions were held for these students.	Continued to see growth in participation by faculty. Over 41 faculty are currently using the Early Alert; implementing analysis of impact for students alerted this semester. Continued challenges in getting alerted students to follow up.	By the end of Spring Semester, over 31 full time faculty and 15 adjunct were using EA . Began to analyze the relationship between EA, participation in SSS, and grades.
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Progress Toward Degree

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 -063017
S1. Increase the number of students who take 15 credits per semester in order to promote on-time degree completion and academic achievement by implementing the state-wide initiative 15 to Finish	A1. Develop a session at freshmen orientation to encourage completion of a baccalaureate degree in 4 years by taking 15 credits per semester	VPAA, VPSAEM, Deans, and Faculty	Planning summer 2015				Freshman Frenzy (How many attended? How many staff and faculty participated? What was the impact?) Social Science faculty conducted advising session with currently enrolled students to assist in getting them registered for fall 2017.
	A2. Develop and distribute a more informational version of the student financial aid award letter (CP: Financial Aid S1, A2) REV (2016) A2a. Student Affairs and Enrollment Management has a marketing plan to grow a scholarship pool in order to have a scholarship interview day on campus. The College will use existing scholarships to grow the traditional student application counts. REV (2016) A2b. Student Affairs and Enrollment Management will make financial aid award earlier in the recruitment cycle than in years past. The strategy is to increase the conversion rate from accepted-to-enrolled students by 10% for non-SNAH students.	VPSAEM and Director - Financial Aid	Development 2014-2015 AY	Participated in WV high school counselors and WV Division of Rehabilitative counselor's workshop at Concord University updating personnel relating to financial aid changes for the 2017-18 award year.	The College will use the scholarship program to award top-level students and provide other early merit-based awards to students. The College will present students with a look at their financial aid for the fall in a time that coincides with the May 1 - The National Candidates Reply Date for admission. The goal is to give good financial information to students allowing them to make clear decisions between competing schools.	There were 0 scholarships awarded during this time period for the 2017-2018 academic year. In addition, there were 0 early award letters distributed during this time period for the 2017-2018 academic year. There were 45 2016-2017 academic year FAFSAs received with 3,126 received year to date. There were 400 2017-2018 academic year FAFSAs received with 1,419 received year to date.	There were 294 scholarships awarded for the 2017-2018 AY between 5/1/17 and 5/30/17 with 762 awarded YTD for the same AY. There were 27 early award letters distributed between 4/1/17 and 4/30/17 with 243 distributed YTD for the same AY. There were 27 FAFSAs received between 5/1/17 and 5/30/17 with 3195 received YTD for the 2016-2017 AY. There were 280 FAFSAs received between 5/1/17 and 5/30/17 with 2489 received YTD for the 2017-2018 AY.

Graduation Rates

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 -063017
S1. Create an environment for students to succeed through excellence in teaching, learning, and advising	A1. Replace BSCS 100 with a first year experience course that will serve the needs of all students (REV)	VPAA, VPSAEM, Faculty, and Student Affairs Personnel	Planning 2015-2016 AY		Created a committee to explore development of BSCS 100 ; committee participated in several webinars to assist with planning and developed a timeline for course/curriculum proposals to be developed spring 2017.	Presenting curriculum proposals and syllabi for BSCS 100 and 101 to schools and curriculum committee; collaborated with Assessment Committee to reduce Health and Wellness and incorporate BSCS into Gen Ed requirements.	Will focus on current BSCS course to ensure all developmental students are registered, curriculum is updated, and data is gathered and analyzed to explore impact.

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A2. Develop and implement four year BSC engagement program (CP: Career Pathways S1, A1 - REV)

VPAA, VPSAEM, Faculty, staff and administrators for sub-committee

Planning summer 2015; Steering Comm by fall 2015; Implementation fall 2016

Kaplan College Prep Course Pilot Program - students completing the course stated that they were very well prepared for their College Entrance Exams and highly recommend Bluefield State continue to offer the Kaplan College Prep Courses in the future.

Faculty Scholarship

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Support system for faculty and student scholarship	A1. Provide sustainability to Research and Sponsored Programs (RASP)	VPAA	Planning spring 2015				Dr. Jeff Bolton recognized as Statewide faculty of the year.
	A2. Biannual festival for faculty scholarship with high school students and teachers on campus (CP: Collaborative Access S3, A1 - REV)	VPAA, Deans, and Faculty	Planning fall 2015; Implementation spring 2016		The Humanities Challenge is a Jeopardy-style contest (with Humanities related questions) for area high school students to compete in. The goal is to promote the Humanities major and bring potential local students to campus. It is also sponsored by SGA and lunch is provided. It was held in the Herbert Gallery on November 16 (from 9-1) and attended by teams from Riverview, Tazewell, Richlands, Montcalm, Narrows, and Graham High Schools. All the Humanities faculty and many of our students participated. There were approximately 100 people in attendance.	Agora is a celebration of the Humanities and allows area students to submit artistic works for competition. A program is held every April to allow students to present their work and receive their awards. Expected attendance is 250-300.	EOC provided college readiness services to 74 individuals and referred 29 individuals to BSC Departments and county community agencies. Counselors met with 26 new and continuing service partners to encourage working together to help low-income, first-generation adult people in their communities. The EOC Counselors participated at the Monroe County Job Fair with 90 people, the BSC Career Fair-Bluefield with approx. 100 people coming by the EOC display table and the BSC Spring Orientation-Beckley Campus with 49 people. The EOC Counselors had 11 presentations and group meetings with county ABE Centers 12 people, the Department of Human Resources 96 people and DRC with 19 people.
							Windows on the World: Presentation on Bolivia, Brazil, Finland, Nigeria, and Tanzania by Fulbright Scholars at 7 area middle and high schools impacting 1631 student, faculty, staff and administration. Presentations focused on the visiting scholars' nations' histories, economies, geographies, cultures and traditions, family life, educational systems, politics, governments, relations with other countries, how their values compare with ours, and how their literary traditions embody their nations' identities. Arts and Sciences, capstone poster presentations; ETCS capstone presentations; ASCE Conference.

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Degrees Awarded

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. Increased Science, Technology, Engineering, and Mathematics (STEM) enrollment and numbers graduating with STEM degrees	A1. Target secondary school students who are brought to campus for participation in other activities	VPAA, VPSAEM, Deans, STEM Faculty, Directors - SSS and Counseling Center	Planning fall 2015				Science Bowl
	A2. Academic invitational events allow BSC and high school students to showcase their achievements and knowledge (CP: Collaborative Access S3, A2)	VPAA, VPSAEM, Deans, and Faculty	Planning spring 2015		Engineering student presentations in November.		BSC Sponsored Science Day with the egg drop competition. This event was in collaboration with Montcalm High School as well as the Bluefield City Fire Department. 40+ students were in attendance. BioMedical Club and faculty held Science Bowl for all Mercer County High Schools. This event had approximately 100 student participants accompanied by 12 faculty.

Student Loan Default Rate

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117	Accomplishments between 030117 - 063017
S1. The post enrollment phase activity focuses on those students who have or have not completed a degree. The post enrollment phase of the comprehensive plan focuses primarily on managing student loan default among completers and non-completers.	A1. Provide student loan default services: outreach counselors, individual counseling, and utilizing Inceptia staff to identify high risk students (CP: Financial Aid S3, A1)	VPSAEM and Director - Financial Aid	Immediate	FY2013 official default rate has been reduced to 19.5%. Inceptia has resolved 40 student loans that were in default during July and August.		FY2014 DRAFT default rate has been reduced to 18.3%.	Inceptia has successfully resolved past due student loans and averting default for 81 students between January and April 2017.
	A2. Implementing the Transit™ financial literacy program (CP: Financial Aid S2, A2)	VPAA, VPSAEM	Pilot implementation spring 2015				This was a software program that was supposed to be a part of the BSC course. It was not implemented.

BOARD OF GOVERNORS  
BLUEFIELD STATE COLLEGE  
June 15, 2017

Conley Hall, Room 201, Boyd Conference Room

MINUTES

**Members Present:** Chairman Robert E. Perkinson, Jr., Vice-Chairman Garry Moore, Bob Buzzo (via conference call), Lois Manns (via conference call), Harold Wells (arrived at approximately 6:59 p.m.), Anne Taylor-Lantry (via conference call at approximately 6:42 p.m.), Norris Kantor, Esq. (via conference call), Jennifer J. Douglas, Dr. Norman Mirsky, Dr. Deirdre Guyton, and Amber Sagady.

**President's Staff:** Dr. Marsha Krotseng, Betty Carroll, Shelia Johnson, John Lewis, Mark Warner, Jonette Aughenbaugh, and Dr. Angela Lambert.

**Guests:** Nicole Ballard, Josh Smith, and Dane Rideout.

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

Chairman Perkinson called the meeting to order at 6:31 p.m. and welcomed all in attendance.

**Public Comment Period**

No one signed up to speak during the Public Comment Period. Therefore, the meeting continued with the next agenda item.

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

Chairman Perkinson stated that BSC trains people for service. For example, the College trains nurses, teachers, engineers and criminal justice officers. We recently lost a local law enforcement officer who was a criminal justice graduate, Aaron Crook, Class of 2008. Chairman Perkinson asked that we take a moment to remember Officer Crook.

In the interest of time and to maintain a quorum for the approval of agenda items, Chairman Perkinson asked if there were any objections to changing the order of the agenda to address the items requiring Board approval first. Hearing none, the meeting resumed with agenda item seven.

**Approval of Minutes of April 20, 2017 Meeting**

The first action item was approval of the minutes from the April 20, 2017 meeting.

Dr. Mirsky proposed a change to be made to the minutes on page three under the **Approval of Tuition and Fees** section. He indicated that the minutes, as written, read as a loss of one million dollars a year over four years to BSC. However, there was

actually a total loss of one million dollars in total, due to a decrease in state funds, over a four-year period of time. Dr. Mirsky asked that the minutes be corrected to reflect the proposed change.

Vice Chairman Moore made a motion to approve the minutes from the April 20, 2017 minutes with the inclusion of Dr. Mirsky's corrections. The motion was seconded by Dr. Guyton. The motion carried.

#### **Election of Officers 2017-2018**

Mr. Perkinson opened the floor for nominations for the year beginning July 1, 2017. Mr. Kantor made a motion for Mr. Perkinson to serve as Chairman of the Board. The motion was seconded by Bob Buzzo. The motion carried.

Dr. Guyton made a motion for Reverend Garry Moore to serve as Vice Chairman of the Board. The motion was seconded by Bob Buzzo and Dr. Mirsky. The motion carried.

#### **Approval of the 2017 – 2018 Calendar**

Mr. Perkinson stated that the 2017-2018 Calendar is presented in the Board packet for consideration and approval.

Dr. Mirsky noted the difference in the next Board of Governors meeting date listed on the agenda, and the next meeting date listed on the Board Meeting Schedule on page 25 of the meeting materials packet. The meeting date on page 25 is correct.

Vice Chairman Moore made a motion to approve the calendar as presented on page 25 of the meeting materials packet. The motion was seconded by Dr. Guyton and Ms. Manns. The motion carried.

#### **Financial Report and Update, FY 2017-2018 – Ms. Shelia Johnson**

Ms. Johnson asked that everyone please remember the family of James Crenshaw who passed away today. Ms. Johnson discussed the encumbrance list. She also addressed items related to the Master Plan project, including the historical evaluation of the property and consolidating all deeds under the BSC Board of Governors. The Attorney General's Office has indicated that they are close to completion.

Ms. Johnson discussed financial aid distribution. Particularly with regard to the Pell and Direct Loan data, it appears that students are borrowing less.

#### **Approval of Budget, FY 2017-2018 – Ms. Shelia Johnson**

Ms. Johnson provided the Board of Governors with an overview of and background information on the budget. With regard to the attached page, Ms. Johnson discussed the breakdown of tuition and fees as being conservative on the revenue side. The expense side was not quite as conservative. The Foundation has been asked to fund the Director of Institutional Advancement position for three years. Ms. Lantry stated that she really wanted to commend the Foundation for their cooperation in assisting the College and paying the salary for the Director of Institutional Advancement position.

She mentioned that this is a wonderful spirit of cooperation. Discussion followed with regard to the finance handouts.

Ms. Johnson stated that it is possible that BSC will request approval for a loan for a roofing project. She reviewed the assumptions used to develop the budget and changes from the current fiscal year.

Since the Finance Committee met on Tuesday, there has been one change – the addition of the ARC Grant and \$900,000 of equipment. Ms. Lantry made a motion to approve the budget for fiscal year 2017-2018. The motion was seconded by Vice Chairman Moore. The motion carried.

**Recommendation on Policy 2: Naming or Renaming of Buildings or Organization Units – Ms. Betty Carroll**

Dr. Mirsky made a motion to approve Policy 2, taking into consideration comments received during the 30-day comment period which were included the meeting materials packet for review. The motion was seconded by Vice Chairman Moore. The motion carried.

**Recommendation on Policy 27: Immunization – Dr. Jo-Ann Robinson**

Dr. Robinson provided an overview of Policy 27. Proof of required immunizations would need to be provided to the Admissions Office for students to attend class. Following discussion regarding how the College will work with the students, Mr. Kantor made a motion to approve Policy 27 to be distributed for 30-day comment, and if no substantive comments to be final approval. The motion was seconded by Vice Chairman Moore. The motion carried.

**Recommendation on Policies 17, 25, 42: Hiring, and 9 – Ms. Jonette Aughenbaugh**

Chairman Perkinson asked if there was any objection to the Board taking on all four of the Human Resources policies at one time. Hearing no objections, Chairman Perkinson asked Ms. Aughenbaugh to proceed with her report on each policy.

Policies 17, 25, 42, and 9 come before the BSC Board of Governors this evening to be approved to go out for 30-day comment in response to changes in West Virginia Code that took effect on June 12, 2017. Ms. Aughenbaugh explained the changes that have been made to each policy for the purpose of assuring that BSC policies are aligned with West Virginia Code.

Mr. Wells made a motion to approve Policies 17, 25, 42, and 9 to be distributed for 30-day comment, and if no substantive comments to be final approval. Mr. Kantor seconded the motion. The motion carried.

**Recommendation Authorizing Executive Committee Action – Dr. Marsha Krotseng**

Dr. Krotseng stated that the recommendation authorizing Executive Committee action comes before the Board as part of next steps in the USDA funded residence hall project. The resolution presented in the meeting materials packet proposes that the BSC Board of Governors authorizes the Executive Committee of the Board to act on its behalf, if necessary, for review and approval of documents required by the Higher

Education Policy Commission for consideration of BSC's residence hall project at HEPC's August 11, 2017 meeting. Ms. Lantry made a motion to approve the resolution authorizing Executive Committee action as presented. The motion was seconded by Ms. Douglas. The motion carried.

#### **President's Report – Dr. Marsha Krotseng**

Dr. Krotseng stated that she is very proud of BSC faculty, staff, and students. She commented on the grant announcement and the statewide agreement for nursing pathways. The Department of Education approached BSC about the agreement, and BSC is the first institution in the state to have such an agreement. In May, BSC conferred 308 degrees on 289 graduates. With regard to Athletics, the tennis team went to nationals six straight years in a row. The robotics teams recently competed in an international competition where they won the 4<sup>th</sup> place design award.

With regard to the state budget, Dr. Krotseng stated that there has been a lot of back and forth between the House and the Senate. The major outlying issues are revenue and the budget.

#### **Report on Delivery of Online Programs – Dr. Angela Lambert**

Dr. Lambert stated that she has been working on getting the SARA application completed. The application has been submitted to HEPC. Dr. Lambert and Dr. Bolton are meeting weekly on most of these matters. To provide an update from the information presented at the April Board of Governors meeting, most of the items provided on the data sheet will stay in a processing phase. Dino Sweeney and the Registrar's Office are working on an electronic means for applying for graduation. They hope to have this in place for the Class of 2018.

With regard to Moodle training for faculty, there are only seven faculty members who have not completely completed Moodle training. There are dates and instruments in place for ADA compliance. Dr. Robinson has purchased software, and training will take place.

Dr. Robinson has watched the demo on online student orientation. Dr. Jeff Bolton and Cody Chambers are looking at online student orientation. They are also working on equipment upgrades. Everything has been ordered and should be in place by fall.

#### **Progress Toward Strategic Plan – Dr. Tracey Anderson**

In Dr. Anderson's absence, Dr. Krotseng stated that her report has been provided in the meeting materials packet. Dr. Anderson will provide an update for the Board at the August meeting. Dr. Mirsky asked when the Strategic Plan is due to HEPC in the fall. Dr. Krotseng stated that we are waiting for clarification from the Policy Commission, but the report should be due some time in November or on December 1<sup>st</sup>.

#### **Academics in Action Update – Dr. Angela Lambert**

Dr. Lambert reported that BSC has signed a Memorandum of Understanding with the State Board of Education. The plan is for BSC to do certification or education track

for direct care and community care workers, or, for people who go into the homes to do work. There is a huge need for these services.

Dr. Lambert also addressed dual credit opportunities, results to date for radiology and nursing students taking state board exams, and the Erma Byrd Higher Education Center.

Dr. Lambert has been working with Dr. Ferguson and Dr. Robinson on advising programs. The faculty hiring process has been completed for accounting professors, business administration, and computer science. Dr. Lambert mentioned what a great event Kids Kollege was for BSC.

#### **Recruitment and Retention Update – Dr. Jo-Ann Robinson**

Dr. Robinson focused on recruitment and community outreach. Her presentation provided information to answer the following three questions: Where are we now? How did we get here? Where are we going from here? The process starts with the inquiry pool and applications received. Dr. Robinson mentioned the importance of sending the message that it is important for students to register timely. Dr. Robinson stated that she will talk about retention in her August Board report.

Name buys have been the greatest change in approach. Dr. Robinson reported that this is a pro-active strategy in terms of outreach. They have also been taking steps to track visitors to campus. There has been growth in the communication plan and scholarship program changes. Part of this process is now online. Dr. Robinson discussed the following topics: increasing the number of inquiries, the early recruitment program, name buys, college fairs, and expanding social media outreach. Dr. Robinson provided information pertaining to the outcomes of the Kids Kollege and BSC Cares events.

#### **Possible Executive Session Under the Authority of WV Code § 6-9A4(b)(2)(A) for review of Presidential Contract**

A motion was made by Dr. Mirsky to go into Executive Session. The motion was seconded by Mr. Kantor. The motion carried. Mr. Perkinson requested that Dr. Krotseng remain for the Executive Session. The BSC Board of Governors entered into Executive Session at approximately 8:08 p.m.

A motion was made by Vice Chairman Moore to return to regular session. The motion was seconded by Dr. Guyton. The motion carried. The meeting resumed in regular session at approximately 8:35 p.m.

Chairman Perkinson asked if there was a motion to approve Dr. Krotseng's contract as presented. Vice Chairman Moore and Anne Lantry made a motion to approve the contract as presented. The motion was seconded by Mr. Kantor. The motion carried.

#### **Adjournment**

Ms. Lantry made a motion to adjourn the meeting. The motion was seconded by Mr. Kantor. The motion carried. The meeting adjourned at approximately 8:38 p.m.



Respectfully submitted,

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Robert E. Perkinson, Jr.

BLUEFIELD STATE COLLEGE  
 BUDGET VS ACTUAL (STATE ACCOUNTS)  
 FISCAL YEAR 17, AS OF  
 JUNE 30, 2017  
 CASH BASIS\*

UPDATED 08/13/2017

DESCRIPTION	BUDGETED 2017 FY	% OF BUDGETED	ACTUAL 06/30/2017	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/16			819,795		
<b>ADDITIONS:</b>					
<b>REVENUE</b>					
STATE APPROPRIATIONS	5,636,862	24.54%	5,524,125	27.47%	98.00%
TUITION & FEES *	10,103,028	43.99%	7,993,921	39.76%	79.12%
CAPITAL FEES	650,000	2.83%	438,723	2.18%	67.50%
SALES & SERVICES	85,000	0.37%	72,053	0.36%	84.77%
GRANTS & CONTRACTS	5,754,970	25.06%	5,199,470	25.86%	90.35%
INVESTMENT EARNINGS	2,000	0.01%	1,500	0.01%	75.00%
AUXILIARY	853,000	3.71%	994,104	4.94%	116.54%
DEBT ASSESSMENT	(46,611)	-0.20%	(46,611)	-0.23%	100.00%
HERA ASSESSMENT	(69,802)	-0.30%	(69,802)	-0.35%	100.00%
<b>TOTAL REVENUES</b>	<b>22,968,447</b>	<b>100.00%</b>	<b>20,107,483</b>	<b>100.00%</b>	<b>87.54%</b>
<b>DEDUCTIONS:</b>					
<b>EXPENDITURE</b>					
PERSONAL SERVICES *	12,101,153 *	52.86%	10,827,539	53.56%	89.48%
EMPLOYEE BENEFITS	3,068,900	13.40%	2,806,755	13.89%	91.46%
CURRENT EXPENSE	4,490,000	19.61%	3,831,626	18.96%	85.34%
REPAIRS/ASSETS/BLDG CONSTRUCTION	960,000	4.19%	559,298	2.77%	58.26%
SCHOLARSHIP, AWARDS	2,274,000	9.93%	2,185,531	10.81%	96.11%
<b>TOTAL EXPENDITURES</b>	<b>22,894,053</b>	<b>100.00%</b>	<b>20,210,749</b>	<b>100.00%</b>	<b>88.28%</b>
ENDING CASH AND IN TRANSIT 06/30/2017			716,529		
LESS: ENCUMBRANCES			(158,112)		
<b>Balance (Cash Less Encumbrances)</b>			<b>558,417</b>		

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

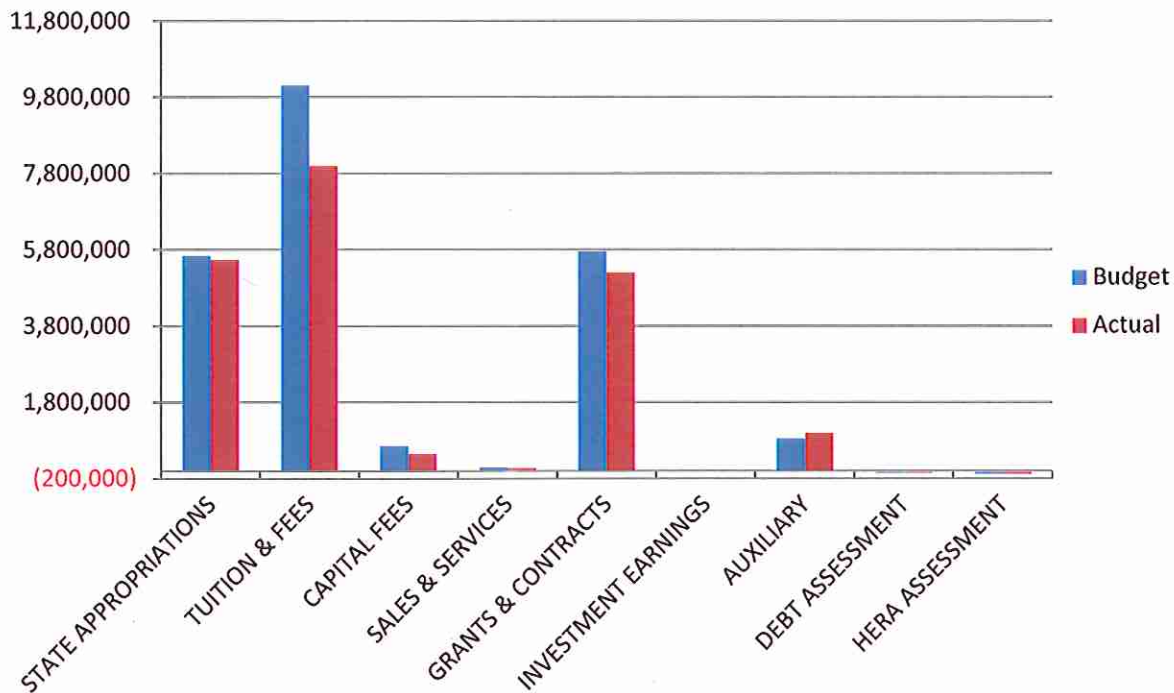
BLUEFIELD STATE COLLEGE  
 BUDGET VS ACTUAL (STATE ACCOUNTS)  
 COMPARISON OF JUNE 30, 2016 AND JUNE 30, 2017  
 CASH BASIS\*

REVISED 08/13/2017

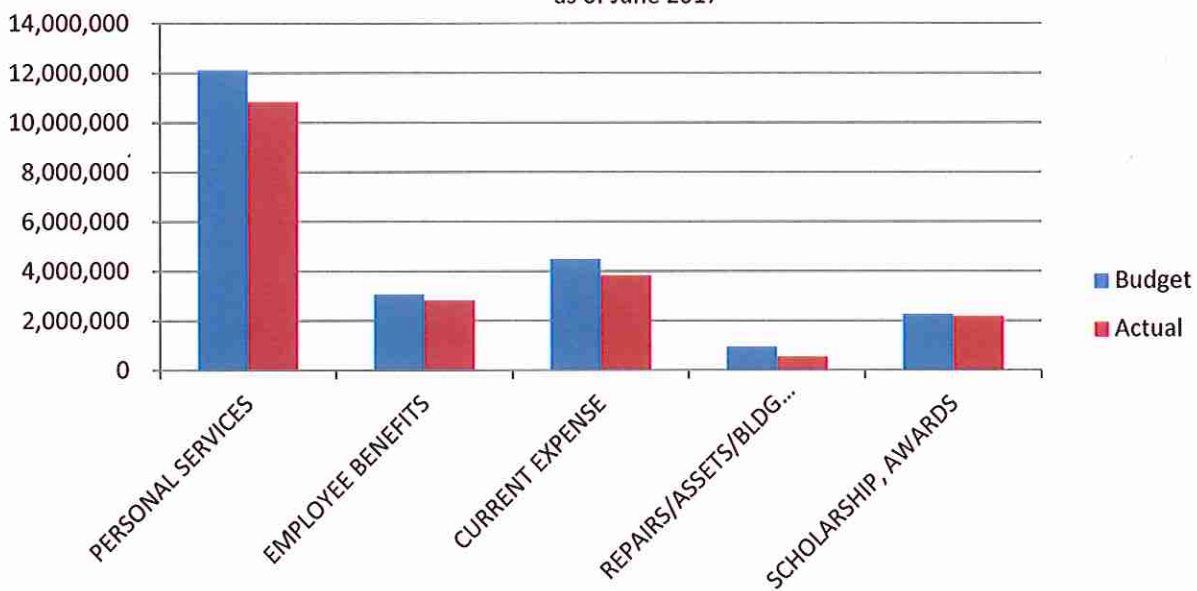
DESCRIPTION	ACTUAL 06/30/16	ACTUAL 06/30/17	DIFFERENCE	% OF DIFFERENCE
BEGINNING CASH 07/01/16 - 17	1,512,115	819,795	(692,320)	
<b>ADDITIONS:</b>				
<b>REVENUE</b>				
STATE APPROPRIATIONS	5,582,514	5,524,125	(58,389)	-1.05%
TUITION & FEES *	8,313,160	7,993,921	(319,239)	-3.84%
CAPITAL FEES	601,040	438,723	(162,317)	-27.01%
SALES & SERVICES	80,040	72,053	(7,987)	-9.98%
GRANTS & CONTRACTS	5,238,836	5,199,470	(39,366)	-0.75%
INVESTMENT EARNINGS	2,448	1,500	(948)	-38.73%
AUXILIARY	923,165	994,104	70,939	7.68%
HERA ASSESSMENT	(69,802)	(46,611)	23,191	-33.22%
DEBT ASSESSMENT	(76,396)	(69,802)	6,594	-8.63%
<b>TOTAL REVENUES</b>	<b>20,595,005</b>	<b>20,107,483</b>	<b>(487,522)</b>	<b>-2.37%</b>
<b>DEDUCTIONS:</b>				
<b>EXPENDITURE</b>				
PERSONAL SERVICES *	11,011,185	10,827,539	(183,646)	-1.67%
EMPLOYEE BENEFITS	2,793,877	2,806,755	12,878	0.46%
CURRENT EXPENSE	4,376,211	3,831,626	(544,585)	-12.44%
REPAIRS/ASSETS/BLDG CONSTRUCTION	825,128	559,298	(265,830)	-32.22%
SCHOLARSHIP, AWARDS	2,280,924	2,185,531	(95,393)	-4.18%
<b>TOTAL EXPENDITURES</b>	<b>21,287,325</b>	<b>20,210,749</b>	<b>(1,076,576)</b>	<b>-5.06%</b>
ENDING CASH AND IN TRANSIT 06/30/2016 - 06/30/2017	819,795	716,529	(103,266)	
LESS: ENCUMBRANCES	(122,468)	(158,112)	(35,644)	
<b>Balance (Cash Less Encumbrances)</b>	<b>697,327</b>	<b>558,417</b>	<b>(138,910)</b>	

\*Excludes Clearing Account

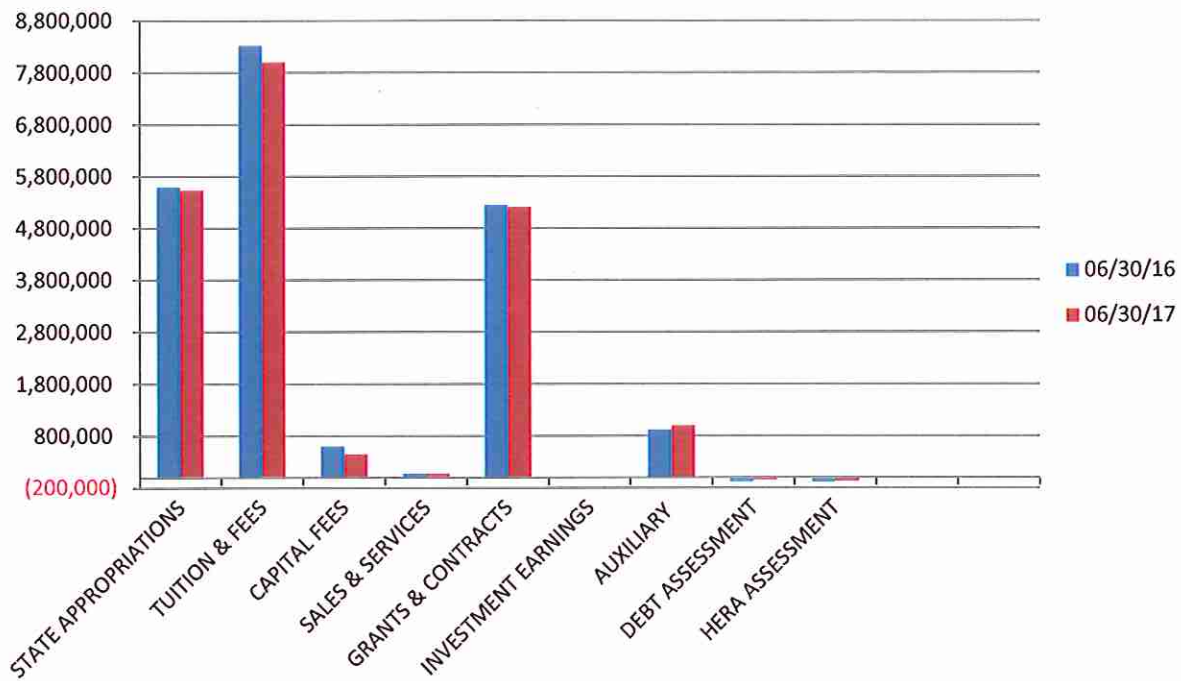
Bluefield State College  
2017 Budget vs Actual Revenue  
as of June 2017



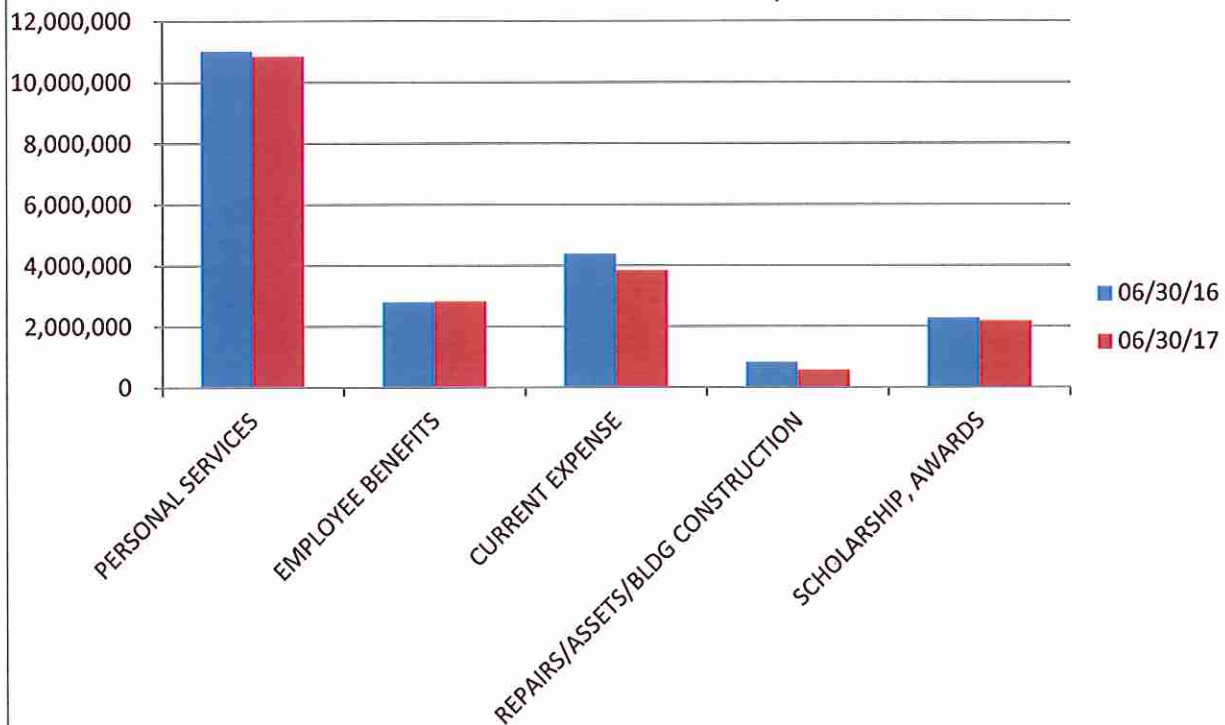
Bluefield State College  
2017 Budget vs Actual Expenditures  
as of June 2017



Bluefield State College  
Actual vs Actual  
June 2016 vs June 2017 Revenue



Bluefield State College  
Actual vs Actual  
June 2016 vs June 2017 Expenditures



BLUEFIELD STATE COLLEGE  
ENCUMBRANCES SUMMARY  
JUNE 30, 2017

UPDATED 08/11/2017

PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(25,620.00)
BSC406 - 8767	THOMPSON & LITTON OF WV INC	(40,492.00)
BSC406 - 4373	THOMPSON & LITTON OF WV INC	(92,000.00)
GRAND TOTAL ENCUMBRANCES		<u>(158,112.00)</u>

BLUEFIELD STATE COLLEGE  
 FEDERAL FINANCIAL AID BALANCES  
 FISCAL YEAR 2017  
 AS OF JUNE 30, 2017

DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 05/31/2017
BEGINNING CASH 07/01/16	633.29	9,970.54	0.82	10,604.65
<u>ADDITIONS:</u>				
REVENUE	3,577,325.25	6,169,370.19	71,976.00	9,818,671.44
<b>TOTAL REVENUES</b>	<b>3,577,325.25</b>	<b>6,169,370.19</b>	<b>71,976.00</b>	<b>9,818,671.44</b>
<u>DEDUCTIONS:</u>				
AWARDS & LOANS	3,723,363.00	6,387,736.00	71,976.00	10,183,075.00
Redeposits	(115,755.00)	(157,347.00)		(273,102.00)
Recoveries	(31,334.00)	(55,662.00)		(86,996.00)
<b>TOTAL EXPENDITURES</b>	<b>3,576,274.00</b>	<b>6,174,727.00</b>	<b>71,976.00</b>	<b>9,822,977.00</b>
ENDING CASH 06/30/2017	1,684.54	4,613.73	0.82	6,299.09
<b>2016FY TOTALS</b>				
<b>TOTAL EXPENDITURES</b>	<b>4,374,706.00</b>	<b>8,103,731.00</b>	<b>53,701.00</b>	<b>12,532,138.00</b>
<b>% OF FINANCIAL AID 2017FY COMPARED TO 2016FY</b>	<b>81.75%</b>	<b>76.20%</b>	<b>134.03%</b>	<b>78.38%</b>

Board of Governors  
Bluefield State College  
Financial and Administrative Affairs Update  
For Board Meeting August 24, 2017

Listed below are updates to various functions related to the Financial and Administrative Affairs unit of Bluefield State College (BSC).

FINANCIAL

- Attached is information received the end of June related to 2017/18 state budget appropriations. BSC received another reduction of 4.57% or \$257,663 which brings our original estimated shortfall for 2018 at \$900,000+. Annually, this represents a reduction of \$1,214,243 since 2013FY. As of today, August 14, it appears our enrollment will be an increase.
- BSC has received notice of an Appalachian Region Commission grant for \$1,500,000, of which \$1,200,000 is allocated the first year. The initial allocation is primarily for equipment in the School of Engineering Technology and Computer Science, mostly related to manufacturing.
- All WV Higher Education public institutions have been placed on Heightened Cash Management (HCM1) status due to the lateness of the financial and federal audits. The audits are reported to the US Department of Education under the umbrella of the State of WV, due March 31. No higher education caused the delay. It is important to note that all students received their financial aid timely; however, this has created a large increase in work load for finance staff. The State of WV has “advanced or loaned” our 2<sup>nd</sup> and 3<sup>rd</sup> quarter state allotments to “upfront” the student financial aid programs. Once BSC is allowed to draw down the federal funds, we return those amounts back to the State of WV. Various officials at the federal and state level are working to get this sanction alleviated.
- Due to legislative changes (HB2542 and HB2815), there have been a large number of changes to personnel rules that will affect classification and compensation for classified and non-classified positions. Some positions in Financial and Administrative Affairs will be advertised this fall with the new classification/compensation system. We are working through the various polices and processes for this to occur.



## FACILITIES

- Plans continue for student housing and a parking complex on campus. The state representative for USDA was on campus Monday, August 7 to review the plans, ask questions, and tour our facilities. Various local and regional representatives of our community were also on hand. It is anticipated the process will be about 60 days before we get confirmation from the state USDA representative on the loan application, and then submit to Washington DC for approval there.
- As a community service project, BSC had over 1,200 Boy Scouts on campus in July. Many campus staff, faculty and students assisted with the campus improvement projects which included cleaning out the shrubbery and flower beds, mulching, painting lines on lots and roadways, cleaning windows, library cleaning, and many, many items across campus. Our faculty held some educational sessions in various program specific labs, along with a local canine unit demonstration. Not only was this successful for the college, but the Boy Scouts and Leaders seemed to like their time on campus.
- Six vehicles have been ordered through the State of WV Fleet Management Office which will be leased over a 4 year period (2 passenger vans, 2 police vehicles, and 2 vehicles for the motor pool). After 4 years, we will be permitted to keep them as long as there is a need.
- Near the entrance of Route 52 to the Brown Gilbert Basic Science Building, a drainage line was replaced.
- Various sidewalk repairs were completed across campus to prevent tripping hazards.
- The Student Center patio has been replaced at a cost of \$25,000, with \$13,000 in private funds raised by the Foundation.
- BSC flags have been ordered for various exterior poles across campus with the new shield, and some with the new athletic logo. Community and alumni supporters are purchasing flags for Pulaski Street and Martin Luther King Bridge related to BSC.

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

Activity Number	Higher Education Policy Commission	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Senate Budget 6/16/2017	Change from FY 17 Base to FY 18 Budget	Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request
	General Revenue							
	Higher Education - Four Year Institutions							
40800	Bluefield State College	\$5,636,862	(112,737)	5,524,125	5,636,862	5,379,199	(\$257,663)	-4.57%
41000	Concord University	8,674,596	(173,492)	8,501,104	8,674,596	8,278,077	(\$396,519)	-4.57%
41400	Fairmont State University	15,277,769	(305,555)	14,972,214	15,277,769	14,579,417	(\$698,352)	-4.57%
42800	Glenville State College	5,891,397	(117,828)	5,773,569	5,891,397	5,622,099	(\$269,298)	-4.57%
43200	Shepherd University	9,551,994	(191,040)	9,360,954	9,551,994	9,360,954	(\$191,040)	-2.00%
43900	West Liberty University	7,956,371	(159,127)	7,797,244	7,956,371	7,592,683	(\$363,688)	-4.57%
44800	Marshall University	45,926,078	(918,522)	45,007,556	45,926,078	42,171,166	(\$3,754,912)	-8.18%
44801	Luke Lee Listening Language and Learning Lab	102,076	(2,042)	100,034	102,076	93,441	(\$8,635)	-8.46%
51900	VISTA E-Learning	249,089	(4,982)	244,107	249,089	229,019	(\$20,070)	-8.06%
53100	MU Brownfield Professional Development	334,364	(6,687)	327,677	334,364	309,606	(\$24,758)	-7.40%
80700	Marshall University Graduate College Writing Project	20,737	(415)	20,322	20,737	25,412	\$4,675	22.54%
93200	WV Autism Training Center	1,795,300	(35,906)	1,759,394	1,795,300	1,671,280	(\$124,020)	-6.91%
	<b>Total Marshall University</b>	<b>48,427,644</b>	<b>(968,554)</b>	<b>47,459,090</b>	<b>48,427,644</b>	<b>44,499,924</b>	<b>(\$3,927,720)</b>	<b>-8.11%</b>
17300	Marshall Medical School	12,179,256	(243,585)	11,935,671	12,179,256	11,859,733	(\$319,523)	-2.62%
37700	Marshall Medical School Rural Health Outreach Programs	167,616	(3,352)	164,264	167,616	163,219	(\$4,397)	-2.62%
37701	Forensic Lab	241,438	(4,829)	236,609	241,438	235,104	(\$6,334)	-2.62%
37702	Center for Rural Health	160,166	(3,203)	156,963	160,166	155,964	(\$4,202)	-2.62%
44900	Marshall University Medical School Brim Subsidy	842,290	(16,846)	825,444	842,290	909,673	\$67,383	8.00%
	<b>Total Marshall Medical School</b>	<b>13,590,766</b>	<b>(271,815)</b>	<b>13,318,951</b>	<b>13,590,766</b>	<b>13,323,693</b>	<b>(\$267,073)</b>	<b>-1.97%</b>
17200	WV School of Osteopathic Medicine	6,798,239	(135,965)	6,662,274	6,798,239	6,487,489	(\$310,750)	-4.57%

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

		Special Session						Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request
Activity Number	Higher Education Policy Commission	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Senate Budget 6/16/2017	Change from FY 17 Base to FY 18 Budget	
37700	WVSOM Rural Health Outreach Programs	168,354	(3,367)	164,987	168,354	160,659	(\$7,695)	
40300	WVSOM Brim Subsidy	144,721	(2,894)	141,827	144,721	153,405	\$8,684	
58100	WVSOM Rural Health Medical School Support	404,968	(8,099)	396,869	404,968	396,457	(\$18,511)	
	<b>Total WV School of Osteopathic Medicine</b>	<b>7,516,282</b>	<b>(150,326)</b>	<b>7,365,956</b>	<b>7,516,282</b>	<b>7,188,010</b>	<b>(\$328,272)</b>	
44100	West Virginia State University	10,003,071	(200,061)	9,803,010	10,003,071	9,514,960	(\$488,111)	
95600	West Virginia State University Land Grant	1,584,947	(31,699)	1,553,248	1,584,947	1,584,947	\$0	
	<b>Total West Virginia State University</b>	<b>11,588,018</b>	<b>(231,760)</b>	<b>11,356,258</b>	<b>11,588,018</b>	<b>11,099,907</b>	<b>(\$488,111)</b>	
45900	West Virginia University	97,819,653	(1,956,393)	95,863,260	97,819,653	91,057,983	(\$6,761,670)	
46100	Jackson's Mill	239,505	(4,790)	234,715	239,505	472,960	\$233,455	
47900	West Virginia University Institute of Technology	7,987,811	(159,756)	7,828,055	7,987,811	7,436,007	(\$551,804)	
53100	WVU - State Priorities Brownfield Professional Development	337,503	(6,750)	330,753	337,503	314,188	(\$23,315)	
99400	West Virginia University - Potomac State	3,921,488	(78,430)	3,843,058	3,921,488	3,650,589	(\$270,899)	
	<b>Total West Virginia University</b>	<b>110,305,960</b>	<b>(2,206,119)</b>	<b>108,099,841</b>	<b>110,305,960</b>	<b>102,931,727</b>	<b>(\$7,374,233)</b>	
05600	WVU School of Health Sciences - Eastern Division	2,248,472	(44,969)	2,203,503	2,248,472	2,093,146	(\$155,326)	
17400	WVU School of Health Sciences	15,515,841	(310,317)	15,205,524	15,515,841	14,443,996	(\$1,071,845)	
17500	WVU School of Health Sciences - Charleston Division	2,312,518	(46,250)	2,266,268	2,312,518	2,152,767	(\$159,751)	
37700	WVU Rural Health Outreach Programs	170,125	(3,403)	166,722	170,125	158,372	(\$11,753)	
46000	WVU School of Medicine BRIM Subsidy	1,161,281	(23,226)	1,138,055	1,161,281	1,203,087	\$41,806	
	<b>Total West Virginia University Health Sciences</b>	<b>21,408,237</b>	<b>(428,165)</b>	<b>20,980,072</b>	<b>21,408,237</b>	<b>20,051,368</b>	<b>(\$1,356,869)</b>	
	<b>Total HEPC Institutions</b>	<b>265,825,896</b>	<b>(5,316,519)</b>	<b>260,509,377</b>	<b>265,825,896</b>	<b>249,907,058</b>	<b>(\$15,918,838)</b>	
	Higher Education Policy Commission							

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

Activity Number	Special Session							Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request
	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Senate Budget 6/16/2017	Change from FY 17 Base to FY 18 Budget		
00100	2,438,271	0	2,438,271	2,538,511	2,471,913	\$33,642	-2.62%	
	0	0	0	-	-	\$0		
13000	165,893	(52,085)	113,808	65,653	13,212	(\$152,681)	-79.88%	
91300	15,708	(314)	15,394	15,708	16,651	\$943	6.00%	
	<b>2,619,872</b>	<b>(52,399)</b>	<b>2,567,473</b>	<b>2,619,872</b>	<b>2,501,776</b>	<b>(\$118,096)</b>	<b>-4.51%</b>	
38600	1,821,849	(36,437)	1,785,412	1,821,849	1,749,992	(\$71,857)	-3.94%	
16900	1,654,572	(33,091)	1,621,481	1,654,572	1,578,941	(\$75,631)	-4.57%	
	<b>6,096,293</b>	<b>(121,928)</b>	<b>5,974,365</b>	<b>6,096,293</b>	<b>5,830,709</b>	<b>(\$265,584)</b>	<b>-4.36%</b>	
	<b>271,922,189</b>	<b>(5,438,447)</b>	<b>266,483,742</b>	<b>271,922,189</b>	<b>255,737,767</b>	<b>(\$16,184,422)</b>	<b>-5.95%</b>	
03600	1,912,491		1,912,491	1,912,491	1,912,491	\$0	0.00%	
03700	146,653		146,653	146,653	146,653	\$0	0.00%	
03800	87,110		87,110	87,110	87,110	\$0	0.00%	
16600	129,604		129,604	129,604	129,604	\$0	0.00%	
60100	62,725		62,725	62,725	62,725	\$0	0.00%	
	<b>2,338,583</b>	<b>0</b>	<b>2,338,583</b>	<b>2,338,583</b>	<b>2,338,583</b>	<b>\$0</b>	<b>0.00%</b>	
03500	1,158,437		1,158,437	1,158,437	1,107,466	(\$50,971)	-4.40%	
62300	54,798		54,798	54,798	52,387	(\$2,411)	-4.40%	
86900	334,296		334,296	334,296	319,587	(\$14,709)	-4.40%	
87000	1,705,198		1,705,198	1,705,198	1,630,169	(\$75,029)	-4.40%	
96700	306,019		306,019	306,019	292,554	(\$13,465)	-4.40%	

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

Activity Number	Higher Education Policy Commission	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Senate Budget 6/16/2017	Change from FY 17 Base to FY 18 Budget	Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request
	Total West Virginia University Health Sciences	3,558,748	0	3,558,748	3,558,748	3,402,163	(\$156,585)	-4.40%
	Marshall University Graduate College Writing Project							
03900	Marshall Medical School - RHI Program and Site Support	414,486		414,486	414,486	396,249	(\$18,237)	-4.40%
60100	Vice Chancellor for Health Sciences - Rural Health Residency Program	171,400		171,400	171,400	163,858	(\$7,542)	-4.40%
	Total Marshall University Medical - Lottery	585,886	0	585,886	585,886	560,107	(\$25,779)	-4.40%
	Total Lottery Funds	6,483,217	0	6,483,217	6,483,217	6,300,853	(\$182,364)	-2.81%
	Financial Aid							
80000	Promise Scholarship (General Revenue Only)	18,500,000		18,500,000	18,500,000	18,500,000	\$0	0.00%
16400	Higher Education Grant Program (GR)	39,019,864		39,019,864	39,019,864	39,019,864	\$0	0.00%
86700	HEAPS Grant Program (GR)	5,007,764		5,007,764	5,007,764	5,007,764	\$0	0.00%
16500	Tuition Contract Program (GR)	1,249,555	(24,991)	1,224,564	1,249,555	1,224,564	(\$24,991)	-2.00%
16700	Underwood-Smith Scholarship Prog. Student Awards (GR)	328,349		328,349	328,349	328,349	\$0	0.00%
	Underwood-Smith Scholarship Program Student Awards (LR)	0		-	-	-	\$0	
17600	Health Sciences Scholarship (LR)	220,690		220,690	220,690	220,690	\$0	0.00%
86800	WV Engineering Science & Technology Scholarship Program (LR)	452,831		452,831	452,831	452,831	\$0	0.00%
	Subtotal Financial Aid	64,779,053	(24,991)	64,754,062	64,779,053	64,754,062	(\$24,991)	-0.04%
	Total General Revenue and Lottery Revenue	343,184,459	(5,463,438)	337,721,021	343,184,459	326,792,682	(\$16,391,777)	-4.78%
	West Virginia Council for Community & Technical Colleges							
39200	WV Council for Community & Technical College Education	756,232	(14,000)	742,232	756,232	723,410	(\$32,822)	-4.34%
78900	Transit Training Partnership	40,217	(5,000)	35,217	40,217	34,293	(\$5,924)	-14.73%

West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education

		Special Session							Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request
Activity Number	Higher Education Policy Commission	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Senate Budget 6/16/2017	Change from FY 17 Base to FY 18 Budget		
87800	Community College Workforce Development	806,048	0	806,048	806,048	784,901	(\$21,147)	-2.62%	
88700	College Transition Program	292,718	(7,000)	285,718	292,718	278,222	(\$14,496)	-4.95%	
89300	WV Advanced Workforce Development	3,269,964	(69,244)	3,200,720	3,269,964	3,116,749	(\$153,215)	-4.69%	
89400	Technical Program Development	1,895,214	(45,964)	1,849,250	1,895,214	1,800,735	(\$94,479)	-4.99%	
	Community and Technical Colleges Operating Expenses.								
	<b>Total Council</b>	<b>7,060,393</b>	<b>(141,208)</b>	<b>6,919,185</b>	<b>7,060,393</b>	<b>6,738,310</b>	<b>(\$322,083)</b>	<b>-4.56%</b>	
88500	Blue Ridge Community and Technical College	4,980,111	(99,602)	4,880,509	4,980,111	4,880,509	(\$99,602)	-2.00%	
71700	BridgeValley Community and Technical College	7,500,925	(150,019)	7,350,907	7,500,925	7,158,065	(\$342,870)	-4.57%	
41200	Eastern WV Community and Technical College	1,834,647	(36,693)	1,797,954	1,834,647	1,751,421	(\$83,226)	-4.54%	
48700	Mountwest Community & Technical College	5,569,533	(111,391)	5,458,142	5,569,533	5,314,947	(\$254,586)	-4.57%	
35800	New River Community & Technical College	5,499,133	(109,983)	5,389,150	5,499,133	5,247,765	(\$251,368)	-4.57%	
93000	Pierpont Community & Technical College	7,323,810	(146,476)	7,177,334	7,323,810	6,989,036	(\$334,774)	-4.57%	
44600	Southern WV Community & Technical College	7,991,778	(159,836)	7,831,942	7,991,778	7,626,471	(\$365,307)	-4.57%	
44700	WV Northern Community & Technical College	6,898,459	(137,969)	6,760,490	6,898,459	6,583,128	(\$315,331)	-4.57%	
47100	WVU - Parkersburg	9,521,771	(190,435)	9,331,336	9,521,771	9,086,528	(\$435,243)	-4.57%	
	Kanawha Valley Community & Technical College								
	<b>Total Community and Technical Colleges</b>	<b>57,120,167</b>	<b>(1,142,403)</b>	<b>55,977,764</b>	<b>57,120,167</b>	<b>54,637,860</b>	<b>(\$2,482,307)</b>	<b>-4.35%</b>	
	<b>Total - Council and Community &amp; Technical Colleges</b>	<b>64,180,560</b>	<b>(1,283,611)</b>	<b>62,896,949</b>	<b>64,180,560</b>	<b>61,376,170</b>	<b>(\$2,804,390)</b>	<b>-4.37%</b>	
	<b>Special Revenue Funds</b>								
80000	PROMISE Scholarship- Transfer (4295)	29,000,000		29,000,000	29,000,000	29,000,000	\$0	0.00%	
31000	CTC Capital Improvement Fund (4908) Debt Service	5,000,000		5,000,000	5,000,000	5,000,000	\$0	0.00%	
70000	Higher Education Improvement Fund (4297)	15,000,000		15,000,000	15,000,000	15,000,000	\$0	0.00%	
	Subtotal - Bonds	20,000,000		20,000,000	20,000,000	20,000,000	\$0	0.00%	

West Virginia Higher Education Policy Commission  
 West Virginia Council for Community and Technical College Education

Activity Number	Higher Education Policy Commission	FY 17 Final Budget	2% Mid year reduction	FY 17 Revised Budget	FY 18 Request	Special Session		
						Senate Budget 6/16/2017	Senate 6/16/2017 Budget Compared to FY 17 Base/FY 18 Request	
	Health Science Center Fund (Soft Drink Tax 4179)	15,935,640		15,935,640	15,935,640	15,935,640	\$0	0.00%
	Total Special Revenue Funds	64,935,640		64,935,640	64,935,640	64,935,640	\$0	0.00%
	Total Revenue (General, Lottery, and Special)	472,300,659	(6,747,049)	465,553,610	472,300,659	453,104,492	(\$19,196,167)	-4.06%



# Bluefield State College

OFFICE OF THE INSTITUTIONAL RESEARCH AND EFFECTIVENESS

(p) 304.327.4331

(f) 304.327.4245

Item: *Policy 27: Immunization Requirements*

Recommended Resolution: *Resolved, that the Bluefield State College Board of Governors consider Policy 27: Immunization Requirements for approval based on comments received and responses provided during the 30 day comment period.*

Staff Member: Dr. Jo-Ann Robinson and Dr. Tracey Anderson

Background:

This rule promulgates policy and procedures regarding the immunization requirements of students enrolled at Bluefield state College.

Comments Received:

**Comment 1:**

I am sending comments about the Policy 27 Immunizations:

I feel that the policy goes above and beyond what is required by other institutions for admission to college and will lead to us further losing students. As a health care professional and a faculty member I can see the reasoning for the immunizations, but I feel for the average college student these are above what is required. The policy requires proof of the following:

DTaP (within the last 10 years,  
Polio,  
MMR,  
Hepatitis B,  
Varicella,  
Meningococcal, and  
TB Questionnaire.

These are all required by our health science students, but they are entering into health care settings were each of these can be transmitted. The average college student or citizen for that matter is not at such risk. I agree that MMR and Menningococcal should be shown for proof since there is such a high incidence of these diseases in the college age population.

The other ones are going to lead to hardships for the students and may keep them from coming to school. I have been collecting immunization records on my nursing students for 12 years. I know that many do not have their records due to fire, change of address or such and have to rely on titers to

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219 Rock Street | Bluefield, WV 24701

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show proof of immunity. Most insurances do not cover these or the cost of new vaccines. The students have to pay hundreds of dollars out of pocket for this. If a student has to pay extra money to have this done, they will just go to another school that does not require it.

I believe we are being too restrictive on our students with this policy.

### **Response to Comment 1:**

I am writing in response to your comments above. In the process of developing this policy surrounding states were looked at and requirements of other states were taken into account in devising this policy. The other area was the increase in vaccinated diseases that have increased in incidences due to the non-vaccination of children and adults, these diseases are preventable. As a healthcare worker you understand the severe complications that can occur from those afflicted with Polio, the effects on pregnancy if exposed to measles, whooping cough to children that have problems with the respiratory system, the possibility of lasting effects on the brain from Meningitis. Most of these vaccines have been around for a while with new ones added and these vaccine requirements are based on recommendations of the CDC. Yes I agree that there is no formal requirement for college age students but by the time the enrollee applies to college they should have all the required immunizations that are listed on the application form. The BSC policy Number 27 does not require anything that a K-12 school requires in the following states: VA, PA, OH, MD, NC, TN, VA and WV. These laws have been in place on average since 1999. I am listing the websites for your review. The state of WV also has a law regarding PPD's that college students who enter WV must show proof of a mantoux test or either have a questionnaire filled out to assess the risk of TB. The Mercer County Health Department has informed me of this and has audited our records in the past for such information. As Healthcare changes so do Public Health Concerns and requirements change.

[www.phpa.health.marlyland.gov](http://www.phpa.health.marlyland.gov)

[www.odh.ohio.gov](http://www.odh.ohio.gov)

[www.pa.gov](http://www.pa.gov)

[www.vdh.virginia.gov](http://www.vdh.virginia.gov)

[www.dhhr.wv.gov](http://www.dhhr.wv.gov)

[www.tn.gov](http://www.tn.gov) TN does have requirements for college students

I have been reviewing records of immunizations now for at least 15 years but more closely in the past 6 years. Most of the students who come from these states have had all of the vaccines that have been outlined in the BSC policy #27. I would also like to state that WV does not allow religious exemptions for immunizations anymore however our policy does. Yes this is a change but its purpose if not to punish but protect. I do not see hardships related to the institution of this policy because there is evidence that when the Affordable Health Care act was passed in 2010 that it required insurances to cover preventative health which includes immunizations [www.vaccineinformation.org/health-coverage-vaccines/](http://www.vaccineinformation.org/health-coverage-vaccines/).

I hope this has answered your questions.

### **Follow up to Response 1:**

I would like to add the following:

If a student does not have proof of their immunizations, then they will require titers to show immunity. For example, I had a student this week that was late getting her records in because she had to pay for her titers and had to wait to get her financial aid to do it. The cost was \$375.00. This was because insurance (Even the Affordable Health Care Act), does not cover the titers in most cases. I feel that this policy is too restrictive and is going to deter students away from BSC if they can go to other schools without them, especially when the data in Faculty Institute shows most of our students are within 20 miles and there are three other institutions (Concord, New River and Bluefield College) within or close to that distance.

I would be glad to look at this policy again when the dorms are actually here, but as a commuter school at this time, I feel this is a hindrance to growth.

### **Comment 2:**

This is in response to Policy 27 – Immunization Requirements:

I am concerned that we are requiring a larger number of immunizations from the “normal” college student than needed. For health care programs that are required to complete clinical education it is certainly understandable. It does take a great amount of time ensuring that these students are immune so they can help provide care for patients. Section 3. 3.1 states “require proof of immunity” and my concern is that simply showing proof of having the vaccinations does not show proof of immunity. There are many times that a person gets the vaccine and is not immune and has to have boosters after getting the titer which does show proof of immunity or not as well as an additional titer after the booster. If the student provides “proof of immunity” to the admissions office who reviews these (every applicant file/health record) to ensure that they are immune and that the correct immunization has been completed? Additionally, what do we do if they do not show immunity? Under section 10 10.1 & 10.2 – the titers for proof of immunity are very costly and I am concerned that many students coming to BSC do not have the financial means to obtain these titers, even though the health department can provide at a cost.

### **Response to Comment 2:**

The admissions department forwards the vaccination record to the Health Center upon receipt from the student and the Health Center Nursing Staff reviews the records for completeness or needs and returns a message back to admissions. The Health Center works with lab corp on a reduced titer draws and Kroger in Princeton has told me that they provide immunizations for most all of these and will bill the insurance. If they do not have insurance they provide on a reduced rate. The Health Department is not the only means to obtain the required information. They are limited in what they can provide especially to college aged persons so therefore the Health Center has had to go beyond them and look at other alternatives. I hope this has answered your questions.

**BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
POLICY NO. 27**

**TITLE: IMMUNIZATION REQUIREMENTS**

**SECTION 1. GENERAL**

- 1.1 Scope: This rule promulgates policy and procedures regarding the immunization requirements of students enrolled at Bluefield State College (BSC).
- 1.2 Authority West Virginia Code § 18B-1-6, 18B-1-8
- 1.3 Filing Date:
- 1.4 Effective Date:
- 1.6 BSC Policy Monitor: VP Student Affairs and Enrollment Management

**SECTION 2. BACKGROUND**

- 2.1 Vaccine preventable disease (VPD's) have declined dramatically during the past twenty years as a cause of morbidity and mortality in the United States. While these declines have been dramatic, significant morbidity and some mortality from these VPD's persist. College-aged students remain particularly susceptible to diseases that continue to be associated with outbreaks on college campuses. During the recent past, there have been numerous outbreaks on college campuses in the United States and some deaths have occurred. In view of these circumstances, BSC request an immunization record from the individual upon application to enroll at BSC to include DTaP (within the last 10 years, Polio, MMR, Hepatitis B, Varicella, Meningococcal, and TB Questionnaire.

**SECTION 3. PURPOSE**

- 3.1 The primary purpose of mandatory immunization requirements for college students is to prevent the introduction and spread of these vaccine preventable diseases among students in state colleges. Accordingly, these regulations require proof of immunity as a requirement for enrollment in Bluefield State College.

**SECTION 4. IMMUNIZATION REQUIREMENT**

- 4.1 All new students admitted to Bluefield State College who were born after January 1, 1999 and starting with the spring 2018 semester, except those exempted by this rule, shall be required to provide a copy of immunizations to BSC Admissions office.

## **SECTION 5. APPLICABILITY**

- 5.1 This immunization requirement applies to all undergraduate students who are enrolling for the first time who are classified as full-time students. It also applies to part-time newly enrolled students (those enrolled in fewer than 12 semester hours of coursework) who will be or are residing in college residence halls or attending either the Bluefield or the Beckley campus.
- 5.2 This immunization requirement also applies to undergraduate students who transfer in from out-of-state, regardless of undergraduate grade level.

## **SECTION 6. EXEMPTIONS**

- 6.1 The student may be exempted from proof of immunity or from the requirement for three reasons: medical, religious, and student enrollment of transient or in a fully online program.
- 6.2 Medical exemption: Students presenting a statement from a licensed healthcare provider, which certifies that the immunization is or may be detrimental to a student's health, shall be exempt.
- 6.3 Religious exemption: If the bona fide religious belief of the student is contrary to these immunization requirements, the student shall be exempt. Upon submission of a written, signed and notarized statement of the bona fide religious beliefs and opposition to the immunization requirements, the person may attend college without proof of immunity.

## **SECTION 7. DOCUMENTATION**

- 7.1 A form is provided within the Enrollment/admission application. The acceptable proof of compliance is utilization of this form and signed by a licensed healthcare provider.

## **SECTION 8. ENFORCEMENT**

- 8.1 The student shall be required to present proof of immunity on or before two weeks prior to the semester of enrollment to Admissions.
- 8.2 If a certificate of immunization is not received on or before the date of enrollment, the college shall place a hold on the student's record until the required immunization, proof of immunity, or documentation of approved exemption has been provided.

## **SECTION 9. OBTAINING THE REPORT OF IMMUNITY**

- 9.1 The student shall be initially informed of this requirement by the Admissions Officer as an aspect of the enrollment process.

9.2 The student and Bluefield State College should make reasonable effort to obtain proof of immunity.

9.2.1 The family physician or from appropriate records signed by a physician or other community health provider.

## **SECTION 10. OBTAINING AND ADMINISTERING IMMUNIZATIONS**

10.1 Students who are unable to provide proof of immunizations will be required to obtain the appropriate vaccines and provide proof to Admissions.

10.2 The West Virginia Department of Health and Human Resources and county health agencies or local pharmacies can provide necessary vaccines at a cost to the student.

## **SECTION 11. RECORDS AND REPORTS**

11.1 The college shall maintain on file immunization records for all students attending college at BSC even if the student has exemptions. These records shall be open to examination by the State Department of Health and Human Resources during normal business hours.

11.2 When a person transfers to another college, the transferring institution shall, upon appropriate request, send a copy of the person's immunization record at no cost to the college to which the person has transferred.

## BSC Student Immunization Form

Students Name \_\_\_\_\_ Birth Date \_\_\_\_\_  
 Address \_\_\_\_\_ Phone # \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_  
 Student # \_\_\_\_\_ SS# \_\_\_\_\_

West Virginia requires that certain immunizations against certain diseases be completed or proof of medical exemption on file in the Health Center at Bluefield State College. Please fill the chart out below and forward to:  
**BSC Health Center ATTN: Sherri Williams PE 210**      **It is the goal of Bluefield State College to provide a safe environment while you are attending college. Please keep in mind that this must be on file in the BSC Health Center prior to attending class.**  
 219 Rock Street  
 Bluefield WV 24701

<b>REQUIRED</b>				
Type of Vaccine	1 <sup>st</sup> dose	2 <sup>nd</sup> dose	3 <sup>rd</sup> dose	4 <sup>th</sup> dose
<b>Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, TD)</b> <ul style="list-style-type: none"> <li>• 4 doses required</li> <li>• Final dose on or after age 4 years</li> </ul>				
<b>Tetanus , Pertussis and Diphtheria (Tdap)</b> <ul style="list-style-type: none"> <li>• Booster within the last 10 years</li> </ul>				
<b>Polio (IPV, OPV)</b> <ul style="list-style-type: none"> <li>• 4 doses required</li> <li>• Final dose on or after age 4 years</li> </ul>				
<b>Measels, Mumps, and Rubella (MMR)</b> <ul style="list-style-type: none"> <li>• Before admission 2 doses required, 1<sup>st</sup> dose must be after 1<sup>st</sup> birthday. If two doses not given then a tire must be drawn with results provided.</li> </ul>				
<b>Hepatitis B (Hep B)</b> <ul style="list-style-type: none"> <li>• 3 doses to complete series. If series not completed must provide results of a titre</li> </ul>				
<b>Varicella (chickenpox) 2 vaccines required</b> <ul style="list-style-type: none"> <li>• Minimum age: on or after 1<sup>st</sup> birthday, last dose given after 6 months</li> <li>• Vaccine or disease history required</li> </ul>				
<b>Meningococcal (MCV, MPSV)</b> <ul style="list-style-type: none"> <li>• For children in 7<sup>th</sup>-12<sup>th</sup> grade</li> <li>• Booster given at 16 years</li> </ul>				
<b>PPD or Tuberculin Test or Questionnaire</b> <ul style="list-style-type: none"> <li>• Date and results</li> </ul>				
<b>RECOMMENDED</b>				
<b>HPV</b>				
<b>Hepatitis A (Hep A)</b>				
<b>Influenza (annually for children 6 months and older)</b>				

Providers Signature of Verification to Immunization: \_\_\_\_\_



# Bluefield State

C O L L E G E

**TO:** Bluefield State College Board of Governors

**DATE:** August 17, 2017

**RE:** Compensation Management Program Documents,  
West Virginia Higher Education Policy Commission

Documents:

(Source: West Virginia Higher Education Policy Commission amended agenda for August 11, 2017 Commission meeting; <http://www.wvhepc.edu/wp-content/uploads/2017/08/8-11-2017-HEPC-Meeting-Agenda-AMENDED.pdf>; epages 125-175)

1. Recommended Resolution to Approve the West Virginia Higher Education Compensation Management Program (pp. 125-128)
2. “Executive Summary – Evaluation of Point Factor Methodology and Years-of-Service Step Salary Structure” (pp. 129-135)
3. “Advantages of a Market Based Approach to Compensation” (p. 136)
4. “Compensation Philosophy” (pp. 137-138)
5. West Virginia Higher Education Employee Salary Schedule (p. 139)
6. “Job Classification Guidelines” (pp. 140-144)
7. “Salary Administration Guidelines” (pp. 145-168) and
8. “Compensation Management Program FAQ’s” (pp. 169-175)

**West Virginia Higher Education Policy Commission  
Meeting of August 11, 2017**

**ITEM:** Approval of West Virginia Higher Education Compensation Management Program

**INSTITUTIONS:** All

**RECOMMENDED RESOLUTION:** Resolved, That the West Virginia Higher Education Policy Commission approves the West Virginia Higher Education Compensation Management Program for implementation September 1, 2017.

**STAFF MEMBER:** Patricia Humphries

**BACKGROUND:**

In 2011, legislation in the form of Senate Bill 330, “FACTS for Higher Education”, required “sweeping cultural changes” to the human resources function within public higher education in West Virginia. The law suggested two primary objectives. First, to foster a human resources environment at each institution that promotes the core values of fairness, accountability, credibility, transparency and a systematic approach to progress. Secondly, to achieve certain goals with respect to the classification and compensation system affecting all higher education employees. The legislation required evaluation of the system of job classification that had been in place since 1994 and update/replacement of the 2001 classified employee salary schedule. The Legislature expected West Virginia higher education to use modern best practices in human resources and compensation management. Senate Bill 439, passed during the 2015 Legislative Session, established January 31, 2016 as the deadline for completion of the classified compensation market study.

With the assistance of an external consulting firm, Mercer, the Commission and Council completed the classified compensation market study in compliance with the established deadline. The results of the study were presented to the Legislative Oversight Commission on Education Accountability (LOCEA) on February 5, 2016 and to the Commission in April 2016.

Additionally, as mandated by the Legislature, the consultant conducted an analysis of the existing Point Factor Methodology and Years-of-Service Step Salary Structure. An executive summary of this analysis is attached. The recommendation from Mercer was to abandon the Point Factory Methodology in favor of a best practice market based compensation management approach.



Following extensive work with Mercer and review and feedback from the various constituent groups, a comprehensive Compensation Management Program has been developed. The Compensation Management Program contains a modern market based salary structure consisting of twelve (12) pay grades with a range spread of 60% from the range minimum to the range maximum. The midpoints of the new structure are based on the market rates for benchmark jobs priced in West Virginia higher education's relative labor market. The new structure removes the "steps" based on years of service, thus opens up the pay ranges in order to provide necessary flexibility to enable institutions to attract and retain highly qualified staff at all levels of experience without artificially creating a new title or reclassifying the job. The program is applicable to all employees except executive management (Presidents, Vice Presidents, etc.) at all Commission and Council institutions, the Commission and Council central office and WVNET.

The compensation program is benchmarked against the labor markets in which each Commission and Council institution competes for talent. The appropriate labor markets are tailored to the nature of the role and the job family. The job market includes:

- Public degree granting universities by student enrollment within a custom geographic region consisting of Maryland, Virginia, Ohio, Kentucky, North Carolina, Pennsylvania, Tennessee, South Carolina and Georgia.
- National, regional, and West Virginia not-for-profit and for-profit employers.
- Bureau of Labor Statistics information on the Charleston, WV; Morgantown, WV; Huntington, WV/Ashland, KY; Wheeling, WV/OH; Beckley, WV; and Cumberland, MD/WV/PA Metropolitan Statistical Areas.

The Compensation Management Program includes various documents to guide in the implementation of the Program. These guiding documents are described below and require the Commission's endorsement.

**Job Classification Guidelines** assist human resources officers with determining the appropriate classification. Pay grade assignment is based on "master classification specifications" that act as general descriptions of the type of work performed by each job and articulate the distinguishing characteristics between jobs and job levels.

**Salary Administration Guidelines** assist human resources officers and institutional administrators in making appropriate pay decisions in a variety of employment situations such as:

- Setting starting salaries
- Managing pay within the grade
- Changes in Job Content such as how to compensate for additional duties that have permanently been added to a position or temporary assignments
- Pay changes resulting from position reclassification, promotion, demotion and lateral transfers
- Off-cycle salary adjustments such as market adjustments, internal equity adjustments, recognition adjustments and counter offers

- Pay for performance adjustments and best practices
- How to assess internal equity when making pay decisions

Although the most desirable implementation method would include funding at least the minimum in grade immediately upon implementation, the Compensation Management Program may be implemented without special funding or a large outlay of cash by Commission and Council institutions. Salary dollars once flagged for step increases can be used toward bringing salaries to the minimum the grade. As pay decisions are made, the guidelines require internal equity analysis to help identify and consider pay levels across the classifications. This will assist the institution to identify and correct compensation issues incrementally, while working toward funding goals for equitable, market competitive pay.

Given the economic conditions under which the State of West Virginia currently operates, staff does not recommend mandating immediate full funding. Instead, it is recommended that any institution not funding the minimum in grade this fiscal year develop an implementation plan to bring salary levels to at least the minimum in the pay grade. Progress on the institutional plan should be reported in October each fiscal year until the minimum salary levels are attained.

Most Commission institutions are funding the minimum salary levels this fiscal year and are moving forward with using the system to manage compensation for their non-classified category of employees as well.

Commission staff recommends approval of the Compensation Management Program for implementation effective September 1, 2017. The Compensation Management Program consists of the West Virginia Higher Education Compensation Philosophy, the West Virginia Higher Education Employee Salary Schedule, the West Virginia Higher Education Job Classification Guidelines, and the West Virginia Higher Education Salary Administration Guidelines for implementation effective September 1, 2017.

### **Next Steps**

Much work remains to ensure appropriate alignment of master class specifications and job title assignments. Chief Human Resources Officers are starting the process of moving job descriptions to JDXperts and connecting each description to a master classification specification. This work will help ensure that master classification specifications accurately reflect the work performed across West Virginia higher education. Additionally, it will help identify jobs titles that may need eliminated or collapsed, jobs that may need assigned to a more appropriate title or series of jobs where career ladders may be identified.

The job family review process will begin immediately with work sessions of the Job Classification Committee (JCC) approximately every two weeks. During this process, the JCC will assist with writing distinguishing factors for series of specifications and help ensure the fair and equitable assignment of titles and grades across the systems.

The Vice Chancellor for Human Resources has organized a committee of the Chief Human Resources Officers who have started review of Commission Rules governing the human resources function. Rule revisions will be brought before the Commission during the next meeting on November 17, 2017.

### **Software as a Shared Service**

Compensation and job description management software is being provided to institutions as a shared service. Work continues with software implementation for all Commission and Council institutions.

User training was conducted July 19, 2017 for JDXperts, the master classification specification and institutional job description management software. System wide use of JDXperts will ensure benchmark master classification specifications are kept current and institutional job descriptions across the systems are maintained and available for classification determinations.

The contract with Mercer included purchase of ePRISM as software as a service to maintain the compensation management program. They recently announced a strategic partnership with compensation industry leader, Payscale. Mercer is in the process of transitioning ePRISM customers to their new platform administered by Payscale called MarketPay.

The Commission and Council are required to maintain a system of classification and compensation for classified employees and to provide assistance to institutions with developing compensation management systems for faculty and non-classified employees. Not only will these products enable the Commission and Council to maintain the system for classified employee compensation, they will enable institutions to do the same for faculty and non-classified employees and meet the statutory reporting requirements of compensation compared to labor markets for all categories of employees.

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

**Executive Summary**

**Evaluation of Point Factor Methodology  
and  
Years-of-Service Step Salary Structure**

The Compensation Management Program contains a modern market based salary schedule consisting of twelve (12) pay grades with a range spread of 60% from the range minimum to the range maximum, as opposed to the 25 pay grade structure that has been in place since 2001.

As expected by Chief Human Resources Officers, the consultant identified numerous problems with the point factory methodology used since 1994 and the years-of-service step salary structure. In order to address these problems Commission and Council staff developed “Salary Administration Guidelines” that provide higher education institutions the flexibility to set pay based on credentials, expertise, performance, skill level, or market conditions, and maintain a more reasonable level of control over internal equity and salary costs.

In today’s business environment, a balance of flexibility and control over salary administration is important to an organization’s compensation strategy. Market based pay structures can remove some of the restrictions surrounding pay levels, and meeting or exceeding market levels of pay for skills can be critical to an organization’s effectiveness.

**Assessment of the Step Salary Structure:**

The existing salary structure for classified employees contains many inconsistencies. It consists of 25 pay grades (many of which are no longer utilized due to the fact that the salary levels within those grades are below the current minimum wage in West Virginia) with 16 “steps” in each grade. Each “step” correlates to years of service with any West Virginia State agency in any type of position. The differential between minimum and maximum steps of each grade varies widely ranging from 35%-55% depending on the pay grade. The midpoint differential (defined as the average difference between adjacent pay grades) is also inconsistent varying from 3%-7% between grades with no consistency between lower and higher grades. Jobs are assigned to the structure based on the total points assigned to the position after review under the current Point Factor Evaluation (PFE) system. Pay for a new hire is determined by the grade to which the job is assigned and the number of years of service with the State of West Virginia, regardless of the experience of the incumbent for the position. Once hired, employee pay increases automatically move up to the next subsequent step for every year of service until the employee’s base salary reaches step fifteen (15). The pay structure is not based on wages paid for the same jobs in the relative labor market. The inflexibility of this system created many challenges for Commission and Council institutions and resulted in overpayment for labor for most positions where the incumbent had 8 or more years of West Virginia service.

The grade assignment of jobs using the PFE methodology does not align with the market for jobs in our region. Because Point Factor systems are essentially internal ranking systems, they do not take into account the realities of the marketplace. This means that jobs that are paid similarly in the job market may be placed in different pay grades within the current structure or jobs that are paid differently in the job market may be placed in the same pay grade in the structure. This makes it very difficult to offer competitive salaries. In other words, the pay grade assignments that result from using the current point factor methodology do not align with the value of the job in the market. The point system is not a reliable indicator of how jobs are valued in the market.

It is also virtually impossible to find a set of compensable factors that are consistently important across the wide spectrum of jobs that exist within a college and university system. Consider for example, a Fundraiser position and an IT developer position. The factors that are relevant to establishing a “value” for these jobs are very different and once again make it very difficult to offer competitive salaries.

Another challenge associated with the current structure is that the automatic step salary increase based on years of service can foster a sense of entitlement and discourage high levels of performance, since performance cannot be rewarded in these types of systems. This makes it extremely difficult to create a culture of constant improvement and makes it difficult to enhance employee engagement.

Yet another problem with the current pay structure is the way starting salaries are determined. The policy for determining starting salaries is likely to overpay some job candidates and underpay others since experience earned in the private sector outside of employment with the State of West Virginia cannot be considered in the salary offer regardless of how relevant that experience is to the job. For example:

- Assume Mary has 15 years of experience as an Accountant with a large private accounting firm. She applies for a job with Concord University for the identical position and is offered a salary at the “0” step because she has not worked within the public sector in West Virginia. This would be the same salary offered to an applicant with no experience and is considerably below the market salary for the job.

Yet, service with any entity or any job with the State of West Virginia is credited in the pay system even if that experience is irrelevant to the job.

- Assume that Bill worked as a Transportation Worker with the Division of Highways for 10 years before going back to Marshall and obtaining a degree in Accounting. He then applies for an Account at Concord and is offered a salary at the “10 years of service” step because of his previous employment with DOH - even though this experience had nothing to do with accounting. This offer would be considerably more than the market salary for the job.

## **Assessment of the Point Factor Evaluation (PFE) Classification Methodology:**

As mentioned previously, “Point Factor” is a method for assigning jobs to salary grades. In these systems, factors relating to various aspects of work are developed and points are assigned to each factor or degree within a factor. Jobs are reviewed in comparison to these factors and assigned a total point value, which is used to place the job in a pay grade.

Point Factor was the job evaluation method most common in the past, primarily because of the absence of market data. Employers needed a way to establish salary structures and a job worth hierarchy. In the absence of market data, Point Factor programs were used to fill the void. However, these programs have fallen out of favor and higher education systems across the country have are moving away from these programs in favor of market based systems for several reasons:

- Point Factor Evaluation methods are internal ranking systems and do not take into account the realities of the marketplace. The current point factor evaluation tool does not recognize changes in workforce and does not accurately value the contributions of various employees resulting in and creating misalignment in the pay structure.
- The rigidity of these programs creates artificial barriers to attracting and retaining qualified staff in key job functions or in jobs that are experiencing considerable market pressure.
- The programs are complex and time consuming to administer. Maintaining such systems properly requires regular review and modification of the factors and point values to reflect ongoing changes in the modern workplace. Without constant attention and validation, they become quickly outdated.
- The focus on granular, specific factors encourages the viewpoint that any small change to a position warrants a review of the position and a reclassification. This is not a best practice and is no longer a reality in the modern workplace.
- *The rigidity of the compensation program promotes manipulation of the classification program.* With no other way to reward employees, attempts to justify assignment to higher pay grades become the norm, resulting to too many titles, poor title assignment to jobs and “classification creep” of jobs to higher and higher grades. The result is internal equity problems, compensation compression and overpaying for labor.

Many of the factors used in the point factor methodology are no longer relevant to the modern workplace due to changes in the way work is completed, technology and changes to organizational structures. For example:

- Jobs in higher education are more likely in today’s workplace to have both internal and external contacts due to technology and changes in processes. Therefore, differentiating jobs by internal or external contacts is probably not a good indicator of job value.
- Physical coordination is not relevant to many office based jobs in the modern workplace and thus not a good indicator of job value.
- Scope and Effect, Complexity and Problem Solving, and Freedom of Action are very likely to overlap considerably. Although these aspects of a job are important and helpful in differentiating one job from another, they are not specifically indicative of the market value of a job.

## **Advantages of a Market Based Approach to Compensation**

Mercer used the results of the market pricing study to develop the new market based salary structure for classified staff. The new structure consists of 12 pay grades with a 60% range spread from range minimum to range maximum. The midpoints of the new structure are based on the market rates for benchmark jobs priced in our relative labor market. The new structure removes the “steps” based on years of service, thus opening up the pay ranges in order to provide necessary flexibility to enable institutions to attract and retain highly qualified staff at all levels of experience without artificially creating a new title or reclassifying the job.

The pay ranges associated with the grades are wide enough to accommodate a variety of experience and performance levels, from novice to expert, as well as any market shifts over a period of time. An important principle of the new program is “managing pay within the grade.” A positions placement or starting salary will be positioned in the range based on factors such as: skills, competency, job knowledge, experience, performance and/or institutionally established market position based on available budget. In order to meet these needs, the employee compensation plan has the following objectives:

- Establish and maintain a competitive compensation structure based on comparisons to appropriate external labor markets while also considering internal job worth.
- Articulate the relationship between institutional strategy and employee performance, recognition and rewards.
- Ensure that the compensation plan is administered strategically, consistently, effectively, efficiently, fairly and equitably.
- Deliver transparent and practical communication of compensation components to all employees.
- Ensure that all policies and practices are legally compliant with all relevant federal and state statutes, and designed to ensure sound stewardship over available compensation funding.
- Establish the principles and process for regular review of market position and effectiveness of policies.

The compensation program is benchmarked against the labor markets in which each Commission and Council institution competes for talent. The appropriate labor markets are tailored to the nature of the role and the job family. The job market includes:

- Public degree granting universities cut by student enrollment within a custom geographic region consisting of Maryland, Virginia, Ohio, Kentucky, North Carolina, Pennsylvania, Tennessee, South Carolina and Georgia.
- National, regional, and West Virginia not-for-profit and for-profit employers
- Bureau of Labor Statistics information on the Charleston, WV; Morgantown, WV; Huntington, WV/Ashland, KY; Wheeling, WV/OH; Beckley, WV; and Cumberland, MD/WV/PA Metropolitan Statistical Areas.

The program is applicable to all employees except executive management (Presidents, Vice Presidents, etc.) at all Commission and Council institutions, the WV HEPC/CTCS central office and WVNET.

- Job Classification Guidelines assist human resources officers with determining the appropriate classification. Pay grades are assigned using “master classification specifications” that act as general descriptions of the type of work performed by each job and articulate the distinguishing characteristics between jobs and job levels.
- Salary Administration Guidelines assist human resources officers and institutional administrators in making appropriate pay decisions in a variety of employment situations.
- Advancement to a job in a higher career level is not automatic and requires taking on the more complex responsibilities associated with the higher-level job as well as a demonstration of performance and competence in the current level and preparedness for the next level.

The salary administration guidelines provide front line supervisors as well as Human Resources Officers guidance on many different types of employment situations such as:

- Setting starting salaries
- Managing pay within the grade
- Changes in Job Content such as how to compensate for additional duties that have permanently been added to a position or temporary assignments
- Pay changes resulting from position reclassification, promotion, demotion and lateral transfers
- Off-cycle salary adjustments such as market adjustments, internal equity adjustments, recognition adjustments and counter offers
- Pay for performance adjustments and best practices
- How to compare and measure internal equity

Benefits of the new market based pay structure and associated salary administration guidelines reflect a number of positive advancements for management of employee compensation including:

- A move away from automatic salary increase requirements included in a “years of service” step structure
- Greater flexibility for institutions to use salary dollars to recruit the best talent and pay for performance, thus rewarding high performers
- Ability to offer competitive salary levels based on prior directly related job experience rather than the artificially low entry rates previously required if the candidate does not have prior service with the State of West Virginia
- Fair pay based on job responsibilities and market rates, not years of service
- Fair market pay for individual contributors who may be undercompensated in the current point factor system
- More strategic use of limited salary dollars



### **Institutional Advantages:**

- The flexibility in compensation management will provide each institution the ability to quickly respond to changing workforce dynamics.
- Managing and rewarding critical talent will be a top priority to prevent the outflow of talent.
- The ability to pay for performance will be readily available.
- With limited salary budgets, institutions will no longer be required to dole out one-size fits all increases. Instead, they have the option to invest money where they will get the most return - on high performers who have the specific skills and competencies the institution cannot afford to lose.
- Institutions will have the flexibility to establish their own compensation market position using the tools and structure provided.
- Institutions will be empowered to make strategic decisions that promote a high caliber of work while improving employee morale and satisfaction, thus keeping high performers motivated, driving business results and better controlling compensation costs.

### **Next Steps**

Much work remains to ensure appropriate title and grade assignments. Chief Human Resources Officers are starting the process of moving job descriptions to JDXperts and connecting each description to a master classification specification. This work will help ensure that master classification specifications accurately reflect the work being performed. Additionally, it will help identify jobs titles that should be collapsed, jobs that may need assigned to a more appropriate title or areas where career ladders can be identified.

The job family review process will begin immediately with work sessions of the Job Classification Committee (JCC) approximately every two weeks. During this process, the JCC will assist with writing distinguishing factors for series of specifications and help ensure the fair and equitable assignment of titles and grades across the systems.

### **Recommendation:**

Although the most desirable implementation method would include funding at least the minimum in grade immediately upon implementation, the Compensation Management Program can be implemented without special funding or a large outlay of cash by Commission and Council institutions.

Salary dollars once flagged for step increases can be used toward bringing salaries to the minimum the grade. As pay decisions are made, the guidelines require internal equity analysis to help identify and consider pay levels across the classifications. This will assist the institution to identify and correct compensation issues incrementally, while working toward funding goals for equitable, market competitive pay.

Given the economic conditions under which the State of West Virginia currently operates, staff does not recommend mandating immediate full funding. Instead, it is recommended that

institution's that do not implement this fiscal year develop an implementation plan to bring salary levels to at least the minimum in the pay grade.

Commission staff recommend the Compensation Management Program be approved for implementation effective September 1, 2017.

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

**Advantages of a Market Based Approach to Compensation**

Benefits of the new market based pay structure and associated salary administration guidelines reflect a number of positive advancements for management of employee compensation including:

- A move away from automatic salary increase requirements included in a “years of service” step structure.
- Greater flexibility for institutions to use salary dollars to recruit the best talent and pay for performance, thus rewarding high performers.
- Ability to offer competitive salary levels based on prior directly related job experience rather than the artificially low entry rates previously required if the candidate does not have prior service with the State of West Virginia.
- Fair pay based on job responsibilities and market rates, not years of service.
- Fair market pay for individual contributors who may be undercompensated in the current point factor system.
- More strategic use of limited salary dollars.
- The flexibility in compensation management will provide each institution the ability to quickly respond to changing workforce dynamics.
- Managing and rewarding critical talent can be a top priority to prevent the outflow of talent.
- The ability to pay for performance will be readily available.
- With limited salary budgets, institutions will no longer be required to dole out one-size fits all increases. Instead, they have the option to invest money where they will get the most return - on high performers who have the specific skills and competencies the institution cannot afford to lose.
- Institutions will have the flexibility to establish their own compensation market position using the tools and structure provided.

Institutions will be empowered to make strategic decisions that promote a high caliber of work while improving employee morale and satisfaction, thus keeping high performers motivated, driving business results and better controlling compensation costs.

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

**Compensation Philosophy**

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education's (Council) compensation program for Classified and Non-Classified Employees is designed to attract, retain, and motivate a highly talented and committed workforce to support the unique missions and goals of public higher education institutions. Competitive pay is a key element in attracting, retaining, motivating and rewarding the type of employees needed to fulfill the missions of West Virginia's colleges and universities.

The goal of Commission, Council and affiliated colleges and universities is to pay competitive salaries by using systems clearly communicated to employees and readily administered by managers.

**Compensation Objectives**

In order to fulfill institutional missions, visions and goals, West Virginia higher education institutions must attract and retain highly talented staff. To meet institutional staffing needs and priorities, the compensation system established in support of this goal includes the following objectives:

1. To provide the flexibility to manage base pay through a simple clear program that is consistent with the Commission, Council, College and University's individual strategic and organizational objectives and in accordance with organizational missions, visions, values and financial resources.
2. To establish and maintain a competitive pay structure based on comparisons to appropriate external labor markets while also considering relative internal worth;
3. Clearly articulate, through a relevant performance management program adopted by each institution, the relationship between institutional strategy and employee performance, recognition, and rewards;
4. To ensure that the compensation program and pay are administered strategically, consistently, effectively, efficiently, fairly and equitably both within the institution and statewide in compliance with the FACTS of Higher Education Human Resources established by the West Virginia Legislature;
5. To provide a framework for career progression and recognition of high performance;
6. To reward employees on the basis of work performance;

7. To establish a compensation policy that is fair, accountable, consistent, transparent and designed to ensure sound stewardship of available compensation funding;
8. To ensure accountability for compliance with relevant federal and state statutes; and
9. To establish the principles and processes for regular review of market position and effectiveness of policies.

### **Compensation Strategies**

The Commission, Council and affiliated colleges and universities intend to pursue compensation strategies, which maximize the recruitment, performance, and retention of quality staff, while adhering to the letter and spirit of applicable regulations and goals of the West Virginia Legislature.

The achievement of fair competitive compensation within each institution is the primary measure of compensation strategy success. The concept of fair competitive compensation should include attracting and retaining competent, qualified and diverse employees, investing in performance, and achieving an appropriate environment of equity.

Relevant competitive markets, as well as being influenced by the impact of individual positions or teams on the mission of the institution (as feasible within the institution's budget) primarily establish the compensation rate for individual positions. Salary patterns within job titles may also vary by the credentials and performance of individuals occupying the positions. Within the market-based approach, institutions should pay particular attention to equity patterns across protected groups, especially taking leadership to transcend and prevent any historical market-based patterns of inequality.

Colleges and universities have flexibility to manage compensation within the parameters of the compensation program and salary schedule. It is not the intention of this compensation program to provide guidance to administer step, across-the-board, longevity, cost-of-living, or other increases indicative of minimum entitlements. Although not prohibited, such strategies fail to allow compensation rewards to vary commensurately within the levels of contribution and impact of individual staff. Salary increases should be supported by these guiding principles and administrative guidelines.

Given the current West Virginia economic situation and declining state appropriations, colleges and universities may initially manage compensation using across the board, market position goals, or any other method that serves to ensure fair competitive compensation for employees. Over time, all institutions are encouraged to transition compensation management to a rewards model that compensates employees in line with their skill, effort and outcome contributions.

The construct of "merit" includes all the concepts discussed above: performance, internal and external equity, and the impact of the position or team on the mission of the department, unit, college or university.

Effective Date: September 1, 2017					
West Virginia Higher Education Employee Salary Schedule					
Grade	Minimum	25th	Midpoint	75th	Maximum
1	\$19,200	\$22,050	\$24,900	\$27,750	\$30,600
2	\$22,200	\$25,500	\$28,800	\$32,100	\$35,400
3	\$25,600	\$29,450	\$33,300	\$37,150	\$41,000
4	\$29,500	\$33,950	\$38,400	\$42,850	\$47,300
5	\$34,200	\$39,300	\$44,400	\$49,500	\$54,600
6	\$39,500	\$45,450	\$51,400	\$57,350	\$63,300
7	\$45,700	\$52,550	\$59,400	\$66,250	\$73,100
8	\$52,800	\$60,700	\$68,600	\$76,500	\$84,400
9	\$61,000	\$70,150	\$79,300	\$88,450	\$97,600
10	\$70,500	\$81,100	\$91,700	\$102,300	\$112,900
11	\$81,500	\$93,750	\$106,000	\$118,250	\$130,500
12	\$94,300	\$108,450	\$122,600	\$136,750	\$150,900

West Virginia Higher Education Employee Salary Schedule											
Minimum		25th		Midpoint		75th		Maximum			
First Quartile			2nd Quartile			3rd Quartile			4th Quartile		
\$19,200.00 - \$22,050.00		\$22,050.01 - \$24,900.00		\$24,900.01 - \$27,750.00		\$27,750.01 - \$30,600.00					
\$22,200.00 - \$25,500.00		\$25,500.01 - \$28,800.00		\$28,800.01 - \$32,100.00		\$32,100.01 - \$35,400.00					
\$25,600.00 - \$29,450.00		\$29,450.01 - \$33,300.00		\$33,300.01 - \$37,150.00		\$37,150.01 - \$41,000.00					
\$29,500.00 - \$33,950.00		\$33,950.01 - \$38,400.00		\$38,400.01 - \$42,850.00		\$42,850.01 - \$47,300.00					
\$34,200.00 - \$39,300.00		\$39,300.01 - \$44,400.00		\$44,400.01 - \$49,500.00		\$49,500.01 - \$54,600.00					
\$39,500.00 - \$45,450.00		\$45,450.01 - \$51,400.00		\$51,400.01 - \$57,350.00		\$57,350.01 - \$63,300.00					
\$45,700.00 - \$52,550.00		\$52,550.01 - \$59,400.00		\$59,400.01 - \$66,250.00		\$66,250.01 - \$73,100.00					
\$52,800.00 - \$60,700.00		\$60,700.01 - \$68,600.00		\$68,600.01 - \$76,500.00		\$76,500.01 - \$84,400.00					
\$61,000.00 - \$70,150.00		\$70,150.01 - \$79,300.00		\$79,300.01 - \$88,450.00		\$88,450.01 - \$97,600.00					
\$70,500.00 - \$81,100.00		\$81,100.01 - \$91,700.00		\$91,700.01 - \$102,300.00		\$102,300.01 - \$112,900.00					
\$81,500.00 - \$93,750.00		\$93,750.01 - \$106,000.00		\$106,000.01 - \$118,250.00		\$118,250.01 - \$130,500.00					
\$94,300.00 - \$108,450.00		\$108,450.01 - \$122,600.00		\$122,600.01 - \$136,750.00		\$136,750.01 - \$150,900.00					

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

# **Job Classification Guidelines**

**September 1, 2017**

## A. Overview

This document serves to outline policy, procedures, and responsibilities for the administration of job classification at Commission and Council institutions.

Institutional human resources departments will be responsible for classifying all positions based on information contained in the master classification specifications and position/job descriptions developed for each position. Human resources departments should strive to apply consistent and objective criteria to the analysis of all positions, thus they should seek to cross-compare and verify job information from employees, supervisors and department heads.

The classification of all positions is based upon duties, responsibilities, required knowledge and skills, minimum requirements and reporting relationships inherent in a given position. Position classifications are assigned titles that are organized by job families. As the Job Classification Committee (JCC) continues its work of job analysis and job family review, titles will eventually illustrate the career framework and opportunities for professional growth and development within the job family.

## B. Master Classification Specifications

Master classification specifications will be available for every classified title in use. Master classification specifications serve as general descriptions of the kind of work performed by positions properly assigned to that classification and does not prescribe the duties of any position. Master classification specifications are descriptive, not restrictive. The fact that not all tasks performed by the incumbent of a position appear in the master class specification to which the position is assigned does not mean the position is or should be excluded from the class. Nor does any one example of a typical task taken without relation to the other parts of the specification demonstrate that a position should be assigned to the classification.

Each master specification will contain a job title, a general job summary, nature of work performed, a general description of typical duties and responsibilities performed by positions assigned the title, minimum job requirements, distinguishing characteristics of the job and any other typical position requirements common to the job regardless of the location of the position.

The master classification specifications **DO NOT** contain information specific to the work of an individual employee assigned to a specific position. Specific position information will be found in the individual job description. This specific position information is then compared to the master classification specifications and a determination of “best fit” will ultimately determine the classification of the position.



## C. Position Review and Audit

### 1. Vacant or new position

When a new position is developed, or if substantial changes are made in an open (unfilled) position, the supervisor or department manager should complete a “Position/Job Description Form” and forward it to the institutional human resources department for review and appropriate classification. The position will be reviewed and a final classification determination will be made.

### 2. Filled position

Either an employee or supervisor may initiate a position review request for an existing (filled) position by submitting a request for review, in writing, to the institutional human resources department, if a job has changed substantially and in such a way that it may affect the classification of the position.

Job changes are determined by whether the job has changed in nature, scope, impact and complexity of the duties and not by incremental changes in job tasks. Typically, additional duties assigned with the same or similar levels of nature, scope, impact and complexity do not warrant a position reclassification. However, an increase in compensation is possible for an incumbent of a position who demonstrates high performance by successfully assuming additional duties within the same level of nature, scope, impact and complexity. Guidance on this type of increase is included in the “**Salary Administration Guidelines**”.

Institutional human resources may initiate a position review. The department manager should work with the incumbent employee to complete the “Position/Job Description Form,” and submit the information to the institutional human resources department within 30 working days. The employee must have completed any probationary periods for the position for which the review is being requested, and a review may not be requested more often than once a year. A year is defined as a period beginning twelve months from the date of the last position review determination. An exception may be made to this twelve-month rule if significant documentation can be provided, showing that the duties of the position have been substantially changed since the completion of the previous position review.

### 3. Job Audit

An institutional human resources representative will conduct an audit of the position, interviewing the employee and the immediate supervisor as necessary, and conferring with the department manager and any other persons deemed as necessary in order to collect sufficient information about the position. The representative will then compare all information collected about the position to the master classification specifications and render a classification determination.

Based on whether the nature of work, duties and responsibilities, required skills, or organizational level of a position have remained essentially constant, substantially decreased, or substantially increased, a position review and/or audit may result in no change in classification, reclassification to a lower-rated position, or reclassification to a higher-rated position.

Institutional human resources will determine the classification of a position based on the information provided within the “Position/Job Description Form” and/or information collected during the job audit and will inform the incumbent employee of the classification determination, in writing, within 45 working days after the properly signed “Position/Job Description Form” is received. The information provided to the incumbent employee at that time will include the position review results, with supporting rationale.

#### **4. Additional information about job evaluation, job audit and classification**

The goal of a classification plan is to ensure that all jobs are appropriately defined and compensated fairly. The following tips may help to reach that end:

- Master Classification Specifications are not the same as job descriptions; Employees in the same classification should have similar job descriptions. Assigned tasks may vary but the essential functions of the job should be the same.
- The focus of job evaluation is on basic position function and key duties and responsibilities of the position, **not performance of those duties by the incumbent.**
- Only regular duties are considered; not “temporary” duties.
- Work assigned temporarily or in the absence of another employee is not evaluated unless the duties become a regular function of the position.
- The type of work performed, not the volume of work, is key.
- **Performance is irrelevant. It is the job being evaluated, not the person! Consequently, excellent performers are not to be rewarded with a classification review for a higher pay grade.**
- Position review and job evaluations should be based on current duties, not future expectations.
- The job being evaluated is compared to other jobs in the area, the department and similar classifications throughout the institution.

### **D. Action for Position Changes**

If a position is reclassified by institutional human resources to a lower-rated position, the effective date for the new classification, and any pay rate change, will be made in accordance with the “Salary Administration Guidelines” for demotion.

If a position is reclassified by institutional human resources to a higher-rated position, reflecting an upgrade of the position, potential pay adjustments will be made in accordance with the “Salary Administration Guidelines” for promotion.

## **E. Classification Appeals Process**

In the event that a classified employee disagrees with a classification decision made at the institutional level, he/she may appeal that decision in writing for review by the Job Classification Committee (JCC).

### **1. Time Limits**

- a. The classified employee shall submit a completed “Classification Appeals Form” to the institutional human resources office within ten (10) working days from the date of receipt of the notice of the organization’s original classification decision.
  - b. The institutions human resources staff shall render a decision on the appeal within five (5) working days as to whether the original classification decision should be upheld.
  - c. The classified employee shall have five (5) working days from the receipt of the notice upholding the original decision of the organization to appeal the action to the HEPC/CTCS Division of Human Resources for submission to the JCC.
  - d. The “Classification Appeals Form”, the original “Position/Job Description”, and all supporting documentation will then be forwarded by the Division of Human Resources to the JCC for consideration.
  - e. The JCC may review comparable positions within other organizations under both the Commission and Council’s purview as well as similar positions found in the external labor market.
  - f. The JCC shall notify the classified employee and the institution’s human resources office of its decision, in writing, within twenty (20) working days from the receipt of the appeal. The notification shall specify the effective date should there be any change in classification status.
- 2. Nothing in this plan shall limit or restrict an employee’s grievance rights under relevant West Virginia Code.**

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

# **Salary Administration Guidelines**

Employee Classification and Compensation Program  
**September 1, 2017**

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## Compensation Philosophy

The West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education's (Council) compensation program for Classified and Non-Classified Employees is designed to attract, retain, and motivate a highly talented and committed workforce to support the unique missions and goals of public higher education institutions. Competitive pay is a key element in attracting, retaining, motivating and rewarding the type of employees needed to fulfill the missions of West Virginia's colleges and universities. The goal of Commission, Council and affiliated colleges and universities is to pay competitive salaries by using systems clearly communicated to employees and readily administered by managers.

## Program Components and Design

The purpose of these guidelines is to ensure consistency in salary administration and alignment with the design of the program. While the Commission and Council intend to maintain these guidelines to ensure stability in our policies and practices, we reserve the right to modify them at any time. Institutions and employee representative councils will be notified when guidelines are modified.

### Compensation Planning

- Each institution should adopt a process of compensation planning which incorporates information on performance, equity and impact where appropriate.

*Performance* information should be derived from a formal performance management program on which employees and management personnel have been trained.

*Internal equity* patterns should be formally evaluated by the Chief Human Resources Officer or compensation officer (at least every three years) for most [positions](#). However, for market or internally sensitive positions, more frequent review is recommended. External equity of the salary structure will be reviewed every other year by the Commission and Council's Division of Human Resources.

The concept of *impact* allows the President, Provost, Dean, or Vice President to prioritize scarce resources to colleges, departments, teams, or individuals with the greatest effect or potential effect on achievement of institutional goals and excellence.

- The compensation planning process within an institution should be guided by the compensation philosophy of the institution and the guidelines of appropriate budget planning and should be focused on furthering excellence within the institution and creating an environment of opportunity and fairness.
- The compensation planning process should provide reasonably equivalent opportunities and outcomes for all departments whether large or small.
- Staff on probationary status are not eligible for salary increases. Best practice suggests that any salary increase should be delayed until the successful completion of the probationary

period.

- To the extent allowed by WV Code, the use of one-time cash reward payments is appropriate to reflect truly outstanding achievements on time-bound projects, and/or to supplement the salary increase process in recognizing unusually outstanding performance. With few exceptions (such as a bona-fide variable compensation program), one-time cash payments should not be a substitute for annual [base salary](#) increases. Colleges and universities must not reduce mission critical support services to fund cash payments to employees.
- The purpose of the salary increase distribution process is to achieve an optimal distribution of salaries throughout an institution. Institutions may provide percentage increases until appropriate performance management systems are fully implemented, however, the focus thereafter should be on distributing dollars based on performance and other objective measures approved by the institutions governing board rather than percentage increases across-the-board.
- Zero percent increases are appropriate in the following instances:
  - When an individual's performance is inadequate. (In such instances the performance deficiencies should be documented and communicated to the individual throughout the performance cycle.)
  - If individuals fail to provide required documentation related to their own performance during the annual review process.
  - Situations in which current salary substantially exceeds market, or exceeds salaries of other individuals within the employing institution with similar duties, levels of performance, and experience/qualifications.

## Nondiscrimination Policy

The Commission, Council and affiliated institutions are committed to a policy of equal opportunity in every aspect of their operations. We value diversity and seek talented employees from a variety of backgrounds. Accordingly, and in compliance with federal guidelines enforced by the Equal Employment Opportunity Commission (EEOC), it is unlawful to knowingly or unknowingly discriminate in pay or application of employment practices.

Salary decisions must be made without regard to race, color, religion, sex, national origin, age or disability. In addition, the Commission, Council and affiliated institutions do not discriminate on the basis of sexual orientation, gender expression, gender identity, military or veteran status or any other status protected by law in matters pertaining to employment and compensation.

Questions or concerns regarding the system's equal employment opportunity (EEO) policies and programs should be directed to the Commission and Council's Division of Human Resources.



## Program Roles and Responsibilities

### **West Virginia Higher Education Policy Commission/ West Virginia Council for Community and Technical College Education Division of Human Resources**

- Endorses and applies the compensation philosophy to program design and management
- Conducts reviews and validation of all program components to ensure alignment with system objectives
- Reviews and approves any substantive program modifications
- Communicates openly, regularly, and clearly with all constituents on compensation philosophy and policies
- Monitors pay practices and provides expert support to promote fairness and equity across both systems
- Maintains and updates the program on an ongoing basis
- Provides expert guidance for institutional professionals to establish consistent implementation and administration of compensation guidelines

### **Institutional Human Resources**

- Serves as subject matter experts to establish consistent implementation and administration of compensation guidelines at the institution
- Provides appropriate salary and range recommendations to institutional administrators and managers
- Communicates and promotes understanding of the compensation program to help maintain compliance by staff and administrators
- Maintains accurate and current position descriptions based on input from [incumbents](#) and supervisors
- Monitors pay practices for fairness and institutional equity
- Participates in review of system components and provides relevant feedback to the Commission and Council Division of Human Resources
- Manages institutional processes for hiring and compensation, performance management, and promotional opportunities

### **Supervisors**

- Collaborates with institutional HR departments to administer consistent and appropriate pay practices and salary recommendations for employees
- Understands job responsibilities, requirements of [jobs](#), and the knowledge, experience and performance levels of staff in their area of responsibility
- Works with staff to keep position descriptions accurate and current
- Implements human resource programs (performance management, compensation, attendance and leave, etc.) at the department level
- Sets performance expectations and ensures measurements are relevant, reasonable and usable
- Ensures employees understand and participate in the performance planning and evaluation process

- Provides feedback, and evaluates performance fairly and rigorously in compliance with the institution's performance management program

## Employees

- Understand job assignments and expectations for performance
- Updates credentials and provides documentation of such to institutional human resources offices
- Participates in regular review and update of position descriptions

## Program Overview

The Commission, Council and associated colleges and universities are complex organizations of varying sizes and structures. Each institution contains a wide variety of jobs and competes for labor in a variety of markets. The Commission and Council's Division of Human Resources collects and analyzes market data from these markets from sources such as: Workforce West Virginia, Bureau of Labor Statistics, other public higher education institutions, not-for-profit organizations and other local employers. The Commission and Council Division of Human Resources uses carefully selected credible salary surveys conducted by reputable survey organizations to ensure the compensation system is built on current, relevant and reliable data.

In compliance with best practices and West Virginia statutory requirements, the Division of Human Resources will monitor the [labor market](#) and recommend adjustments to the [pay structure](#), as appropriate, to ensure it continues to reflect competitive pay.

The pay ranges associated with the grades are wide enough to accommodate a variety of experience and performance levels, from novice to expert. Additionally, pay range spreads are broad enough to manage pay during market shifts in any given year.

Jobs were assigned [pay grades](#) in the new salary structure based on job responsibilities and requirements, benchmark market data, as well as market median and position average salaries.

Future compensation decisions should be made after consideration of a number of factors including the institutional available budget, the employee's calculated [compa-ratio](#) and or [range penetration](#), skills, competency and performance.

Moving forward, compensation is to be managed using best practice and in compliance with the guidelines herein. If the nature of work and responsibility of a job changes to the extent the position originally assigned to an employee becomes a different job, classification modification is appropriate. Rewarding employees for high performance, additional duties, accomplishment of goals, attainment of credentials, etc. will be accomplished by managing pay within the grade.

The concept of managing pay within the grade is further detailed throughout this document.

## Program Implementation

Implementation of the market based classification and compensation program runs concurrent with a time of extreme budget shortfall for the State of West Virginia. As such, the first priority for compensation increases should be to fund salaries at the minimum of the pay grade. Recognizing the budget situation for state supported higher education institutions, funding the minimum of the salary schedule will take place over a period of time to be determined by the Commission and Council.

Each college and university covered by the program will be asked to submit a recommended implementation schedule for funding the minimum level of the market based salary structure. Colleges and universities who do not fund the minimum of the grade during the 2018 Fiscal Year shall report progress to the Commission in October each year.

An employee is considered to be equitably compensated in comparison to other employees as long as they are paid within the range of their assigned [job class](#)/pay grade, or when the institution is making sufficient progress for funding the initial implementation of the salary structure.

## Program Basics

The goal of the market based compensation program is to pay all employees within the pay range associated with his/her position. Once the market based compensation program is fully implemented, employees are to be paid no less than the minimum of the pay range.

Despite any differences in salaries that may occur, an employee is deemed equitably compensated in relation to other employees in the same classification if:

- His/her annual salary is at least the minimum salary in the pay grade to which the position held by the employee is assigned, or
- Progress is being made by the employee's institution as recommended by the funding implementation schedule approved by the institutions Board of Governors.

When an employee's salary exceeds the maximum of the pay range, the salary of the employee shall be frozen until the salary schedule is adjusted or the employee changes jobs. This situation is commonly referred to as having a salary that is "red-circled". In certain instances "red-circled" employees may receive compensation above the maximum of the pay range of their job classification as a result of legislative mandates or other exceptions approved by the institution's Board of Governors.

## Master Classification Specifications

[Master classification specifications](#) will be available for every classified title in use. Master classification specifications serve as general descriptions of the kind of work performed by positions properly assigned to that classification and does not prescribe the duties of

any position. Master classification specifications are descriptive, not restrictive. The fact that not all tasks performed by the incumbent of a position appear in the master class specification to which the position is assigned does not mean the position is or should be excluded from the class. Nor does any one example of a typical task taken without relation to the other parts of the specification demonstrate that a position should be assigned to the classification.

Each master specification will contain a job title, a general job summary, nature of work performed, a general description of typical duties and responsibilities performed by positions assigned the title, minimum job requirements, distinguishing characteristics of the job and any other typical position requirements common to the job regardless of the location of the position. Master class specifications were assigned pay grades based on market pricing as a benchmark position or via assignment to a grade by the professional consultant or the [Job Classification Committee](#).

The master classification specifications **DO NOT** contain information specific to the work of an individual employee assigned to a specific position. Specific position information will be found in the individual job description.

The institution's position/job descriptions should be maintained in the [JDXperts](#) system provided to institutions as a shared software service by the Commission and Council Division of Human Resources. Each institution is provided a user license and has access to all benefits of JDXperts. Master Classification Specifications are available to assist with development and maintenance of institutional position descriptions.

JDXperts is the system of record for institutional job information from which master class specifications are developed. JDXperts will enable the Commission and Council's Division of Human Resources and the Job Classification Committee to maintain current master classification specifications using real time job description data from institutions.

Master class specifications are used when designating benchmark jobs. [Benchmark jobs](#) are priced in the labor market. Market pricing for benchmark positions is the method used to update the salary schedule. As such, master class specifications serve an extremely important role in the classification and compensation program. These specifications will be the major consideration for assignment of positions to pay grades.

More detail about classifying a job can be found in the "Job Classification Guidelines".

## Establishing a Position

The master classification specification is the starting point for development of a job description and assignment of a title to a position at the institutional level. Job titles are assigned to new positions by comparing the institutional position /job description to the master classification specifications described in JDXperts.

The JDXperts framework has three components:

[Job Family](#) or Job Function: Based upon common roles, responsibilities, skills, and career progression

Job Level: Reflects the organizational responsibility, accountability, and competency requirements of the position

Institution Job Description: Institutional human resources should compare position specific job descriptions to the master class specifications and determine which specification is the “best fit” for the duties, level of responsibility, and minimum requirements described in the institution’s position/job description. The title of the specification that best matches the duties, level of responsibility and minimum qualifications of the position will become the official title of the job.

If an appropriate master classification specification is not found in the system, the institution’s human resources department should request assistance from the Commission and Council’s Division of Human Resources. The Director of Classification and Compensation at the Division of Human Resources, will assist with assignment to an existing master classification specification or make a recommendation to the Job Classification Committee for creation of a new master classification specification and assignment to an appropriate pay grade.

## **Working Titles**

The use of functional working titles, beyond adding clarity or identifying the department served, should be avoided. However, if an institution chooses to allow the assignment of a functional working title that is different from the official classification title, the title should reasonably reflect the nature of the work performed, be distinct enough to differentiate the job and be consistent with other working titles where similar work is done in the job family or across the unit.

- A working title cannot be the same as an official job title for another position in the classification system.
- A working title cannot depict responsibility or authority not assigned to the position
- A working title may reflect a specific work function and/or location. (*Example: Trades Specialist: Carpenter, Lewisburg Campus.*)
- Only the official title of the position will be used to determine compensation. Assignment or change in the informal working title will not affect placement of the position in the Classification and Compensation Program structure and will not affect compensation.

## **Starting Salaries**

### **Process for Determining Starting Salaries:**

An institution has the flexibility to set the starting salaries for all newly hired employees within parameters of the pay range assigned to the position. The position title and grade should be available on the publicized position/job announcement. The pay grade for the position will provide the salary range available for the starting salary.

The candidate’s placement in the range will be set by institutional Human Resources in consultation with the hiring manager, after consideration of the available budget for the position, internal equity with similar positions throughout the institution, and the incumbent’s qualifications, skills, knowledge and relative experience. The guidelines below will assist human resources officers with establishing an equitable competitive starting salary for new hires.

- **Hiring at Minimum in the Grade:** An institution has the option to hire all new classified employees at minimum in the pay grade. However, hiring new employees above the minimum is appropriate in certain situations.
- **Starting Salaries in the First Quartile of Salary Range:** The first [quartile](#) of the pay range starts at minimum in the grade and extends one fourth of the way to the maximum in the pay grade. Starting salaries in the first quartile are appropriate when a job finalist meets minimum qualifications; has little or no direct related or prior experience beyond position minimums, or may be new to the field of the job. Candidate will require additional training and time in job to build knowledge and skills. Internal equity should be considered to ensure institutional departments or units are establishing new hire salaries consistently and equitably within the classification.
- **Starting Salaries in the Second Quartile require:** Before a starting salary is finalized, best practices indicate that institutional Human Resources should conduct an [internal equity analysis](#). An internal equity analysis includes consideration of current salaries of other similarly situated employees in the same classification who have comparable responsibilities, skills, knowledge, and experience.

The final determination of a starting salary will also take into consideration other factors such as budget for the position, difficulty in filling the position as evidenced by the number of qualified applicants and job offers rejected, as well as specific needs for the position including but not limited to technical expertise.

- **Starting Salaries in the Third Quartile of a Salary Range:** Unless the institution's overall average compensation position relative to the salary structure is well above the 25<sup>th</sup> percentile, starting salary offers for new employees within the third quartile should be a rare occurrence. However, the institution has the discretion to hire new professional employees through the third quartile of a salary range. Examples of documentation that may be provided for starting salaries in the third quartile is explained in more detail below.
- **Starting Salaries in the Fourth Quartile of the Salary Range:** Compensation offers in the fourth quartile of the salary range for new employees should be a very rare occurrence. The fourth quartile of the salary range represents compensation rates for new hires or existing employees with expert levels of knowledge, skill and performance. Examples of documentation for starting salaries in the fourth quartile is explained in more detail below.

### **Examples of Documentation - Starting Salaries in the Third and Fourth Quartile of a Salary Range**

Starting salaries in the third and fourth quartiles of a salary range **SHOULD** require most, if not all, of the documentation and a narrative report described below:

Letter of Justification: Best practices indicate that the hiring manager or the human resources department (If salaries are set by HR) should compose a letter of justification addressing the following:

- Identify the vacant position, the finalist for the position and the requested starting salary

- How the finalist has been determined to meet advanced/expert level skills and experience, either by demonstrated capability at the institution or in previously held positions
- How the finalist demonstrates broad and deep knowledge of the position, as well as related areas, and would serve as an expert resource and/or mentor to others
- Discuss the depth and breadth of experience, specialized skills, or perspectives that would add significant value to the institution
- Submit the Letter of Justification to institutional human resources

Institutional Human Resources will review the request to ensure compliance with the compensation philosophy and guidelines. Assistance with the review is available, if requested, through the Commission and Council's Division of Human Resources, Director of Classification and Compensations office. The following information will be reviewed prior to final approval:

- The Letter of Justification from the hiring manager
- The Job Posting and Minimum Qualifications for the position
- The finalist's application materials
- Internal and external salary comparators based on identified benchmarks of the institution

The Chief Human Resources Officer or equivalent will review all materials and recommend approval or denial to the President or designee. Final approval of salaries in the third and fourth quartile should be made by the institution's president or designee.

Documentation for approved starting salaries in the third and fourth quartile should be maintained in the institution's Human Resources Department and retained for audits or reviews of HR operations.

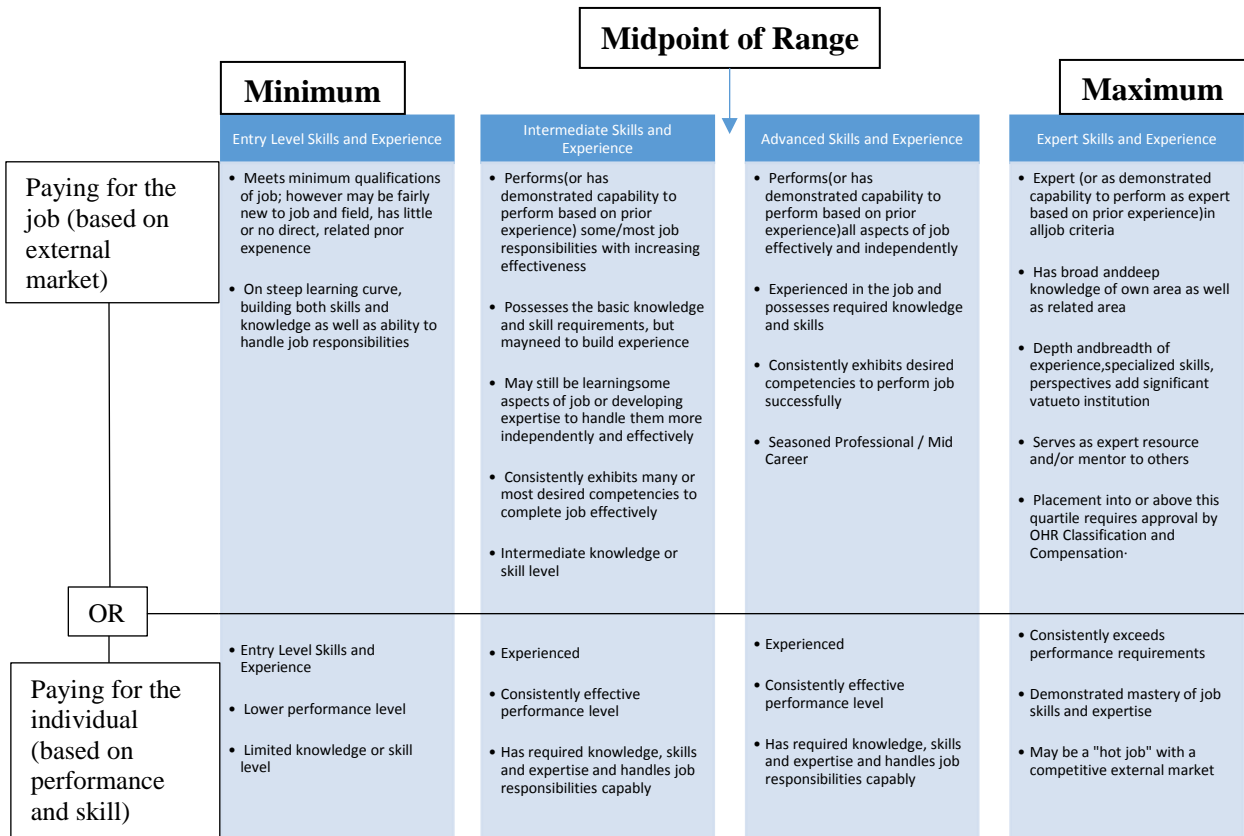
## Managing Pay within a Grade

The grades of the new salary structure are sufficiently wide to provide appropriate pay for employees with varying skills, knowledge, experience, and performance levels. Factors for progression in the salary range may include external market, institutional compensation goals, assignment of additional duties, recognition for meeting certain goals, and individual skill and/or performance ratings.

Salary increase determinations such as annual budgeted increases, equity pay increases, market based increases, and/or performance related salary increases can be accomplished by managing pay within the pay grade. It is important to understand that the classification of a job does not have to change in order to provide a salary increase.

For guidance on how skills and experience of an incumbent may be used to establish an individual salary, refer to Graphic "Managing Pay within a Grade" below.

## Managing Pay within a Grade Tool



### A note about employee “pay progression through the range”

Pay grades are not designed for an employee to start at the minimum and receive salary increases until base pay reaches the top of the range, simply because they hold a position. Employees progress through a pay range by learning their job, increasing their skill, accepting additional responsibility and performing very well. The salary goal for a good, well-qualified performer in a market based pay structure should be around the midpoint of the salary range. Pay rates in the fourth quartile of a pay range are typically provided for excellent performers, experts in the field, critical operational positions, or highly valued competitive positions.



## **Changes to Job Content**

When job content changes enough to suspect the job is no longer appropriately positioned in the job hierarchy or the master classification specification alignment is no longer appropriate, a position review may be requested by the supervisor, manager or the incumbent of the position. Alternately, the human resources professional responsible for classification of jobs may review the position without receiving a request as described.

Changing how the work is done or the tools used to complete the job (e.g., automating manual processes, switching to a different software package) does not typically warrant a salary adjustment. However, if the introduction of new tools and/or software significantly changes the jobs responsibilities or requirements, a review of the classification of the position should be initiated. While such a change may require training to learn new software programs or new methods or work rules, it does not usually change the purpose or overall accountabilities of the job.

The Position/Job Description is a tool used to collect job information for an in-depth analysis of a position. Information contained in the Position/Job Description will be used to select the appropriate classification for the position. See the “Job Classification Guidelines” for more information on reviewing the classification of a position.

## **Additional Duties and Responsibilities Permanently Added to a Current Job**

Additional duties and responsibilities added to a job may or may not change the position classification.

Additional duties of a similar nature added to a position do not typically result in a position reclassification. However, institutions have the option to compensate employees for taking on and successfully performing additional duties.

To warrant a salary increase for additional duties that do not modify the classification of a position, the additional duties must:

- Be a permanent addition to the position
- Be similar in complexity and nature of work
- Be a formal specific, substantially noticeable addition to current work performed.

A review of the position classification must take place when additional duties and responsibilities significantly affect the complexity, decision-making, or authority of a position. See the “Job Classification Guidelines” for more information on reviewing the classification of a position.

## **Additional Duties due to Reorganization or Department Wide Requests for Salary Increases**

When salary increases are due to a reorganization of a unit/department or are requested for an entire unit/department of the institution, the department/unit manager must include individual requests for salary increases for all affected employees. The request must be submitted as a package so Human Resources has a full understanding of the extent of the changes made to affected positions and the impact to the organization.

The institutional Human Resources department shall conduct an internal equity review of salaries of similar positions across the institution, assigned to the same classification, with similar duties and responsibilities to advise department managers regarding internal equity.

Increases above 10 percent for permanent additional duties and responsibilities added to current positions should be extremely rare and must be approved by the President, or designee. Additionally, any salary increase resulting in a compensation level in or above the 4<sup>th</sup> quartile of the pay range must be approved by the President, or designee.

## Salary Increase approval process for Additional Duties:

The department/unit manager will compose a request for salary increase addressing the following:

- Identify the position title, department and the incumbent
- Describe the change in duties and responsibilities
- Describe the incumbent's skills, experience and performance that justify the request for salary increase.
- Submit the Letter of Justification to the designated Human Resource point of contact.

## Temporary Assignments

### Criteria:

- When an employee is assigned additional or different responsibilities on a temporary basis, temporary compensation may be warranted and provided.
  - The temporary assignment must be a significant, clearly defined addition of responsibilities to the normal workload
- Temporary assignments can vary greatly and should be considered on a case by case basis; length of time in a temporary assignment should be at least 30 days and typically should not last more than 6 months.

### Temporary Assignment Process:

- The department manager will submit the following information to the institutional Human Resources department for justification:
  - Identify the incumbent taking on the temporary assignment
  - Reason for assignment
  - Expected duration
  - Resources required
  - Criteria for selecting the chosen employee
  - Proposed compensation for the individual taking on the Temporary Assignment/ Interim Appointment
  - For temporary assignments with the intent to recruit, provide the search timeline
- The "Managing Pay within the Grade" tool is to be utilized to address compensation decisions for temporary assignments/interim appointments.

## Salary Adjustment Guidance for Additional Duties:

Graphic 2: Managing Pay for Expanded Responsibilities



\*Salaries should not be increased outside of the range associated with the identified position classification

## Position Reclassification

Position reclassification may be warranted when a position evolves to a level that the work performed is no longer represented by the initial [job classification](#) and title assignment. Or, a position experiences significant changes in assigned duties, nature, scope, complexity or impact of decision-making. Situations such as these warrant a review that may result in reclassification of the position. Reclassification results in reassignment of the position to a different classification that more closely matches the duties, responsibilities, knowledge and scope associated with the new duties of the position. Performance of the incumbent or minor changes in the job do not warrant reclassification.

### Criteria:

A position reclassification is appropriate when the change to assigned duties:

- Does not result in a vacancy and the body of work of the current position will not be backfilled\*; and
- The primary purpose of the position has changed significantly, and
- The unit/department reporting structure remains substantially the same

Position reclassification determinations are reviewed and approved on a case by case basis by the institutional Human Resources department.

If the changes to a position reflects an upgrade, potential pay adjustments will be determined by the guidelines for promotion. If the changes result in a downgrade, pay actions will be determined by the guidelines for demotion.

Updates to vacant positions may also result in the Human Resources department reassigning the position to a different classification in the structure.

### Position Reclassification Process:

The incumbent or supervisor completes a request for classification review and attaches an updated Job/Position Description, a current organizational chart showing the position's department and all reporting relationships therein, and a justification letter explaining any additional information helpful for the review.

Additional information should include:

- Reason/circumstances for the change in position
- Why the current incumbent is the best choice for the position.
- Are there any other employees in the unit/division with similar skills and abilities?

## Promotion:

A promotion is the movement of an employee to a job in a higher pay grade that usually occurs through the competitive bidding process. An employee may apply for any advertised position for which he/she qualifies. A promotion generally warrants a pay increase; the amount of the increase should be determined by reviewing a number of important factors such as:

- The pay range associated with the new position

- The employee’s current pay in relation to the new pay range
- The employee’s qualifications for the new position
- Pay of other similarly situated employees

Promotional increases are also based on the incumbent’s skills, knowledge and experience brought to the new position. The “Managing Pay within the Grade” tool to determine starting salaries is appropriate to use as a guide for determining promotional increases.

Upon full implementation of the salary schedule, promoted employees are to be paid at least the minimum in the pay grade of the newly acquired position.

## Demotions:

A demotion is movement to a job in a lower pay grade and can be both involuntary and voluntary. Demotions generally warrant a pay decrease, with the amount to be determined by the individual circumstances, taking into account the incumbent’s current pay, the pay range associated with the new position in the lower grade, the knowledge, skills and performance of the incumbent, and pay of other similarly situated employees. Human Resources should be consulted when making the pay determination for a demotion.

## Lateral Transfers:

A lateral transfer is the movement from one job to another job that is in the same pay grade. The movement may be voluntary or involuntary. Generally, these types of transfers do not warrant a pay increase. However, if an employee possesses specific knowledge, skills, and abilities or any other attributes that will enable them to be an immediate asset in the new position, a salary increase within the range may be provided. Institutional Human Resources should be consulted when a lateral transfer including a pay increase is being considered.

Best Practices indicate that the Human Resources department should review internal equity as described earlier and recommend an appropriate salary increase for Lateral Transfers. The “Managing Pay within a Grade” tool is helpful in making this determination.

The flexibility to compensate/reward employees for taking a lateral transfer may also prove useful when cross training staff to increase efficiency and productivity at the institution.

## Salary Increases and Adjustments

### Annual Salary Increase:

Salary increases intended to achieve minimum salary schedule funding or the institution's targeted compensation market position may be given annually.

An objective of this program is to reward employees for their contributions through performance-based salary increases. As such, for years in which performance based salary increases are awarded, the Chief Human Resources Officer, the Classification and Compensation Unit, or the president, or his/her designee at the institution will develop guidelines for administration of performance based rewards. The Division of Human Resources is available for professional consultation on a best practice approach to rewarding employees within available budgets. Institutional guidelines should be communicated appropriately to administrators, supervisors and managers, and affected employees.

### Other Salary Increases:

At times, it may be necessary to adjust pay outside of the annual increase process. Off-cycle salary increases are discretionary increases that can occur any time during the year outside the normal increase cycle. A supervisor who wishes to give an employee an off-cycle increase must obtain approval from their Dean, Vice President or other Administrative Unit Head. The institutional Human Resources department must be consulted in order to determine if the increase is justified, internally equitable, compatible with the market, and consistent with the salary administration guidelines. Any increases resulting in a 4<sup>th</sup> quartile salary level must be approved by the institutional president or designee.

Examples of other types of salary increases outside of the annual increase process may include:

#### Market Adjustments:

Refers to a pay adjustment made to recognize compensation changes in the labor market for a specific job or jobs. Market adjustments are unlikely to occur often because the pay structure is based on market analysis and is updated regularly to ensure competitiveness. Occasionally, unusual market forces may warrant a market adjustment.

#### Critical Retention Adjustments:

A critical retention adjustment refers to a salary adjustment intended to retain an employee that occupies an essential or critical position within the institution.

Critical retention adjustments may be made to retain employees in jobs for which the institution is experiencing high turnover rates.

Critical retention adjustments are typically for one-of-a-kind jobs and/or jobs that have known difficulty with recruitment for vacancies. However, employees who work on projects deemed

critical to the success of the organization, or who have specific knowledge and abilities in jobs or disciplines deemed critical to the organization may also qualify for critical retention adjustments.

### Internal Equity Adjustments:

An internal equity adjustment refers to a compensation adjustment made to make an employee's pay equitable when compared with that of other employees who have comparable education and comparable work experience, and who hold similar positions in the same classification. The purpose of internal equity adjustments is to facilitate equitable pay among similarly situated employees. Internal equity adjustments may be made to correct salary [compression](#) in the pay range.

Internal equity adjustments are not intended to ensure employees in the same job classification receive exactly the same salary. Rates of compensation may differ between employees in the same job classification or grade, although both have comparable duties and responsibilities. Once the market based pay program is fully implemented, individual base salaries should appropriately reflect an employee's skills, competency, job knowledge, educational attainment and sustained contribution to the institution.

### Recognition Pay:

Recognition pay may be provided when the college or university wishes to reward an employee for enhancing job-related skills and competencies, after demonstrating those enhanced skills through accomplishments and performance in their job.

The employee nominated for a recognition pay increase must have demonstrated that the acquisition of competencies, formal training, education, certification or licensure is related to the essential function of the position, serves to meet a recognized critical need of the department, is beyond the minimum requirements for the job classification held and is critical to the ongoing operations of the institution.

The employee's skills and competencies gained should be compared to the "Managing Pay within the Grade" guidelines to determine the appropriate placement of his/her pay in the grade, with consideration for internal equity relative to the skills and competencies for others in similar positions. Earning a degree typically does not warrant a pay increase unless the employee has developed skills and competencies that enable him/her to perform the responsibilities of their job in a noticeably more effective manner, and the degree earned is directly related to the position currently held by the employee, or serves to further the goals of the department.

### Counter Offer:

A counter offer is typically made to retain essential employees who receive offers for employment from another employer. A counter offer may be made to an employee with a regular appointment when the employee can produce evidence of a genuine offer of employment to obtain a position with another employer. When a counter offer has been accepted, the institution should not consider future counter offers in the same capacity in which the employee currently serves.

## Performance Adjustments or Merit Pay:

Institutions who implement a pay for performance or merit pay program must ensure the program aligns with the organization or department's goals and objectives. Departmental goals and objectives should be in alignment with the institution's mission and vision.

The Division of Human Resources is available to assist with development and implementation of a performance management program. The Division of Human Resources supports a collaborative approach to ensure best practices in performance management are in place for Commission and Council institutions. Institutions have flexibility when designing a pay for performance system. A pay for performance system is most effective when employees value the pay or recognition offered by the organization in return for high performance; understand what is required of them; believe that they can achieve the desired level of performance; and believe that the organization will actually recognize and reward that performance. These conditions can only be achieved if an institution meets certain requirements. These requirements are:

- A culture that supports pay for performance
- Effective and fair supervisors
- A rigorous performance evaluation system
- Adequate funding
- A system of checks and balances to ensure fairness
- Appropriate training for supervisors and employees; and
- Ongoing system evaluation

## Maintaining the Compensation Program

### Updating the Salary Schedule

The Division of Human Resources' Classification and Compensation department is responsible for maintaining a current and competitive salary structure consistent with the overarching compensation philosophy of the Commission and Council.

The Compensation Planning and Review Committee and the Division of Human Resources are responsible for conducting biannual reviews of labor markets for benchmark jobs and recommending necessary changes in the salary schedule.

Proposed changes to the salary schedule will be presented for comment to Presidents, Chief Human Resource Officers, and the Advisory Council of Classified Employees (ACCE).

The Commission and Council or designees, must approve final modifications of the Classified Employee Salary Schedule.



## Definitions

**Base Salary:** The amount or a rate of compensation for a specified position of employment or activity excluding annual experience increment and any other payments or allowances for work or activity unrelated to that specified position of employment.

**Benchmark Job:** A job that is commonly found and defined, used to make pay comparisons to comparable jobs outside the organization.

**Compa-Ratio:** A measure to assess competitiveness of current salary level to the market (midpoint of the salary structure). Compa-ratio is the short form for Comparative ratio. It measures the ratio of an employee's actual salary (the numerator) to the midpoint of the applicable (the denominator) salary range. To calculate an individual's compa-ratio, divide the base salary by the midpoint of the assigned salary range (pay grade range). See also “salary range penetration”.

**Compensation Philosophy:** The guiding principles that ensure that a compensation program supports an organization’s culture.

**Compensation Strategy:** The principles that guide the design, implementation and administration of a compensation program at an organization for the purpose of supporting the organization’s mission, vision, goals and objectives. *(Term not used in Salary Admin Guidelines)*

**Compression:** The situation encountered when a new employee enters into the organization at or above the pay of someone who is currently in the same role in the organization. It can also exist when you have two jobs in the same job family with someone in the “lower” job earning more than the person in the “higher” job. There are some families in which this may make sense such as software development where a senior developer may appropriately earn more in base than a manager of the function.

**Employee Class:** There are three employee classes: classified, nonclassified and faculty. *(Term not used in Salary Admin Guidelines)*

**Incumbent:** An incumbent is an individual person in a position employed at an institution

**Internal Equity Analysis:** A comparative analysis of compensation levels within an organization to determine if a level of compensation is equitable when compared to compensation of other employees who hold similarly situation positions in the same job classification or pay grade who have the same or similar levels of knowledge, skill, experience and performance.

**JDXperts:** Web based job information and description management system provided as a shared service to institutions of the Commission and Council. JDXperts is the official depository of institutional job information used for job analysis, institution job description development, master classification specification development and identification of benchmark jobs. Benchmark jobs are used to build and maintain the market based salary structure administered by institutions as part of the classified classification and compensation program.

**Job** – The total collection of tasks, duties and responsibilities assigned individuals holding positions whose work is of the same or similar nature and level.

**Job Classification:** A formal process used to evaluate jobs, assign titles and pay grades.

**Job Classification Committee:** a Committee of employee and human resources representatives established by WV Code tasked with evaluating classification appeals and other changes to classified jobs.

**Job Class / Pay Grade:** The level to which a job is assigned within a salary structure.

**Job Description** (used interchangeably with institution job description, position job description, incumbent job description): A summary of the essential functions of a job at a particular institution, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the knowledge, skills and abilities necessary to perform the work.

**Job Family:** A series of job titles in an occupational area or group.

**Job Title** – The label that uniquely identified and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of the location in the organization, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.

**Labor market:** The labor market for compensation is the geographic area, industry, organization size, or organization type from which an organization attracts employees. Market Value refers to how much a particular job would be worth for a specific talent market (industry, size, location, organization type) at a specific or target percentile.

**Master Classification Specification:** General descriptions of the collective type and kind of work performed by the majority of employees assigned the same job classification. Each master specification will contain a job title, nature of work performed, distinguishing characteristics of the job, and a general description of typical duties and responsibilities performed by positions assigned the title, regardless of the location of the position.

**Mid-Point:** Midpoint is the middle of a pay range; the midpoint typically aligns to the market value for the job. See “Range Midpoint”

**Pay Grade:** See Job Class/Pay Grade

**Pay Range Quartile:** The four divisions of a pay range. The point between the 2<sup>nd</sup> and third quartile is the midpoint of the pay range.

**Pay Range or Pay Range Spread:** Pay range is an expression of the pay for a position assigned to a pay grade in a salary structure that provides the minimum, midpoint and maximum levels of compensation. The range from minimum to maximum, expressed as a percentage, is the pay range spread. The range spread percentage is calculated by subtracting the minimum from the maximum and dividing by the minimum the multiplying by 100.

**Pay Structure:** See Salary Structure

**Position:** A set of duties and responsibilities requiring employment of a single employee at a particular organization.

**Position Description Form/Job Description Form (PDF/JDF):** A tool used to collect a broad range of job information used in the creation and classification of a position.

**Range Midpoint:** Midpoint is the middle of a pay range; the midpoint typically aligns to the market value for the job.

**Range Penetration/Position in Range:** An important compensation metric to look at in conjunction with a compa-ratio. Rather than just being a comparison to one piece of data (the midpoint), range penetration looks at a salary in relation to the whole pay range. Range Penetration is how far an employee has progressed through the pay range. Once organizations decide how they value their jobs, based on the market data inputs, individuals are appropriately differentiated along the range by skills, education, performance, etc.

**Calculating Range Penetration:**

The salary range penetration formula is as follows:

**Range penetration** =  $(\text{Salary} - \text{Range Minimum}) \div (\text{Range Maximum} - \text{Range Minimum})$

Range penetration is useful in talking with employees about where they stand in their range and how much more room there is for the employee to move up in pay.

A key difference here is that range penetration has nothing to do with the salary midpoint. ... Range penetration can be useful if you use portions of the range as target levels for certain categories of employees, i.e. you want new hires to be in the first 25% of the range, and experts or consistent high performers to be in the top 25% of the range.

Focusing too heavily on one or the other of these two metrics can lead to some interesting and potentially unwanted thinking on the part of your employees. If you only focus on and talk about compa-ratio, you will be encouraging employee thinking to be “I need to be at the midpoint.” While this may be okay at times, it can be healthier for the organization if employees think about their ability to grow and move through a range vs. being fixated on one point. On the other hand, focusing too heavily on range penetration could encourage employees to think, “I need to get to the 100% mark.” Having employees focused on reaching the maximum of their range could set up unreasonable and impractical expectations.

**Salary Structure/ Pay Structure/Salary Schedule:** A graphical structure consisting of a series of pay grades and range of pay available for each grade.

**West Virginia Higher Education Policy Commission  
West Virginia Council for Community and Technical College Education**

**Compensation Management Program  
FAQ's**

**1. *The minimum and maximum are set at what percentage of midpoint?***

The structure is designed with a 60 percent range width and a 16 percent progression between grade midpoints.

**2. *What adjustments, if any, were made to the midpoint (market)?***

No adjustments were made to the midpoint. The midpoints of the new grades represent market rates associated with jobs found in a particular pay grade.

**3. *Is market set at the 50th percentile?***

The midpoints for the salary structure were developed based on the market 50<sup>th</sup> percentile. The market varies and cannot be 'set'.

**4. *Do midpoints vary for exempt vs non-exempt? By job families? Or by any segmentation at all?***

Midpoints do not vary by exemption status, job families or segmentation.

**5. *What is the anticipated progression from entry to market for new employees?***

This will be determined by the Salary Administration Guidelines that are developed. A standard process for placing new hires in a range will also be addressed in the guidelines. With this said, in general employees will progress through the new pay ranges based upon performance and/or by the acquisition of additional or new competencies that can be proved to be directly related to the position held.

**6. *What is the range spread within a pay grade?***

The range spread will be 60 percent within each pay grade.

**7. *Did you look at where all the schools are now before arriving at where the new minimums should be set?***

No, the minimums were set based on the market data and overall compensation levels. The market was determined by size of institution and student enrollment, types of degrees offered, location of school, level of research, etc.

**8. *How many employees are above current market rates?***

Of the 4,988 classified staff in the higher education system, 571 were found to be above the new range maximums.

**9. *How many employees are below current market rates?***

Of the 4,988 classified staff in the higher education system, only approximately 700 were found to be below the new range minimums. Once all employees are brought to the minimum, they will be within the market range, and their pay will be considered to be market competitive.

**10. *How many pay grades will there be? How will the new pay grades correspond with what we currently have?***

The preliminary findings of the market study have resulted in a recommendation for a new salary structure by Mercer consultants. Vetted by the Commission and Council, the new pay structure consists of 12 pay grades with a range spread of 60 percent from the range minimum to range maximum. The midpoints of the new pay grade are set at the market rates found in this study. There is no correlation between the new pay grades and what we currently have. The new grades are based on market information.

**11. *Will job titles change?***

Not initially. However, as we work through the job family reviews we may find that the same job across multiple organizations has been given multiple titles. We will be working to clean up job titles across organizations, and titles may change as a result of this titling cleanup exercise.

**12. *What determines where an employee gets placed within a range in the new structure?***

A job's initial placement in a grade is based on the job's responsibilities and job description. The job is then placed in a range within that grade. This placement is based on the job's current salary. If the current salary falls within the new range for the position, then the position will be considered equitably compensated. The salary guidelines along with the job classification guidelines will determine the pay grade for new jobs moving forward (i.e. new hires, promotions, etc.).

**13. *What types of flexibilities will the institutions have in classification and compensation in the new system?***

With the new system, the temptation to reclassify jobs as a way to give pay increases should be eliminated. Individual employee compensation can be managed within the pay range without creating unnecessary levels of job titles and the reclassification of positions. This will help ensure the system remains uniform and that job titles are used consistently across higher education institutions.

**14. *What surveys were used in the market study? What types of industries are represented in these particular surveys?***

Surveys from Mercer, Towers Watson and the Bureau of Labor Statistics (BLS) were used in the market study. College and University Professional Association (CUPA) surveys were used for jobs specific and exclusive to higher education (i.e. Admissions Officer). All industries are represented in the surveys.

**15. *Were our benefits considered as part of our compensation for purpose of the market study?***

No, benefits were not included in this study.

**16. *Did Mercer find geographical differences in the market for any areas of the State?***

Mercer used a regional data cut to represent the region within which these institutions compete for talent. Where national data was utilized (due to data availability), a geographic differential was applied to reflect variation relative to national figures as found in the Economic Research Institute's Geographic Assessor. While there were a handful of instances/specific jobs where one area (namely Southern WV) was lower than others, there was no consistent theme to justify different geographical differentials in addition to or different from the state differential of negative eight percent.

**17. *How will internal equity be maintained?***

The salary administration guidelines will address internal equity. Internal equity will be considered at the institutional level and an internal equity analysis should be completed when contemplating a new hire or promotion for an existing employee.

**18. *Did the market show different levels of jobs existing in the market? (i.e., Secretary, Admin. Sec. and Admin. Sec. Sr.)***

The current system allows for the creation of more levels within the same job than what is reflected in the market. For example, the current system includes three different levels of an HR Assistant. Meanwhile, the market provides one level of an HR Assistant because it does not distinguish to this granular degree. In situations such as this, an organization can distinguish levels by differentiating pay and utilizing the full range of the set pay grade.

**19. *I'm in a job with a generic title (such as Project Coordinator) that was not a benchmark job in the market study, how was my job matched in the market?***

Generic titles were matched to the market based on actual job duties and responsibilities of the position.

**20. *How are the current experience equivalencies going to be dealt with in the new system?***

Experience equivalencies are not uniform for all job titles. Additionally, the determination of experience equivalencies is determined at the institution level. There are currently no plans to develop a uniform guideline that sets equivalencies at the systems level.

**21. *What types of training will be available and who will be trained?***

Human resources employees and managerial/leadership level positions involved in compensation management at each institution will be trained. Classification and compensation committee members will also be trained. The Commission will provide classification and compensation specific courses suitable for obtaining and renewing certifications for individuals working in Human Resources at Commission and Council institutions. Commission staff will always be available for support, and technology providers will also be available for questions.

**22. *PIQ-still has point factors indicated-how will we move forward?***

This document will no longer be called a PIQ, however, the PIQ is simply a tool to gather information about a job in order to conduct job analysis. In the future this tool will be known as either a Position Description Form (PDF) or a Job Description Form (JDF). The form

contains factors that enable one to make a classification determination about a job. The fact that the categories of information gathered (formerly “compensable factors”) had a range of points associated them does not mean that we cannot use the form or a similar form in the new system. The “factors” still represent valid job information. In the new market based system, no points are assigned to the factor information. The information provided for each factor provides valuable information that will be reflected in the master classification specifications instead. These types of documents, whether called a position information questionnaire (PIQ) or individual position/job description, are essentially the same thing. They are tools used to collect information about a job.

**23. *When will the institution receive the compensation data?***

Institutions originally received a message titled “proposed salary structure and position slotting” via the CHRO listserv on Tuesday February 2, 2016. This document contained the salary structure with the 12 pay grades with 60 percent range spreads and also contained a document that broke down cost-to-minimum by institution at that time. However, a new costing document was sent out on May 2, 2017 that provided cost to minimum for each organization broken down by both General Revenue dollars and Lottery dollars. The information provided in this document was pulled from the latest 2016 personnel file submission.

**24. *What is the new salary structure and when will that be communicated?***

Please see the above answer. The salary structure was distributed to CHROs in February 2016 and again as a separate worksheet on May 2, 2017.

**25. *What happens to the point-factor methodology?***

Once the new program becomes effective, the point factor methodology will no longer be used for classifying jobs.

**26. *What is the plan for converting current positions to the new classification structure? How will “oddities/inconsistencies” in classification be addressed?***

Professional consultants from Mercer slotted positions into the new pay structure by considering the duties, responsibilities, required knowledge and skills, minimum requirements of the job and reporting relationships inherent in a given position. Sometimes median market salary of the job was used when there was not a good match for the position in the market. However, during the process, it was discovered that the use of titles at individual institutions is severely inconsistent. The Job Classification Committee and CHROs will be working through job family reviews that will be ongoing throughout the upcoming months. No titles will be changed with implementation of the salary component of the new program. Employees will need to understand that as these job family reviews are completed, title changes may occur. (For example, we currently have the titles of HR Assistant 1, 2, and 3. The market only has one level for this this job, HR Assistant. We need to decide if we actually have three levels of the job that are truly unique or could we collapse the current 3 levels into one level and call the job HR Assistant as represented by market data.) Once again, **titles will not change automatically upon implementation of the market based compensation program.**

**27. *What is considered appropriate employee dispersion within a pay range?***

This phrase is included in West Virginia Code in reference to the new market based compensation program. However, “appropriate employee dispersion within a pay range” is not easily defined or accomplished without sufficient funding for compensation. In an ideal world an organization would have similar percentages of employees within each quartile of the pay range. However, this is usually not the case, especially with the problems inherent with the old compensation system. Basing employee pay on years of state service (often unrelated to the job being performed) is not a best practice in compensation management. The flat percentage increases per pay grade for reclassification created problems with salary compression. Historical issues like these make “appropriate employee dispersion within a pay range” impossible to accomplish.

***28. Will the new compensation structure be stepless? How are the range minimums and maximums being determined?***

When will “final” information be made available to institutional leadership? How does the Commission plan to communicate information regarding the new class/comp plan? Yes, the new compensation structure will be “stepless”. We plan to move to pay ranges using minimum, midpoint and maximum compensation levels. Pay will be managed by using the concept of “Managing pay within the range”. To better understand the concept of “Managing Pay within the Range” please see the “Salary Administration Guidelines”.

***29. Does the compensation data take into consideration factors that may be relatively unique to specific institutions, and is there flexibility? If so, to what degree and how is that flexibility made available to the respective institutions?***

When the positions were slotted we tried our best to take into account the “uniqueness” of certain positions. Institutions will have the ability to manage compensation with much more flexibility than before. Classification of jobs will also be done at the institutional level using the master classification specifications. Also, the grades of the new salary structure are wide enough to provide appropriate pay for employees with a variety of skills, knowledge, experience, and performance levels.

***30. Am I correct that the point factor methodology will be eliminated?***

Yes, the point factor methodology was found to be no longer effective as it contains antiquated and granular factors which are no longer aligned to the market and are not consistent in assigning jobs to grades. We also found that the rigidity of the point factor program created barriers to attracting and retaining qualified staff in key job functions or in jobs that are experiencing considerable market pressure. It is virtually impossible to find a set a factors that could be consistently applied across the wide spectrum of jobs found in a university or higher learning environment. Since point factor systems are essentially internal ranking systems they do not take into consideration the realities of the marketplace. We will be moving to a market based pay system.

***31. Am I correct that our employees will be slotted into the new salary structure based on the job level?***

Jobs were slotted into the new system based on job responsibilities and duties compared to those jobs found in the market as well as job requirements and sometimes market median salary data. Each individual job was looked at in order to slot the position and the diving factor were



actual **JOB DUTIES, NOT TITLE**. For example, the classifications of HR Assistant I, II, and III will all be slotted in the same new grade. This is because only one level of HR Assistant exists in the market. However incumbents in these classifications can be paid differently “within the range” in order to differentiate experience and skills since we will not have the barriers of the “steps” in the range.

The job level should be reflected in the job summary and duty statements of the position. However a clearly articulated job level framework has not been developed. The concept of a job level framework, career progression, and career ladders will be considered with review of job families.

***32. Will titles still be attached to grade?***

Yes, we still plan to assign the various jobs to specific grades in the new structure. Given the requirements of WV Code to finish the market study and implement a market based salary structure, the normal job analysis and title cleanup work was not completed prior to building the pay structure. Job analysis is the most time consuming part of a classification and compensation project. In order to comply with the legislative mandate, the compensation structure will be implemented based on pay grade assignments made by the consultants and reviewed by the human resources officers. Implementing the structure will provide much needed flexibility to recruit and retain quality employees. Clean up of job titles and fine tuning of job titling is the next phase of the program. The JCC will play a critical role in this title cleanup which is planned to begin soon after implementation of the salary structure.

***33. Am I correct that paygrade is now “grade” and is completely different?***

No, paygrade and grade mean the same thing and can be used interchangeably. The pay ranges associated with the grades were set to allow for the “pay within the range” style of compensation management that will be a hallmark of the new system.

***34. Am I correct that Years of Service is no longer a factor?***

You are correct that we will no longer have steps associated with years of service and pay increases will not be based on those step increases. However, “Years of service” or job related prior experience could be used at the institutional level to determine some aspects associated with the new compensation program. For example, years of service could be used if an employee is promoted in order to determine where to place the employee within a new grade or for a new hire with experience. Also, “years of service” could indicate stronger performance which will also be an element of the new pay guidelines. In all cases, “years of service” used for any aspect of compensation management (except increment pay) should be related to the job being performed.

***35. The classification and compensation system remains intact for schools without the exemption, right?***

Unless the institution develops its own program and notifies the Commission or Council that they are withdrawing from coordination for employee classification and compensation, the new compensation management program will be applicable.

***36. If an Institution chooses to follow the new salary schedule for staff, once implemented, will all classified staff positions then become non-classified based upon the new title/pay grade awarded?***

No. The title and associated pay grade have nothing to do with the category of employee to which a position is assigned.

***37. What is the anticipated implementation date for the new salary schedule?***

We will request approval from the Commission and Council during their August 2017 meetings to implement the salary structure effective September 1, 2017.



# Bluefield State College

OFFICE OF THE INSTITUTIONAL RESEARCH AND EFFECTIVENESS  
(p) 304.327.4331  
(f) 304.327.4245

Items: Policy 33: Classified employee salary policy

Recommended Resolution: *Resolved*, that Bluefield State College Board of Governors rescinds effective immediately the above-referenced policy in order to allow Bluefield State College to align with the West Virginia Higher Education Policy Commission Compensation Management Program as approved at the August 11, 2017 Commission meeting for implementation September 1, 2017.

Staff Member: Ms. Jonette Aughenbaugh and Dr. Tracey Anderson

Background:

At the West Virginia Higher Education Policy Commission meeting conducted August 11, 2017, the Commission approved the Compensation Management Program for implementation effective September 1, 2017. Bluefield State College needs to rescind Policy 33 in preparation for the implementation of the HEPC Compensation Management Program and to promote consistency with recent changes in WV Code and the Commission's approval (granted August 11, 2017) to abandon the Years-of-Service Step Salary Structure in favor of a best practice market based compensation management approach.

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**~~BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
POLICY NO. 33~~**

**~~TITLE: CLASSIFIED EMPLOYEE SALARY POLICY~~**

**~~SECTION 1. GENERAL~~**

- ~~1.1 — Scope: Policy regarding salary increases for classified employees.~~
- ~~1.2 — Authority: West Virginia Code §18B-9-1, §18B-9-3, §18B-9-4, §18B-9-5.~~
- ~~1.3 — Filing Date: February 16, 2012~~
- ~~1.4 — Effective Date: April 19, 2012~~

**~~SECTION 2. POLICY~~**

- ~~2.1 — Salary increases for classified employees shall be given in a manner consistent with Article 9, Chapter 18B of the Code of West Virginia and all other relevant governing authorities.~~
- ~~2.2 — In the absence of other specification, references to "salary schedule" and "statutory salary schedule" shall mean the current "Higher Education Classified Employee Annual Salary Schedule" in West Virginia Code §18B-9-3.~~
- ~~2.3 — The overall goal of salary administration for classified employees is complete implementation and full funding of the statutory salary schedule or to make appropriate progress, as defined by §18B-9-3, toward full funding as funds allow. The Board shall ensure that all mandates, processes, or timetables established by any relevant governing authority and in effect at the time of any increase shall be followed. Mandates, processes, or timetables established by any relevant governing authority will supersede those established in this policy.~~
- ~~2.4 — The starting salary of all new hires will be no less than zero step of the statutory salary schedule. The minimum salary shall be prorated for classified employees working less than 37.5 hours per week.~~
- ~~2.5 — If full funding is not achieved, classified staff salaries may be increased to bring them closer to their proper placement on the salary schedule. All classified staff employees are to receive increases of a uniform percentage of the difference between their current salary and their proper placement on the salary schedule. Salary increases for classified staff will be provided based upon an equal percentage amount toward their salary goal.~~

(For BSC BOG meeting 082417)

- ~~2.6 — Classified employees, including those who have reached the fifteen-year maximum step on the salary schedule, may be provided salary increases in excess of the salary established by the salary schedule for their pay grade and years of experience if all classified employees at the College are paid at least the minimum salary for the pay grade assigned and years of experience as established by the salary schedule. Salary increases above the salary schedule must be distributed equitably and in a manner that is consistent with the classification and compensation system.~~
- ~~2.7 — Merit or performance based increases can be awarded after the classified employee salary schedule is fully implemented or appropriate progress toward achieving full funding is made. The process for awarding merit or performance-based increases should be outlined in policy approved by the Board of Governors.~~



# Bluefield State College

OFFICE OF THE INSTITUTIONAL RESEARCH AND EFFECTIVENESS

(p) 304.327.4331

(f) 304.327.4245

Item: Policy 25: Personnel Administration

Recommended Resolution: *Resolved*, that Bluefield State College Board of Governors approves Policy 25: Personnel Administration be distributed for 30-day comment, and if no substantive comments to be final approval.

Staff Member: Ms. Jonette Aughenbaugh and Dr. Tracey Anderson

Background:

At the West Virginia Higher Education Policy Commission meeting conducted August 11, 2017, the Commission approved the Compensation Management Program for implementation effective September 1, 2017. Bluefield State College needs to revise Policy 25 in preparation for the implementation of the HEPC Compensation Management Program, to promote alignment with recent changes in WV Code and the Commission's approval (granted August 11, 2017) to abandon the Point-Factor-Methodology and Years-of-Service Step Salary Structure, and to proceed with transitioning Bluefield State College toward a best practice market based compensation management approach.

Additional Background:

Please see a 52-page attachment containing materials submitted by HEPC Division of Human Resources to the Commission for approval at the August 11, 2017 meeting, and subsequently approved. The HEPC Compensation Management Program introduces flexibility to enable institutions to attract and retain highly qualified staff at all levels of experience. Developed by HEPC, the compensation program is benchmarked against the labor markets in which each Commission and Council institution competes for talent. Reference documents include:

- Recommended Resolution to Approve the West Virginia Higher Education Compensation Management Program,
- WVHEPC "Executive Summary – Evaluation of Point Factor Methodology and Years-of-Service Step Salary Structure"
- WVHEPC "Advantages of a Market Based Approach to Compensation"
- WVHEPC "Compensation Philosophy"
- West Virginia Higher Education Employee Salary Schedule
- WVHEPC "Job Classification Guidelines"
- WVHEPC "Salary Administration Guidelines" and
- WVHEPC "Compensation Management Program FAQ's"

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Much work remains. Rules and policies are being reviewed and/or revised at the Commission and institutional levels, implementation software tools are being developed by the Commission as a shared resource for institutions, and compensation management and implementation planning discussions are occurring to identify the work that remains. Rule revisions are anticipated to be brought before the Commission toward the end of calendar year 2017, and institutional policies are in the process of being brought before the BSC Board during Fiscal Year 2018.

(for BSC BOG meeting 082417)

**BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
POLICY NO. 25**

**TITLE: PERSONNEL ADMINISTRATION**

**SECTION 1. GENERAL**

- 1.1 Scope: This rule establishes policy in a number of areas regarding personnel administration for Bluefield State College employees.
- 1.2 Authority: West Virginia Code 18B-4 – ~~18B-9B~~~~18B-9-4~~.
- 1.3 Filing Date: March 28, 1994; \_\_\_\_\_, 2017; \_\_\_\_\_, 2017.
- 1.4 Effective Date: March 28, 1994, March 21, 2002, March 18, 2004; July 25, 2017; amended \_\_\_\_\_, 2017.
- 1.5 Replaces Title 133, Legislative Rule, Series 62
- 1.6 BSC Policy Monitor: Human Resources

**SECTION 2. DEFINITIONS**

- 2.1 This subsection defines the different types of employment the institution may use and the status ~~under the classification program and~~ for benefits.

- 2.1.1 Full-Time Regular Employee (FTR). Any employee in a ~~classified~~ position created to last a minimum of nine months of a twelve month period and in which such employee is expected to work no less than 1,040 hours during said period. The full-time equivalent (FTE) of such a position must be reported at no less than .53 FTE. Such an employee ~~is covered under the classification program set out by this rule and~~ is eligible for all applicable benefits of a full-time regular ~~classified~~ employee, subject to the qualifying conditions of each benefit. Such benefits shall be prorated in relation to a 1.00 FTE.

- 2.1.2 Part-Time Regular Employee (PTR). An employee in a position created to last less than 1,040 hours during a twelve-month period. An employee in a PTR position is not eligible for benefits, ~~but is covered under the classification program.~~

- 2.1.3 Temporary Employee. An employee hired into a position expected to last fewer than nine months of a twelve month period regardless of hours worked per week. A temporary employee is not eligible for benefits, ~~but is covered by the classification program.~~



(for BSC BOG meeting 082417)

2.1.4 Casual Employee. A casual employee position is a position created to meet specific operational needs at an institution for no more than 225 hours in a 12-month period. Individuals in a casual employee position are not eligible for benefits ~~and are not covered by the classification program.~~

2.1.5 Student Employee. An employee enrolled at the institution as a student and whose primary purpose for being at the institution is to obtain an education. A student employee is not eligible for benefits ~~and is not covered by the classification program.~~

2.1.6 Full-Time Faculty. Employment as a faculty member for a full academic year (at least a nine-month contract basis) for at least six (6) semester credit hours teaching per semester or the equivalent in teaching, research, public service, and/or administrative responsibilities. ~~Faculty are not considered classified employees or subject to the classification program.~~

2.1.7 Non-Classified Employee. "Nonclassified employee" means, an employee who meets one or more of the following criteria: (A) Holds a direct policy-making position at the department or organization level; (B) Reports directly to the president or chief executive officer of the organization; (C) Is in a position considered by the president or designee to be critical to the institution pursuant to policies or decisions adopted by the governing board; (D) Is in an information technology-related position; (E) Is hired after July 1, 2017, and meets the duties test for exempt status under the provisions of the Fair Labor Standards Act at the time of hire or anytime thereafter; or (F) Was in a nonclassified position as of January 1, 2017. A nonclassified employee serves at the will and pleasure of the president. ~~Non-classified employees are not subject to the classification program but are eligible for benefits.~~

2.1.8 Change In Status. The president or his/her designee will review and make a final determination as to the status or change in status of any employee under this subsection. When the president or his/her designee determines that a part-time regular employee becomes a full-time regular employee, he/she shall credit that employee's previous service toward any calculation of length of service for purposes of this rule and benefit eligibility based upon a prorated comparison against a 1.00 FTE. Previous length of service as temporary, casual, and student employees shall not be credited toward seniority calculations under other sections of this rule or statute.

2.2 Position. A set of duties and responsibilities performed by a specific employee at the institution.

2.3 Job. ~~A collection of duties and responsibilities performed by one or more employees at one or more institutions whose work is substantially of the same nature and which requires the same skill and responsibility level. For jobs occupied by only one employee, the terms "position" and "job" shall be~~

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~~considered the same~~The total collection of tasks, duties and responsibilities assigned individuals holding positions whose work is of the same of similar nature and level.

2.4 Job Title. The label that uniquely identifies and generally describes a job. The same descriptive job title shall be given to a group of jobs, regardless of institutional location, which are substantially the same in duties and responsibilities, and which require substantially the same knowledge, skills and abilities performed under similar working conditions.

2.5 Position description form/Job description form. ~~The document which describes the set of essential and non-essential functions of a position at a particular institution~~A tool used to collect a broad range of job information used in the creation and/or classification of a position.

2.6 ~~Generic~~-Job description. ~~A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the specifications necessary to perform the work. Generic job descriptions shall be prepared for systems wide and institution specific titles occupied by more than one employee. For a job occupied by only one employee, the position description becomes the job description. (used interchangeably with institution job description, position job description, incumbent job description).~~ A summary of the essential functions of a job, including the general nature of the work performed, a characteristic listing of duties and responsibilities, and the knowledge, skills and abilities necessary to perform the work.

2.7 Pay Grade. ~~"Pay grade" means~~ The level to which a job is assigned within a job worth hierarchy as a result of job evaluations salary structure.

2.8 ~~Promotion. Movement from a position requiring a certain level of skill, effort and authority to a vacant or newly created position assigned to a different job title and higher pay grade requiring a greater degree of skill, effort, and authority.~~

2.9 ~~Interim Responsibilities. A significant change in duties and responsibilities of an employee on a temporary basis justifying an interim promotion or upgrade for salary purposes. Such a temporary reassignment shall normally be for no less than four (4) consecutive weeks and no more than twelve (12) consecutive months and shall only occur when the responsibilities being undertaken by the employee are those of another position that is vacant because of the incumbent's illness or resignation or because of temporary sufficient change in the duties and responsibilities of a filled position. If the temporary reassignment of responsibilities meets the test for a temporary upgrade or promotion under Sections 13 and 14 of this rule, the affected employee shall have his/her base salary adjusted upwards consistent with a promotion or upgrade under this rule. At the end of the temporary reassignment, the affected employee shall have~~

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~~his/her salary reduced to its original level including any salary increase which the employee would have received in his/her regular position.~~

~~2.10 Upgrade. An advancement of the employee's current position to a higher pay grade as a result of a significant change in the position's existing duties and responsibilities. When a position is upgraded, the employee does not move to a different position in a higher pay grade. Rather, it is the employee's position that is moved to a higher pay grade because of a significant increase in the position's existing responsibilities, as determined by job evaluation. When an upgrade occurs to an employee occupying a title held by more than one individual, the position's current title shall be changed to a different title in the higher pay grade. When an upgrade occurs to an employee occupying a title exclusively assigned to that position, the current title may or may not be revised depending upon how relevantly the current title describes the position.~~

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~~2.11 Demotion. Movement from a position requiring a certain level of skill, effort and responsibility to a vacant or newly created position assigned to a different job title and lower pay grade requiring a significantly lesser degree of skill, effort and responsibility.~~

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~~2.12 Downgrade. A reassignment of the employee's current position to a job title assigned to a lower pay grade as a result of a significant reduction in the existing position's duties and responsibilities. When a position is downgraded, the employee does not move to a different position in a lower pay grade. Rather, it is the employee's position that is moved to a lower pay grade because of a significant decrease in the position's existing responsibilities as determined by job evaluation. When a downgrade occurs to an employee occupying a title held by more than one individual, the position's current title will be changed to a different title in the lower pay grade. When a downgrade occurs to an employee occupying a title exclusively assigned to that position, the current title may or may not be revised depending upon how relevantly the current title describes the position.~~

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~~2.13 Transfer. Movement from one position or job title to another position or job title requiring the same degree of skill, effort and authority. Both positions are in the same pay grade.~~

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2.14 Base salary. The amount of salary paid annually to an employee, excluding any annual increment earned pursuant to West Virginia Code §18B-9-5 or §5-5-2. Total salary is base salary plus any increment earned.

~~2.15 Base salary adjustment. The amount that a base salary increases within the pay grade to reward performance, to rectify inequities, or to accommodate competitive market conditions.~~

2.16 Institution. Bluefield State College.

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- 2.17 President. The president of Bluefield State College.
- 2.18 Board of Governors. The Bluefield State College Board of Governors.
- 2.19 Chancellor. The Chancellor of the Higher Education Policy Commission.
- 2.20 Salary ~~Structure/Pay Structure/Salary s~~Schedule. A ~~schedule-graphical structure~~ consisting of a series of pay grades and range of pay available for each grade, which may be subsequently enacted by the Legislature or adopted by the governing boards.
- 2.21 Rehire. An employee who leaves the service of an institution by resignation and later applies for and accepts a position at the same institution. ~~Salary for a rehired employee will be consistent with the entry rates described in Section 12 of this rule.~~
- 2.22 FTE. Full time equivalency is the percentage of time for which a position is established, with a full-time position working 1950 hours per year being 1.00 FTE.
- 2.23 Classified Employee. "Classified employee" or "employee" means a regular full-time or regular part-time employee of an organization who: (i) does not meet the duties test for exempt status under the provisions of the Fair Labor Standards Act; and (ii) is not otherwise a nonclassified employee designated pursuant to subdivision (11) of WV Code Section §18B-9A-2: Provided, That any employee of an organization who was a classified employee as of January 1, 2017, retains that status unless otherwise deemed a nonclassified employee pursuant to the provisions of subparts (A) through (D) of subdivision (11) of WV Code Section §18B-9A-2. ~~A classified employee is covered by the provisions of the classification program.~~
- 2.24 Exempt. Employees not covered by the Fair Labor Standards Act (FLSA) for overtime purposes.
- 2.25 Non-Exempt. An employee who is entitled to overtime benefits as outlined in federal and state law.
- ~~2.26 — Factor. One of the thirteen (13) items used to evaluate jobs. The items are knowledge, experience, complexity and problem solving, freedom of action, breadth of responsibility, scope and effect, intrasystems contacts, external contacts, direct supervision exercised, indirect supervision exercised, working conditions, physical coordination, and physical demands.~~
- ~~2.27 — Point factor methodology. "Point factor methodology" means a quantitative job evaluation process in which elements of a job are given a factor value and each factor is weighted according to its importance.~~

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2.28 Job Family. A series of job titles in an occupational area or group.

### **SECTION 3. COMPENSATION; PAY CALCULATIONS**

3.1 Base salary is calculated on a thirty-seven and one-half (37 1/2) hour workweek.

3.2 When base salary increases are calculated and rounding is involved, the policy is to round up to the nearest even dollar amount.

3.3 Overtime pay for nonexempt employees is calculated ~~at the rate of one and one-half (1 1/2) times the regular hourly rate, which is the total base salary, plus any incremental pay, divided by 1,950 hours~~ in accordance with the provisions of the Fair Labor Standards Act and the central payroll system requirements of the state of West Virginia. Overtime does not commence until forty (40) hours have actually been worked within one (1) workweek. Regular hourly pay, also known as "straight time," is paid for work time between thirty-seven and one-half (37 1/2) hours and forty (40) hours in a work week.

3.4 Only actual hours worked are included in calculating overtime. Pay which is received for holidays, annual leave, sick leave, or work release time, ~~as authorized by Series 38,~~ is not counted as working hours for purposes of overtime.

3.5 Annual leave, sick leave and longevity do not accumulate in any part of a month for which an employee is off the payroll on a leave without pay or during a terminal leave period. A terminal leave period is that time between the employee's last day of work and his/her last day on the payroll.

### **SECTION 4. COMPENSATORY AND HOLIDAY PREMIUM TIME OFF**

4.1 Compensatory time off shall be allowed only to the extent authorized by federal and state law.

4.2 When a full-time or part-time ~~classified~~ non-exempt employee is required to work on any designated board or institution holiday, that employee at his/her option shall receive regular pay for that holiday plus substitute time off or additional pay at the rate of one and one-half (1/2) times the number of hours actually worked. The time off must be used within a six-month period following the holiday.

4.3 When an exempt employee is required to work on any designated board or institution holiday, that employee shall be given substitute time off on an hour-for-hour worked basis.

### **SECTION 5. WORKWEEK**

(for BSC BOG meeting 082417)

- 5.1 The workweek is a regularly recurring period of one hundred sixty-eight (168) hours in the form of seven (7) consecutive twenty-four (24) hour periods. It begins at 12:01 a.m. on Saturday and ends at 12 midnight the following Friday. The institutional president or the president's designee may establish a workweek different from this provided that record keeping requirements are met as set forth in relevant law. A work schedule of thirty-seven and one-half (37.5) hours will be established within a workweek.

#### **SECTION 6. APPOINTMENT**

- 6.1 A nonclassified or classified employee appointment letter shall be completed for the respective employee at the time of initial employment.

#### **SECTION 7. ACCESS TO PERSONNEL FILE**

- 7.1 An employee may have access to his/her personnel file when the employing institution is normally open for business. An employee may examine his/her own file and the contents therein with the following exception:
- 7.1.1 Materials which were gathered with the employee's prior agreement to forfeit his/her right of access, such as some references.
- 7.2 A representative of the custodian of records shall be present with the employee during the review. The date, time and location of each review shall be recorded in the personnel file.
- 7.3 A copy of any material in the personnel file, except as noted above, shall be provided to an employee upon request. A small copy fee may be charged. Positive identification of the employee must be established prior to providing access to the personnel file. Documents may not be removed from a personnel file by the employee. An employee may petition at any time for either the removal or addition of documents to his/her own personnel file. The employer may require that employees schedule an appointment to see the personnel file.

#### **SECTION 8. CHANGES IN NAME, ADDRESS, NUMBER OF DEPENDENTS AND RELATED MATTERS**

- 8.1 It is the exclusive responsibility of each employee to notify all appropriate persons, agencies and parties when record changes occur, including emergency information. This must be done in writing and a copy of such notification will be placed in the employee's personnel file as a permanent record that he/she notified appropriate persons, agencies and parties.

#### **SECTION 9. ~~CLASSIFICATION REVIEW REQUEST~~CLASSIFIED EMPLOYEE COMPENSATION MANAGEMENT PROGRAM**

(for BSC BOG meeting 082417)

9.1 Bluefield State College adopts and implements for its classified employees the WV Higher Education Policy Commission Compensation Management Program as approved by the Commission, including future amendments thereof. Using the salary structure developed and approved by the WV Higher Education Policy Commission, the entry rate upon hire for any classified employee appointed after the effective date of this rule will not be below the established minimum of the respective pay grade assigned to the position. All classified employee actions taken by the President or President's designee(s) regarding the Compensation Management Program are subject to review and audit by the Commission. When significant changes occur in the principal duties and responsibilities of a classified position, it is the responsibility of the supervisor to recommend through established procedures that the position be reviewed. Requests for position reviews also may be initiated by an employee after discussion with the immediate supervisor. Within thirty (30) days from the date of request for review of a job, the department of human resources shall report to the requestor, in writing, whether the reclassification has been denied or approved. The immediate supervisor must prepare a complete and accurate position description form of the duties of the position, but the description may be written by the employee at the supervisor's request. The responsibility for assigning tasks and duties to a position belongs to the supervisor. It is the supervisor's responsibility to document and submit the position description form for classification review when significant changes occur in the principal duties and responsibilities of a position. It is also the responsibility of a supervisor to ensure completion of required forms. The institutional president or the president's designee may also initiate action to review positions. The president or the president's designee has authority on the campus to make classification determinations for institution specific titles or the slotting of employees under existing systems wide titles. The president may delegate authority to the human resource administrator for day to day management of the classification program. Management of the program requires adherence to written rules which ensure a uniform system of personnel classification. All classified positions shall be placed on any salary schedule which may be subsequently enacted by the Legislature or adopted by the governing board.

9.2 ~~A position description form shall exist for every classified position. It shall be reviewed by the supervisor and/or the president or the president's designee on a formal basis at least every three years as part of the position audit procedures established by each institution. The date of each review shall be recorded on the description.~~

**SECTION 10. JOB EVALUATION PROCESS**

~~10.1 The review of individual positions occupying systems wide titles shall be carried out by the institution's president or president's designee provided that the action involves the reclassification or the reslotting of the employee into an existing systems wide title.~~

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~~10.2 — The review of institution specific job titles, as well as the reslotting of employees into an existing institution specific title, shall be carried out by the president or the president's designee of each respective institution.~~

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~~10.3 — If an institution initiates an action to establish a job which exists exclusively at another institution, the institution's president or the president's designee shall submit a request for the use of the title to the chancellors or the chancellors' designee. A review shall then be conducted, a determination made, and notification given to the institution's president or the president's designee as to whether the request is approved or denied. If a request is denied, reasons for the denial will be provided to the president or president's designee. Once two or more institutions utilize a job title that title shall automatically become a systems wide title.~~

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~~10.4 — All actions taken by a president or president's designee under this section are subject to audits and reviews by the job evaluation committee.~~

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~~10.5 — On going responsibility for overseeing and administering the job evaluation program and ensuring that it is administered equitably and uniformly across the institutions rests with the chancellors or the chancellors' designee. The evaluation of all systems wide job titles and the review of classification decisions across the system shall be under the purview of the job evaluation committee. The composition of the job evaluation committee shall consist of nine human resource representatives and two classified staff representatives. Of the nine human resource representatives, one shall be from the HEPC and shall serve as chair, four shall be from the University System (which shall be deemed to include West Virginia Network for Educational Telecomputing), and four shall be from the State College System. The nine human resource representatives shall be appointed by the appropriate chancellors to staggered terms of no more than two years. The classified staff representatives shall consist of one from each state wide advisory council of classified employees and shall be appointed by the appropriate chair of the state wide advisory council of classified employees to staggered terms of no more than two years. In addition, the chancellors may appoint, to the committee, as they deem appropriate, representatives of major groups which represent classified employees.~~

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~~10.6 — The job evaluation committee shall be convened by its chair at least quarterly, or more often if deemed necessary, to review classification decisions made or those being proposed by the institutions. To ensure the integrity of the program, random and/or complete reviews of classification decisions made or proposed by the institutions shall be conducted by the committee. Each institution shall be responsible, however, for submitting to the central office on a monthly basis, a computer diskette of any classification decisions actualized, along with appropriate documentation where requested by the committee. The chancellors or the chancellors' designee shall review the classification actions of each institution~~

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~~for appropriateness and consistency of application. Pending this review, the job evaluation committee shall be convened as needed to review those actions regarded as potentially out of conformance with the compensation and classification program. The committee shall subsequently provide a report to the appropriate governing board concerning its findings relative to each institutional review. In those cases where the committee finds an institutional classification decision to be in error, the committee shall recommend to the chancellor or chancellor's designee whether the pay grade assignment should be changed to the appropriate level.~~

~~10.6.1 Salary reversals shall be made in accordance with the procedures for upgrades and downgrades specified in this rule. During the course of its reviews, should the job evaluation committee discover the systematic misapplication of the program by an institution or institutions, it shall notify the chancellors, who will take the appropriate action warranted. Whenever the chancellors or their designee find that employees have been misclassified at the institutional level, they shall order that these classifications and salaries be immediately adjusted to the proper level. Absent fraud on the behalf of the employee, any overpayment to the employee because of an erroneous classification decision by an institution shall not be collected from the employee. However, any erroneous overpayment to such an employee, once corrected, shall not be deemed as evidence in claims by other employees that the classification and compensation program is not equitable or uniform.~~

~~-~~  
**SECTION 11. ENTRY RATES**

~~11.1 The entry rate for any classified employee appointed after the effective date of this rule shall not be below the established minimum of the respective pay grade assigned to the position as previously defined in WV Code Section 18B-9-3, and as may be amended in the future by authority of WV Code Section 18B-9A-6-7, including the classified salary structure developed and adopted by the WV Higher Education Policy Commission.~~

**SECTION 12. PROMOTION**

~~12.1 Promotions result from an employee moving from his/her current position to a vacant or newly created position assigned to a different job title and higher pay grade and which requires a significantly greater degree of skill, effort and responsibility than that of the employee's current position.~~

~~12.2 Upon promotion from a position in one pay grade to a different position in a higher pay grade, the employee will receive an increase of five percent (5%) per pay grade rounded to the next highest step in the new pay grade based upon the employee's base salary, or the entry rate of the new pay grade, described in Section 12 of this rule, whichever is greater. However, under adverse recruiting conditions in which an institution experiences great difficulty in filling a position,~~

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~~an increase which brings the employee up to a point no greater than the maximum of the grade may be given. Promotional increases which exceed the standard formula must meet the same criteria which appears in the section on entry rates of this rule and must be approved in accordance with the process outlined in that section. The new base salary may not exceed the maximum of the new pay grade.~~

### **~~SECTION 13. UPGRADE~~**

~~13.1—Upgrades result from the process of job evaluation where a determination is made that a significantly higher level of skill, effort, and responsibility exists in the employee's current position. A new pay grade value shall then be established based on the application of the job evaluation plan and the calculation of a revised total point value for the position. Upon determination of the pay grade, job descriptions shall be reviewed of other titles having the same pay grade and whose duties, responsibilities and requirements closely match the work of the position as it is now described. The position shall then be slotted into the classification whose grade is consistent with the point value calculated and whose duties and requirements most appropriately characterize the position. For unique and specialized positions where no current job title exists at the needed grade, the creation of a new title shall be established so that the position is properly classified and graded within the system. This work must be done by the human resource administrator or the human resource administrator's designee.~~

~~13.2—When an employee occupies a position at the time that a position upgrade is to be placed into effect, the method of calculating the employee's base salary increase is the same as that specified for a promotion. In the absence of funds to support an upgrade, work at the higher level shall not be performed.~~

### **~~SECTION 14. DEMOTION~~**

~~14.1—Demotions result from an employee moving from his/her current position to a vacant or newly created position assigned to a different job title and lower pay grade, and which requires a significantly lesser degree of skill, effort and responsibility than that of the employee's current position.~~

~~14.2—Upon demotion, the employee's base salary is decreased five percent (5%) per pay grade rounded to the nearest step in the new pay grade.~~

### **~~SECTION 15. DOWNGRADE~~**

~~15.1—Downgrades result from the process of job evaluation where a determination is made that a significantly lower level of skill, effort and responsibility exists in the employee's current position. A new pay grade shall then be established based on the application of the job evaluation plan and the calculation of a revised total point value for the position. Upon determination of the pay grade, job descriptions shall be reviewed of the other titles having the same pay grade and whose duties,~~

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~~responsibilities and requirements closely match the work of the position as it is now described. The position shall then be slotted into the classification whose grade is consistent with the point value calculated and whose duties and requirements most appropriately characterize the position. For unique and specialized positions where no current titles exist at the needed grade, the creation of a new title shall be established so that the position can be properly classified and graded within the system. This work must be done by the human resource administrator or the human resource administrator's designee.~~

~~15.2 The method of calculating the employee's new base salary after a downgrade is the same as that specified for a demotion.~~

~~-~~

#### **SECTION 16. TRANSFER**

~~16.1 No change of base salary as a function of a transfer may occur.~~

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# Bluefield State College

OFFICE OF THE INSTITUTIONAL RESEARCH AND EFFECTIVENESS  
(p) 304.327.4331  
(f) 304.327.4245

Item: Policy 26: Productivity of faculty and administrators and employment of adjunct part-time faculty

Recommended Resolution: *Resolved*, that Bluefield State College Board of Governors approves Policy 26: Productivity of faculty and administrators and employment of adjunct part-time faculty be distributed for 30-day comment, and if no substantive comments to be final approval.

Staff Member: Ms. Jonette Aughenbaugh and Dr. Tracey Anderson

Background:

Bluefield State College needs to revise Policy 26 to align this policy with WV Code changes. WV Code used to contain certain references reflected in this policy. That language has been removed from WV Code.

REACH NEW HEIGHTS

219 Rock Street | Bluefield, WV 24701

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  
POLICY NO. 26**

**TITLE: ~~PRODUCTIVITY OF FACULTY AND ADMINISTRATORS AND  
EMPLOYMENT OF ADJUNCT PART-TIME FACULTY~~**

**SECTION 1. GENERAL**

- 1.1 Scope: This rule establishes Bluefield State College policy in regard to faculty and administrative productivity and the employment of adjunct part-time faculty.
- 1.2 Authority: West Virginia Code 18B-7-6, 18B-7-7, ~~18B-7-8~~
- 1.3 Filing Date: December 30, 1993;                     , 2017.
- 1.4 Effective Date: January 29, 1994, November 20, 2003;                     , 2017.

1.5 Replaces Title 131, Procedural Rule, Series 18

~~1.5~~ 1.6 Policy Monitor: Office of the Provost and Vice President for Academic Affairs

**~~SECTION 2. PRODUCTIVITY: FACULTY AND ADMINISTRATIVE~~**

~~2.1 — Administrators shall be at least 10 percent more productive than administrators at similar peer institutions as approved by the BSC Board of Governors.~~

~~2.1.1 — Administrators shall be defined as employees in senior level positions that should be reported according to the CUPA (College and University Personnel Association) administrator survey guidelines.~~

~~2.1.2 — In addition to their regular administrative duties, all campus administrators holding faculty rank shall teach at least one course during each eighteen month employment period or conduct appropriate academic research. Teaching and/or research conducted by administrators shall be evaluated in accordance with institutional policy. The president shall certify annually to the Board, institutional compliance with this provision.~~

~~2.1.3 — Appropriate measures of productivity will be compared with equivalent data for similar peer institutions as approved by the Board. Such measures shall include the number of administrators as a percent of total full-time employees and the average administrator salary as compared to the appropriate peer average in addition to such other measures as may be prescribed by the BSC Board of Governors.~~

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~~2.2 The average number of student credit hours taught per faculty FTE shall be at least 10 percent greater than the average during the most recent year for which comparable data are available at similar peer institutions as approved by the Board. Where appropriate, the institutions shall develop means to relate credit hours to contact hours. The population of faculty will be consistent with those reported in the federal IPEDS (Integrated Postsecondary Education Data System) survey.~~

### **SECTION 3. EMPLOYMENT OF ADJUNCT PART-TIME FACULTY**

- 3.1 Bluefield State College may employ adjunct part-time faculty members under the following conditions:
  - 3.1.1 Adjunct part-time faculty members shall have appropriate academic qualifications and/or experience.
  - 3.1.2 Adjunct part-time faculty members shall receive appropriate information concerning institutional policies, procedures, expectations, and support.
  - 3.1.3 Adjunct part-time faculty members shall receive appropriate information about their duties and responsibilities and specific information about course content, syllabi, methodologies, and expected learning outcomes for students.
  - 3.1.4 Adjunct part-time faculty members shall be evaluated on a regular basis through a process determined by the institution.
  - 3.1.5 Adjunct part-time faculty members shall receive appropriate assistance from full-time faculty members and academic administrators, as well as opportunities to participate in professional development activities.
- 3.2 Bluefield State College shall determine the appropriate balance between full-time and part-time faculty members based on the institution's mission, degree programs, availability of individuals qualified to serve as adjunct part-time faculty, and other relevant factors.

## ACADEMICS IN ACTION

### BSC –August 2017 REPORT TO BOARD OF GOVERNORS

- Dual credit expansion – courses being offered at Mercer Co. Vocational Technical Center to 4 county schools
- Work continues with the Mercer County Board of Education/WV HEPC/and WV Board of Education on pilot program for dual credit for transitional Math students
- Transition to MOODLE® LMS is ongoing. Faculty participation in training has been weak.
- Ongoing need for dean of W. Paul Cole Jr. School of Business. Dr. John Snead serving as dept. chair to aid with scheduling and some day to day operation. Dr. Steve Bourne is assisting with LiveText assessment and ACBSP data.
- Intellectual Property/Copyright policy sent to faculty senate for review/revision.
- EBHEC 10<sup>th</sup> anniversary event was well attended and the event(s) received excellent media coverage
- School of Education has received the 5-9 science program is full recognition
- ABET – final report received with no conditions
- School of Nursing and Allied Health 2017 graduates have 100% job placement rate



# Bluefield State College

DIVISION OF STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

## Board of Governors Report August 24, 2017

### Admissions and Enrollment Services

<b>Application Summary Report - August 15, 2017</b>			
	<b>2017</b>	<b>2016</b>	<b>% Over 2016</b>
<b>Inquiries</b>	7121	5730	24.3%
New	5991	4256	40.8%
Transfer & New Readmit	1130	1474	-23.3%
	<b>2017</b>	<b>2016</b>	<b>% Over 2016</b>
<b>All Applications</b>	2005	2027	-1.1%
New	1069	1073	-0.4%
Transfer & New Readmit	936	954	-1.9%
	<b>2017</b>	<b>2016</b>	<b>% Over 2016</b>
<b>All Accepted</b>	952	971	-2.0%
New	462	488	-5.3%
Transfer & New Readmit	490	483	1.4%
<b>All Registered</b>	627	566	9.7%
New	258	237	8.1%
Transfer & New Readmit	369	329	10.7%
	<b>2017</b>		
<b>Total New FAFSAs Received</b>	1969		
FAFSA - Admission Apps Submitted	1102		
FAFSA Submitted Accepted for Admission	122		
	<b>2017</b>		
<b>Total Campus Visitors</b>	373		
CV - Admission Applications Received	131		
CV - Applications Accepted	270		
% of All Students Accepted CV	28.4%		



First-Year New Students - as of August 15, 2017					
		Campus Visit	Applied	Accepted	Registered
<b>Business</b>		<b>28</b>	<b>132</b>	<b>48</b>	<b>26</b>
	Accountancy	2	9	5	2
	Accounting	5	21	9	6
	Business Administration				
	Management	13	51	18	11
	Marketing	3	22	8	3
	Health Services Management	5	29	8	4
		Campus Visit	Applied	Accepted	Registered
<b>Arts &amp; Science</b>		<b>56</b>	<b>257</b>	<b>119</b>	<b>63</b>
	Applied Science (4 YR)	22	76	48	26
	Criminal Justice Adm	18	96	37	22
	Humanities	6	34	13	8
	Social Science	10	48	21	7
	Undeclared				
	Regents Bachelor of Arts	0	3	0	0
		Campus Visit	Applied	Accepted	Registered
<b>Education</b>		<b>17</b>	<b>85</b>	<b>43</b>	<b>24</b>
	Pre-Early/Middle Education	8	37	19	9
	Pre-Elementary Educ (K-6)	9	48	24	15
		Campus Visit	Applied	Accepted	Registered
<b>Engineering</b>		<b>30</b>	<b>127</b>	<b>63</b>	<b>33</b>
	Architectural Engineering Tech	0	2	1	0
	Civil Engineering Technology	6	27	15	8
	Computer Science	7	42	16	7
	Electrical Engineering Tech	6	24	12	6
	Engineering Management	0	2	2	1
	Mechanical Engineering Tech	11	30	17	11
		Campus Visit	Applied	Accepted	Registered
<b>SNAH</b>		<b>105</b>	<b>468</b>	<b>189</b>	<b>112</b>
	Imaging Science	3	9	4	3
	Nursing	20	83	20	22
	Nursing (Pre-Nursing)	59	286	129	65
	Nursing-LPN	1	17	0	0
	Pre-Nursing (4 year)				
	Radiologic Tech (Pre-Rad Tech)	21	63	34	21
	Radiologic Technology	1	10	2	1
<b>TOTAL</b>		<b>236</b>	<b>1069</b>	<b>462</b>	<b>258</b>

<b>All New Students (excludes continuing) - as of August 15, 2017</b>					
		<b>Campus Visit</b>	<b>Applied</b>	<b>Accepted</b>	<b>Registered</b>
<b>Business</b>		<b>39</b>	<b>223</b>	<b>102</b>	<b>58</b>
	Accountancy	2	10	5	2
	Accounting	7	36	20	13
	Business Administration				
	Management	18	93	43	28
	Marketing	5	36	13	5
	Health Services Management	7	48	21	10
		<b>Campus Visit</b>	<b>Applied</b>	<b>Accepted</b>	<b>Registered</b>
<b>Arts &amp; Science</b>		<b>74</b>	<b>419</b>	<b>216</b>	<b>126</b>
	Applied Science (4 YR)	26	106	69	41
	Criminal Justice Adm	25	134	57	35
	Humanities	8	60	24	15
	Social Science	14	82	40	20
	Major Not Declared				
	Regents Bachelor of Arts	1	37	26	15
		<b>Campus Visit</b>	<b>Applied</b>	<b>Accepted</b>	<b>Registered</b>
<b>Education</b>		<b>20</b>	<b>140</b>	<b>77</b>	<b>49</b>
	Pre-Early/Middle Education	8	56	30	16
	Pre-Elementary Educ (K-6)	12	84	47	33
		<b>Campus Visit</b>	<b>Applied</b>	<b>Accepted</b>	<b>Registered</b>
<b>Engineering</b>		<b>41</b>	<b>197</b>	<b>110</b>	<b>68</b>
	Architectural Engineering Tech	0	2	1	0
	Civil Engineering Technology	9	45	28	16
	Computer Science	8	54	22	11
	Electrical Engineering Tech	9	47	26	18
	Engineering Management	1	9	9	6
	Mechanical Engineering Tech	14	40	24	17
		<b>Campus Visit</b>	<b>Applied</b>	<b>Accepted</b>	<b>Registered</b>
<b>SNAH</b>		<b>140</b>	<b>1026</b>	<b>447</b>	<b>325</b>
	Imaging Science	6	52	33	26
	Nursing	24	242	65	90
	Nursing-BSN	0	61	55	34
	Nursing (Pre-Nursing)	79	497	225	130
	Nursing-LPN	1	51	5	3
	Pre-Nursing (4 year)	0	2	2	1
	Radiologic Tech (Pre-Rad Tech)	28	104	56	41
	Radiologic Technology	2	17	6	1
<b>TOTAL</b>		<b>314</b>	<b>2005</b>	<b>952</b>	<b>627</b>

### Metro Rate

Row Labels	Count of apps_date	Count of Accepted_Date	Count of Erolled
Freshmen	115	46	24
Readmit	24	21	17
Transfer	70	30	23
<b>Grand Total</b>	<b>209</b>	<b>97</b>	<b>64</b>

Row Labels	Count of apps_date	Count of Accepted_Date	Count of Erolled
<b>Freshmen</b>	<b>115</b>	<b>46</b>	<b>24</b>
KY	1		
MD	14	4	
NC	10	5	4
OH	8	1	
PA	3		
TN	1		
VA	78	36	20
<b>Readmit</b>	<b>24</b>	<b>21</b>	<b>17</b>
NC	2	2	1
TN	1	1	1
VA	21	18	15
<b>Transfer</b>	<b>70</b>	<b>30</b>	<b>23</b>
KY	1	1	1
MD	3		
NC	10	5	5
OH	1		
PA	1		
VA	54	24	17
<b>Grand Total</b>	<b>209</b>	<b>97</b>	<b>64</b>