Bluefield State
C O L L E G E

BOARD OF GOVERNORS

March 16, 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
March 16, 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.	Chair's Remarks – Chairman Robert E. Perkinson, Jr.	7:00 p.m. – 7:10 p.m.
4.	President's Report – Dr. Marsha Krotseng	7:10 p.m. – 7:20 p.m.

College Focus

5.	Presentation on International Students – Dr. Sudhakar Jamkhandi	7:20 p.m. – 7:35 p.m.
6.	Presentation on Learning Management System – Dr. Jeff Bolton	7:35 p.m. – 7:45 p.m.

Current Operations

7.	*Approval of Minutes of February 16, 2017 Meeting	7:45 p.m. – 7:50 p.m.
8.	Financial Report and Update – Ms. Shelia Johnson	7:50 p.m. – 8:05 p.m.
9.	Academic Affairs Update – Dr. Angela Lambert	8:05 p.m. – 8:15 p.m.

Strategic Issues: Getting to the Vision

10.	Progress Toward Strategic Plan – Dr. Tracey Anderson	8:15 p.m. – 8:20 p.m.
11.	Review of Dashboard – Dr. Tracey Anderson	8:20 p.m. – 8:25 p.m.
12.	Recruitment and Retention Update – Dr. Jo-Ann Robinson • Implementation of Metro Rate Plan	8:25 p.m. – 8:40 p.m.
13.	Adjournment	8:40 p.m.

• Next Meeting Date: April 20, 2017

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*Action Items   **All times approximate

BSC BOG Meeting March 16, 2017

1. International student enrollment numbers and trends:
   a. 25 students
   b. Enrollment down due to lack of sustained recruitment efforts
2. What countries are they from?
   a. Nigeria (1)
   b. Saudi Arabia (1)
   c. The Bahamas (5)
   d. Belgium (1)
   e. Spain (3)
   f. Georgia (1)
   g. New Zealand (1)
   h. The Netherlands (1)
   i. The Gambia (1)
   j. Ukraine (1)
   k. Venezuela (1)
   l. Serbia (1)
   m. Brazil (1)
   n. Italy (1)
   o. Germany (2)
   p. Canada (1)
   q. Zimbabwe (1)
   r. Jamaica (1)

3. How many are athletes? 23

4. How many are paying for their education as opposed to receiving scholarships/reduced rate?
   14 tuition paying; 2 BSC funded; 1 mostly BSC funded; 8 partially BSC funded (source: SEVIS; will be updated starting fall 2017)

   Current international student majors
   Arts & Sciences: 3– Social Science; 1 – Criminal Justice Adm

   Business: 8 – Management; 3 – Accounting; 2 – Marketing

   Engineering Technology & Computer Science: 3 – Computer Science; 2 – Electrical Engineering Tech; 1 - Electrical Engineering Tech; 3 – Mechanical Engineering Tech; 1 – Civil Engineering Tech

5. How can we cultivate international student recruitment to increase the numbers?

   Actionable activities despite external and internal challenges:

   a. Now enrolling international students in **English for International Students** program, summer and fall 2017.

b. **International Student Alumni Databank and Facebook Page:** to recruit and advise international students and to encourage their support for scholarship funds (e.g., to honor professors/staff members/ administrators who made their academic years at BSC pleasant and meaningful)

c. **International Initiatives at Bluefield State College Facebook** page: Already set up to (1) feature international students' statements about their experiences at BSC; (2) BSC personnel's positive experiences with international students; (3) publicize international initiatives (e.g. Fulbright Scholars' visits, International Students' accomplishments, etc.)

d. **EducationUSA Fairs and Offices:** In collaboration with Admissions (and Recruit), mail print materials to EducationUSA offices for display and year-round dissemination where BSC international alumni, if available, will meet prospective students

e. **BSC's partner institutions** (China, Taiwan, Liberia, India, Russia, El Salvador, and possibly Finland] disseminate BSC marketing and application materials; BSC will reciprocate

f. **Short-term faculty-led study abroad:** BSC marketing and application materials will be disseminated by faculty and students engaged in study abroad at partner institutions and at KEI study abroad destinations [especially if faculty are supported with travel funds/contracts for teaching]; also face-to-face interviews will be scheduled prior to departure with partner institutions' help

g. **Short term study visits at BSC** (J-1 visa) by students from partner institutions, which could promote semester study by some

h. **Online degree programs access from abroad** [dependent on acceptance/approval of clinical/practicums abroad, preferably with existing or new partner institutions (and some just to provide proctoring)

i. **Director of Admissions,** upon approval by the DHS as DSO, will also process all international student applications

j. **Personal connections** of BSC personnel

6. Creating **BSC International Alumni** FB page: We are reaching out to our graduates who have returned to their home countries to help us recruit and possibly set up merit scholarships for currently enrolled and future international students through a FB page solely for our international alumni. We are requesting them, time permitting, to participate in EducationUSA Fairs and also advise prospective international students year-round at EducationUSA offices worldwide.

7. **Merit scholarships for new/enrolled international students:** Exploring opportunities to fund merit scholarships for international students.

Marketing materials reflect BSC welcomes international students: campus work, experience America trips, assistance with curriculum practical training and optional practical training, recommendation letter for work and graduate school admission, linking them to community and its activities, providing some scholarships.

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
February 16, 2017

MINUTES

Members Present: Robert E. Perkinson, Jr., Reverend Garry Moore, Jerry Perdue, Jennifer Douglas, Anne Lantry (via conference call), Charlie Cole (via conference call), Norris Kantor, Esq. (via conference call), Dr. Norman Mirsky, and Deirdre Guyton.

President's Staff: Dr. Marsha Krotseng, Dr. Angela Lambert, Dr. Guy Sims, Tom Cook, Mark Warner, Jonette Aughenbaugh, Shelia Johnson, Betty Carroll, Dr. Tracey Anderson, Dr. Jo-Ann Robinson, and John Lewis.

Guests: Nicole Ballard, Jelena Jevtic, Dr. Luciano Picanco, Jim Schlimmer, Amanda Matoushek, Cole Sulmonetti, Todd Fong, Shelia Hallman-Warner, Blake Hash, David Woodrum, Justin Marrotti, Caleb Cox, Karson Terry, Kirk Collins, and J.T. Lester.

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 scheduled agenda item.

Recognition of the BSC Golf Team – Chairman Robert E. Perkinson, Jr.
   Chairman Perkinson recognized the golf team members present at the Board meeting. Vice-Chairman Moore read aloud the BSC Board of Governors resolution recognizing the achievements of the golf team. Chairman Perkinson presented a copy of the resolution to each team member as well as Coaches Todd Fong and Cole Sulmonetti. (See attached.)

Auditors Report for FY 2016 – Ms. Shelia Johnson with Auditing Team
   Chairman Perkinson invited Ms. Christina Bowman with CliftonLarsonAllen to walk the Board members through the audited financial statements for FY 2016, and she highlighted important points. Discussion followed.

Chair's Remarks – Chairman Robert E. Perkinson, Jr.
   Chairman Perkinson stated that the College is in trying times. With all of the ongoing changes, it is important not to forget the value of everybody working together for the benefit of the College.
   Mr. Perkinson discussed the importance of transparency and stated that the flow of information is key. The Board will be paying attention to enrollment, recruitment,

and retention. He mentioned that the golf team had a single purpose – to be successful. Being successful takes a lot of hard work and singleness of purpose.

President's Report – Dr. Marsha Krotseng

Dr. Krotseng reported that the Spring semester is well under way. The census file will be cut tomorrow. BSC has experienced its lowest fall to spring drop in at least the last four years.

This morning BSC hosted gifted 8th grade students from McDowell County, many of whom had never been to a college campus. Dr. Krotseng reported that the Chairs of the Faculty Senate and Classified Staff Council met with Cabinet this morning. Dr. Picanco stated that this was a good meeting with open discussion.

Dr. Krotseng reported that last week was a very busy travel week with time spent in Charleston and Bluefield. She met with the Chairs of the House and Senate Finance Committees and had the opportunity to interact one-on-one with a number of legislators at the State of the State Address. She also attended the Chancellor's budget presentation to the Finance Committee on February 10. BSC will be represented at Higher Education Day on March 15th. Dr. Krotseng will attend a meeting in Washington sponsored by the Thurgood Marshall College Fund later this month.

With regard to the Master Plan, BSC has recently responded to information requests from representatives who are conducting the financial analysis. BSC continues to participate in USDA calls.

BSC will be participating in Home Depot's Retool Your School Competition. Voting begins on February 24th. There will be a fundraising dinner on April 27th at Fincastle on the Mountain. A prominent speaker will be featured, and information will be forthcoming on tickets and table sponsorships.

Title IX Reporting Procedures – Dr. Guy Sims

Dr. Sims expressed thanks to the Board of Governors for allowing him the time to talk with them about what happens when there is Title IX complaint or concern. He uses BSC's Mission Statement as a guide. His roles and responsibilities include notification, education, and investigation. With regard to the receipt of complaints, Dr. Sims explained that communication must flow back to his office.

Dr. Sims reported that he has received questions about how many incidents BSC has had. He explained that most of this information is confidential, but there has been one incident and it was brought to resolution. Discussion followed.

Approval of Minutes of December 8, 2016 Meeting

The first action item was approval of the minutes from the December 8, 2016 meeting. Dr. Mirsky made a motion to approve the minutes from the December 8, 2016 meeting. The motion was seconded by Mr. Perdue and Mr. Kantor. The motion carried.

Financial Report and Update – Ms. Shelia Johnson

Ms. Johnson reported that the Finance Committee of the Board met to review the status of the current budget and next year's budget. Work is being done to make

sure the budget continues to be sustainable. There have been well over 20 meetings since last June to discuss the budget. Two campus meetings were held last week. Finances are being reviewed on a daily basis. Should enrollment increase, that will lessen the challenges for next year's budget.

Ms. Johnson reported on the financial information provided to members of the Board in the meeting materials packet. She reported on the budget and the College's current finances. Discussion followed.

Approval of Giving Levels for Naming Opportunities – Ms. Betty Carroll

Ms. Carroll stated that upon the recommendation of the BSC Board of Governors Finance Committee, before the Board is a proposal to add giving levels for naming opportunities that will be associated with the new residence hall. This is in addition to levels for naming opportunities already in existence. Ms. Guyton made a motion to approve the proposal as presented. Vice Chairman Moore seconded the motion. The motion carried.

Approval of Metro Rate Expansion – Dr. Jo-Ann Robinson

Dr. Robinson stated that the metro rate expansion is designed to increase enrollment. She stated that the metro rate expansion comes from recommendations of faculty as well as athletics. The proposal, if approved, would include the addition of two states and 73 counties.

Ms. Lantry asked how much marketing has been done in these counties without reducing the tuition rate. Dr. Robinson stated that marketing has been limited to posters sent to high schools in those areas. Discussion followed. Mr. Perdue made a motion to accept the Metro Rate Expansion as proposed. The motion was seconded by Vice Chairman Moore. The motion carried.

Progress Toward Strategic Plan – Dr. Tracey Anderson

Dr. Anderson reported that the Board packet includes updates for year four. She reported on the HEPC review of the Compact. Dr. Anderson stated that the College received kudos on some things and there are some things to work on. They were particularly happy with the way BSC prepares its graduates. There was some concern about the institution's ability to track all of the things being done on campus. They were encouraged to see how much the College's default rate has decreased since it began working with INCEPTIA. They were also encouraged by 15 to finish. One item to work on is assessment. The College must be strategic about how campus activities are being assessed.

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

Dr. Robinson introduced Mr. Jim Schlimmer, Director of Admissions and Enrollment Services, to provide an overview of the recruitment and enrollment plan. His presentation included the following topics: building demand, cultivating applicants, optimizing yield, and student success.

Ms. Lantry expressed interest in seeing a marketing budget break-even analysis of how many students are needed to break even to pay for a marketing campaign. Ms. Lantry stated that if the institution is giving discount rates it is not necessarily going to be worth it in the long run.

Dr. Mirsky asked what percent of the international students are getting financial aid from the institution. He expressed interest in seeing a true count of those who are paying the full price.

Mr. Perkinson stated that there will be a presentation on international students and trends at the next Board meeting. Questions to be addressed include the following: what BSC is doing to attract international students, the number of international students BSC currently has, what institutional money, if any, is being provided to those students, and trends over the years.

Possible Executive Session Under the Authority of WV Code § 6-9A4(b)(2)(A) to consider "matters arising from the appointment, employment...of a public officer or employee"

A motion was made by Ms. Guyton to go into Executive Session. The motion was seconded by Vice Chairman Moore. The motion carried. No action was taken during Executive Session.

A motion was made by Vice Chairman Moore to return to Regular Session. The motion was seconded by Ms. Guyton. The motion carried.

Adjournment

Vice Chairman Moore made a motion to adjourn the Board meeting. The motion was seconded by Ms. Douglas. The motion carried. The meeting adjourned at approximately 9:05 p.m.

Respectfully submitted   _____

                                                    Robert E. Perkinson, Jr.

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
FISCAL YEAR 17, AS OF
JANUARY 31, 2017
CASH BASIS*

DESCRIPTION	BUDGETED 2017 FY	% OF BUDGETED	ACTUAL 01/31/2017	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/16			819,795		
ADDITIONS:					
REVENUE					
STATE APPROPRIATIONS	5,636,862	24.54%	3,663,959	26.68%	65.00%
TUITION & FEES	10,103,028	43.99%	4,993,674	36.37%	49.43%
CAPITAL FEES	650,000	2.83%	472,333	3.44%	72.67%
SALES & SERVICES	85,000	0.37%	35,687	0.26%	41.98%
GRANTS & CONTRACTS	5,754,970	25.06%	4,016,163	29.25%	69.79%
INVESTMENT EARNINGS	2,000	0.01%	2,847	0.02%	142.35%
AUXILIARY	853,000	3.71%	620,915	4.52%	72.79%
DEBT ASSESSMENT	(46,611)	-0.20%	(23,306)	-0.17%	50.00%
HERA ASSESSMENT	(69,802)	-0.30%	(50,465)	-0.37%	72.30%
TOTAL REVENUES	22,968,447	100.00%	13,731,807	100.00%	59.79%
DEDUCTIONS:					
EXPENDITURE					
PERSONAL SERVICES	12,101,153 *	52.86%	6,343,450	53.88%	52.42%
EMPLOYEE BENEFITS	3,068,900	13.40%	1,658,676	14.09%	54.05%
CURRENT EXPENSE	4,490,000	19.61%	2,267,584	19.26%	50.50%
REPAIRS/ASSETS/BLDG CONSTRUCTION	960,000	4.19%	274,531	2.33%	28.60%
SCHOLARSHIP, AWARDS	2,274,000	9.93%	1,227,602	10.43%	53.98%
TOTAL EXPENDITURES	22,894,053	100.00%	11,771,843	100.00%	51.42%
ENDING CASH AND IN TRANSIT 01/31/2017			2,779,759		
LESS: ENCUMBRANCES			(361,580)		
Balance (Cash Less Encumbrances)			2,418,179		

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

BLUEFIELD STATE COLLEGE
ACTUAL COMPARISON
JANUARY, 2017 VS 2016
CASH BASIS*

DESCRIPTION	ACTUAL 2016FY	ACTUAL 2017FY	DIFFERENCE	% OF BUDGETED
BEGINNING CASH 07/01/2016-2017	**1,512,115**	**819,795**		
ADDITIONS:				
REVENUE				
STATE APPROPRIATIONS	3,663,525	3,663,959	434	0.01%
TUITION & FEES	4,574,655	4,993,674	419,019	9.16%
CAPITAL FEES	385,246	472,333	87,087	22.61%
SALES & SERVICES	47,263	35,687	(11,576)	-24.49%
GRANTS & CONTRACTS	2,991,082	4,016,163	1,025,081	34.27%
INVESTMENT EARNINGS	1,170	2,847	1,677	143.33%
AUXILIARY	681,786	620,915	(60,871)	-8.93%
HERA ASSESSMENT	(34,901)	(50,465)	(15,564)	44.59%
DEBT ASSESSMENT	(55,396)	(23,306)	32,090	-57.93%
			-	
TOTAL REVENUES	**12,254,430**	**13,731,807**	**1,477,377**	**12.06%**
DEDUCTIONS:				
EXPENDITURE				
PERSONAL SERVICES	6,580,464	6,343,450	(237,014)	-3.60%
EMPLOYEE BENEFITS	1,613,309	1,658,676	45,367	2.81%
CURRENT EXPENSE	2,411,035	2,267,584	(143,451)	-5.95%
REPAIRS/ASSETS/BLDG CONSTRUCTION	616,103	274,531	(341,572)	-55.44%
SCHOLARSHIP, AWARDS	1,362,529	1,227,602	(134,927)	-9.90%
	-	-	-	
TOTAL EXPENDITURES	**12,583,440**	**11,771,843**	**(811,597)**	**-6.45%**
ENDING CASH AND IN TRANSIT 01/31/2016-2017	1,183,105	2,779,759		
LESS: ENCUMBRANCES	(367,151)	(361,580)		
BALANCE (Cash Less Encumbrances)	815,954	2,418,179		

BLUEFIELD STATE COLLEGE
ENCUMBRANCES SUMMARY
JANUARY 31, 2017

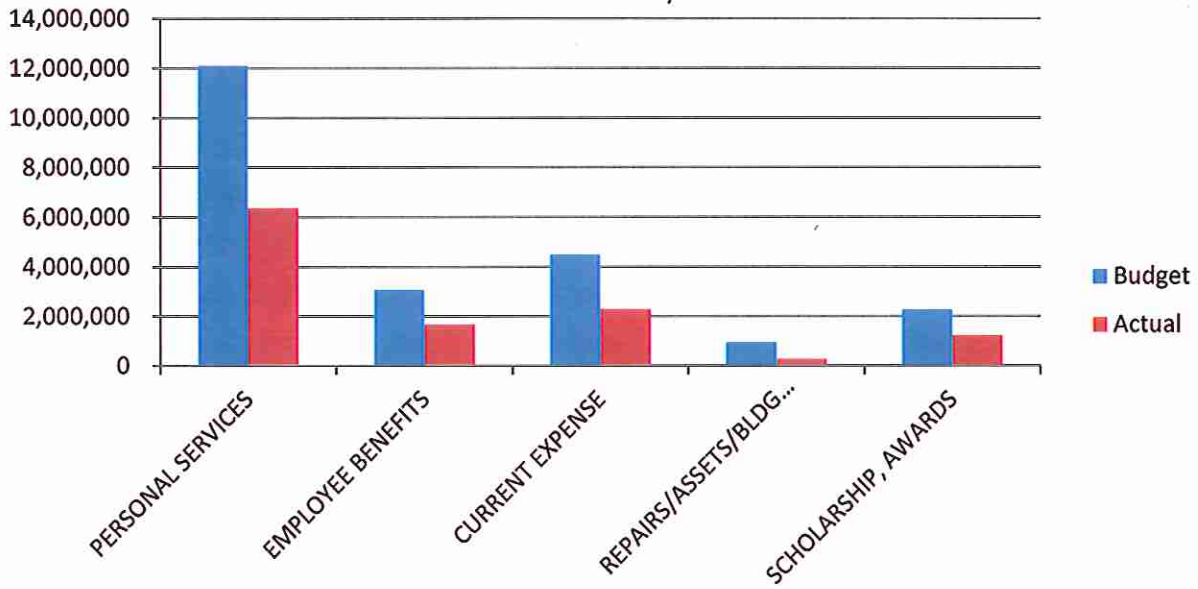| PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(6,924.00)
BSC406	THOMPSON & LITTON OF WV INC	(354,656.00)
.		
	GRAND TOTAL ENCUMBRANCES	**(361,580.00)**

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

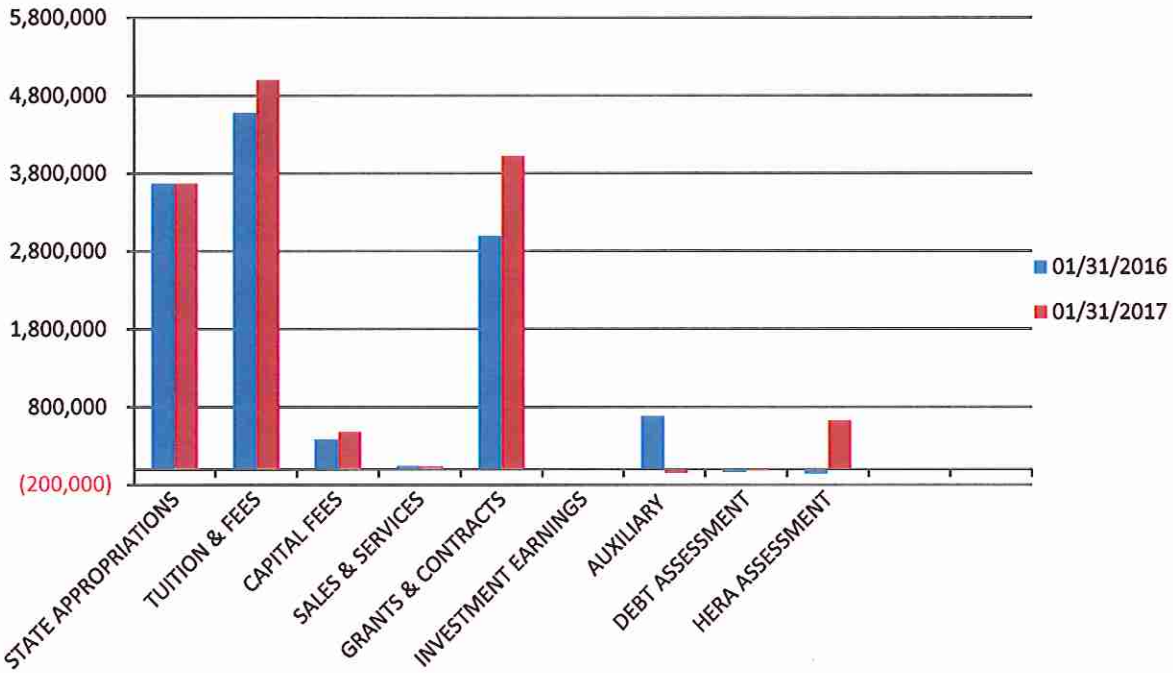| DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 01/31/2017
BEGINNING CASH 07/01/16	633.29	9,970.54	0.82	10,604.65
ADDITIONS:				
REVENUE	3,341,204.45	5,292,502.00	67,259.00	8,700,965.45
TOTAL REVENUES	3,341,204.45	5,292,502.00	67,259.00	8,700,965.45
DEDUCTIONS:				
AWARDS & LOANS	3,397,722.00	5,378,402.00	67,259.00	8,843,383.00
Redeposits	(40,626.00)	(56,703.00)		(97,329.00)
Recoveries	(15,217.00)	(19,278.00)		(34,495.00)
TOTAL EXPENDITURES	3,341,879.00	5,302,421.00	67,259.00	8,711,559.00
ENDING CASH 01/31/2017	(41.26)	51.54	0.82	11.10
2016FY TOTALS				
TOTAL EXPENDITURES	4,374,706.00	8,103,731.00	53,701.00	12,532,138.00
% OF FINANCIAL AID 2017FY COMPARED TO 2016FY	76.39%	65.43%	125.25%	69.51%

**Bluefield State College
2017 Budget vs Actual Revenue
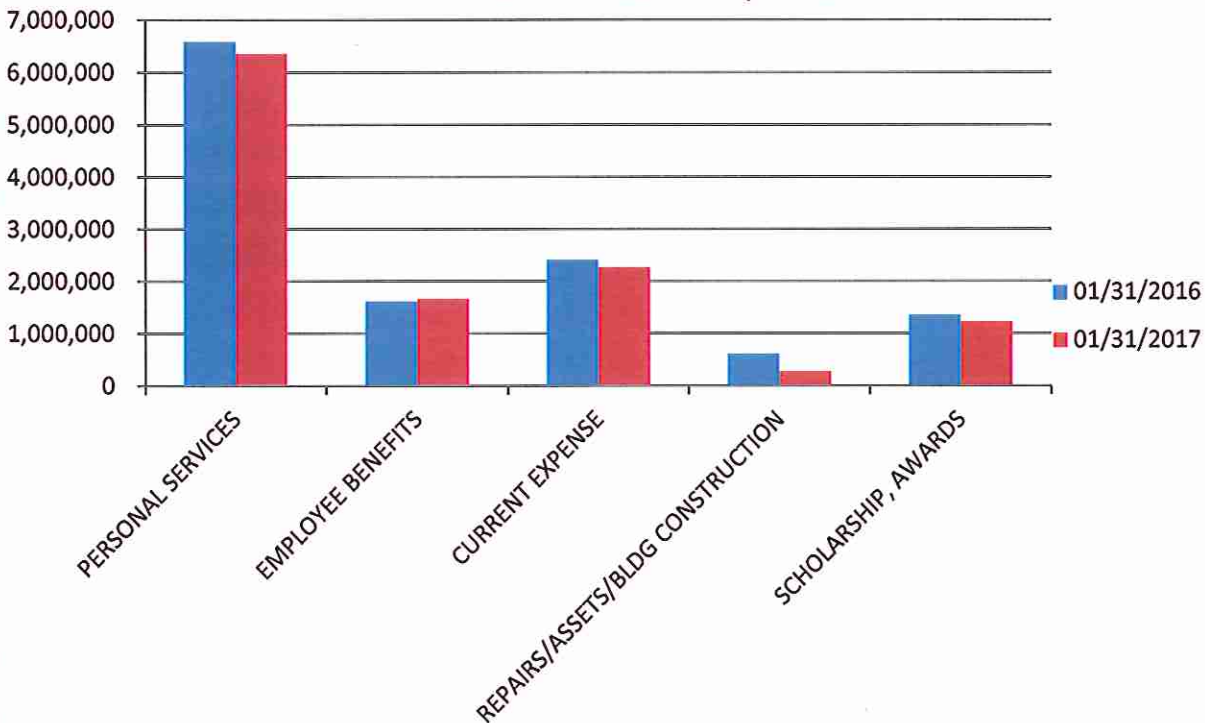as of January 2017**
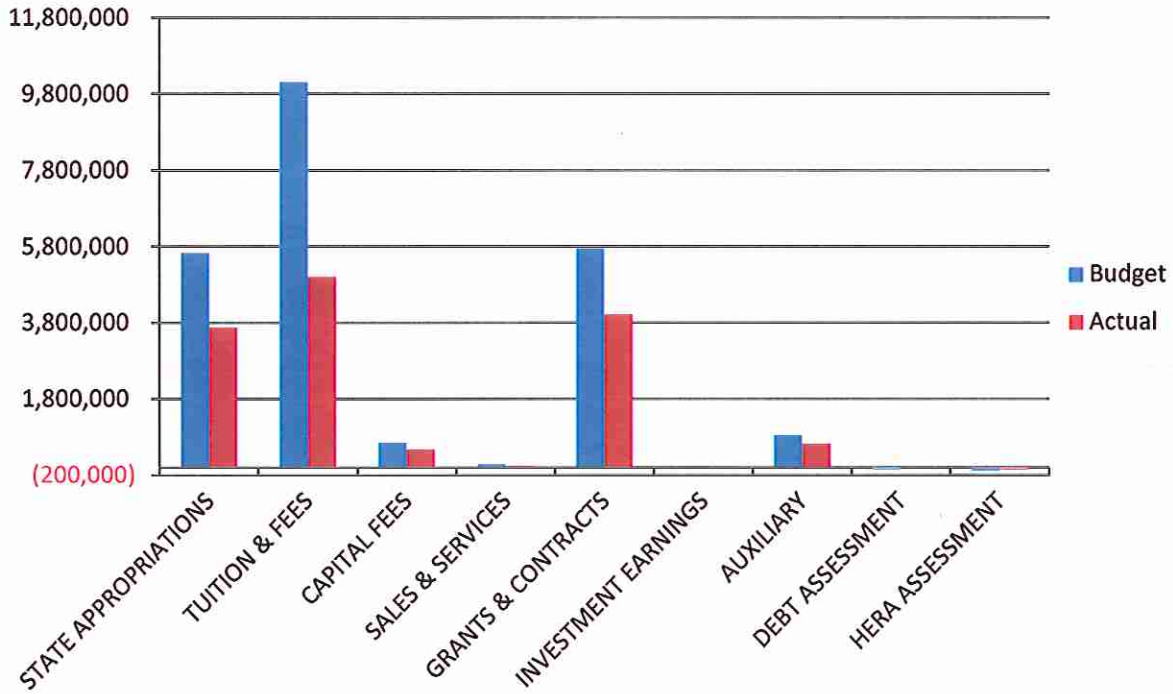
**Bluefield State College
2017 Budget vs Actual Expenditures
as of January 2017**

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

Bar chart comparing 01/31/2016 (blue) and 01/31/2017 (red) revenue across categories: STATE APPROPRIATIONS, TUITION & FEES, CAPITAL FEES, SALES & SERVICES, GRANTS & CONTRACTS, INVESTMENT EARNINGS, AUXILIARY, DEBT ASSESSMENT, HERA ASSESSMENT. Y-axis ranges from (200,000) to 5,800,000.

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

Bar chart comparing 01/31/2016 (blue) and 01/31/2017 (red) expenditures across categories: PERSONAL SERVICES, EMPLOYEE BENEFITS, CURRENT EXPENSE, REPAIRS/ASSETS/BLDG CONSTRUCTION, SCHOLARSHIP, AWARDS. Y-axis ranges from 0 to 7,000,000.

ACADEMICS IN ACTION
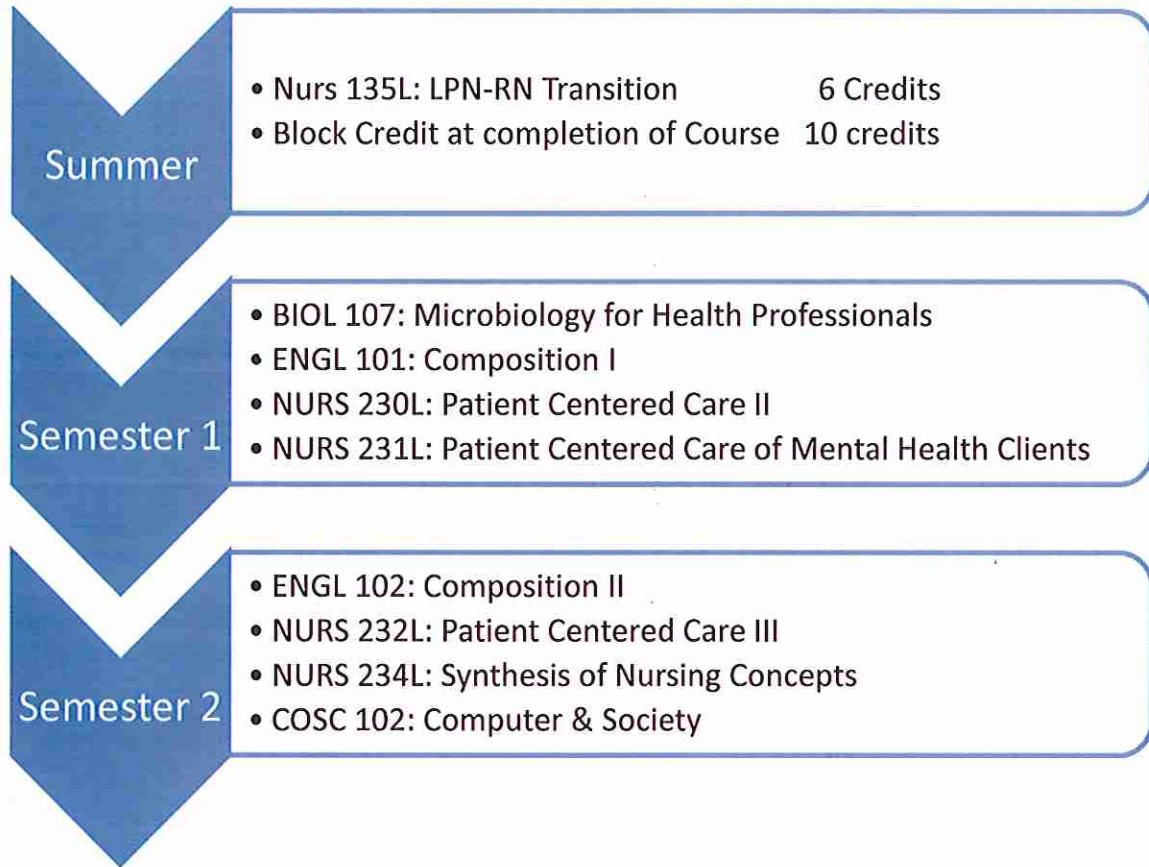
BSC – MARCH 2017 REPORT TO BOARD OF GOVERNORS

- Ongoing work with Summers county schools to provide dual credit options as well as LPN – RN pathways*
- 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
- Presenter to Mercer County Board of Education at their monthly meeting on 3/14/17.
- Registrar has over 130 students and other participants registered to attend the annual graduate fair on 3/21/17
- Mr. Jesse Calloway will be visiting campus on 3/22-3/23 with a number of exciting presentations*
- Dr. Jeff Bolton will be honored on 3/13/17 as a finalist for the WV Professor of the Year*
- Discussion with UC-Beckley to assist transition of Pre-Sonography students; UC will not accept a Fall 2017 class
- Transition to MOODLE® LMS is underway. All course shells for Summer I, Summer II and Fall have been created and faculty training will begin after Spring break.
- April meeting will include 5 year program reviews for Criminal Justice and Imaging Science. External reviewer visits have been planned.
- Request for BSC – Marshal university agreement for BSN – MSN is attached

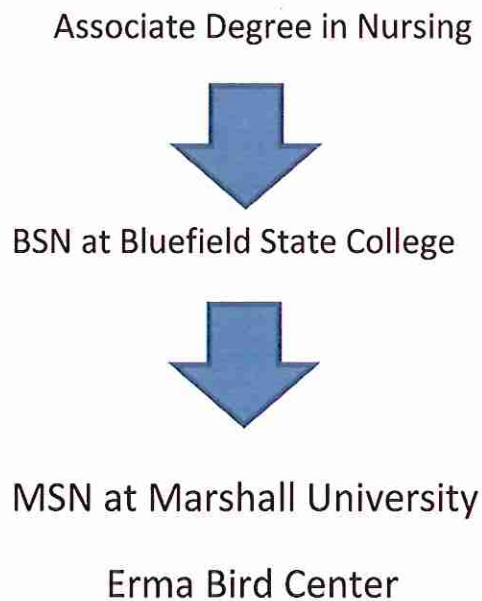*additional documentation is attached

Bluefield State Nursing Pathway

Accelerated LPN to RN

The accelerated LPN to RN program permits the qualifying Licensed Practical Nurse to complete an Associate Degree in Nursing in one calendar year.

Summer
- Nurs 135L: LPN-RN Transition   6 Credits
- Block Credit at completion of Course   10 credits

Semester 1
- BIOL 107: Microbiology for Health Professionals
- ENGL 101: Composition I
- NURS 230L: Patient Centered Care II
- NURS 231L: Patient Centered Care of Mental Health Clients

Semester 2
- ENGL 102: Composition II
- NURS 232L: Patient Centered Care III
- NURS 234L: Synthesis of Nursing Concepts
- COSC 102: Computer & Society

*COSC 102 Can be substituted with BUSN 130

Associate Degree in Nursing

↓

BSN at Bluefield State College

↓

MSN at Marshall University

Erma Bird Center

From:	Snead, John
Sent:	Monday, March 6, 2017 12:48 PM
To:	Lambert, Angela; Bowling, Shannon; Mark G. Warner; Krotseng, Marsha
Subject:	Dr. Jesse Calloway's Visit

Earlier today I spoke with Dr. Jesse Calloway and it looks as though plans are coming together for his visit. Dr. Calloway will deliver a general leadership presentation to Business and Engineering students at 11:00 a.m. on Wednesday, March 22.   I am in the process of trying to secure the Hebert Gallery for this presentation. On Thursday, March 23, a smaller contingent of students will participate in a detailed leadership workshop between noon and 4:00 p.m. This is scheduled to take place in Mahood Hall Room 310. Shannon and I will be responsible for selecting students for the workshop.

Mark Warner and I have discussed the possibility of having the College purchase several copies of Dr. Calloway's text, *All the Way to the Top: A Practical Guide for Corporate and Business Leadership.*   These books would be provided to those students who attend Thursday's workshop; there will be no more than 25 students. Given that Dr. Calloway is paying his own travel expenses, I think that this is the least the College can do to show it's appreciation to him. Thank you for working with me to ensure that Dr. Calloway's visit is successful and beneficial to our students.

Dr. John Snead, Interim Dean
W. Paul Cole, Jr. School of Business
Bluefield State College
219 Rock Street
Bluefield, WV 24701
Office Phone: 304-327-4012

Honoring the

2016 Professor of the Year Finalists

Jeffrey Bolton, PhD - Bluefield State College

Joseph Horzempa, PhD - West Liberty University

Joseph S. Moritz, PhD - West Virginia University

Phillip T. Rutherford, PhD - Marshall University

Peter J. Ward, PhD - West Virginia School of Osteopathic Medicine

The Faculty Merit Foundation of West Virginia
and
Graystone Consulting

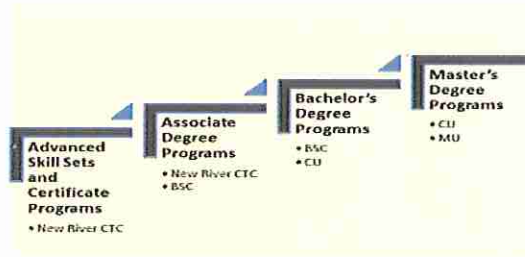*request your presence at the*

2016 West Virginia
Professor of the Year Award Program

Monday, March 13, 2017

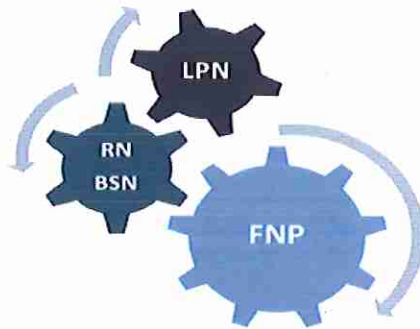6:30 p.m. Reception
7:15 p.m. Dinner and Awards Presentation

Culture Center Great Hall
Charleston, West Virginia

Postsecondary Education at the EBHECC

Advanced Skill Sets and Certificate Programs
- New River CTC

Associate Degree Programs
- New River CTC
- BSC

Bachelor's Degree Programs
- BSC
- CU

Master's Degree Programs
- CU
- MU

Higher education produces promise

Collaborative Effort

LPN

RN
BSN

FNP

ᵗᵍ 2003 BSC and MU collaborated to provide MSN education for students in Beckley and Bluefield Tracks are offered in:
- Nurse Educator
- Nurse Administrator
- Family Nurse Practitioner

From A.S. to BSN to M.S. at Bluefield State College in Beckley and Bluefield

MARSHALL

Krotseng, Marsha

As we begin the new semester, Bluefield State has new and exciting tools to keep you connected. Effective January 31st, 2017, the myBSCMobile app no longer houses these tools. Ellucian Go is now home to all things "Big Blue." By downloading Ellucian Go from the app store, all of your needs will be at your fingertips.

Mobile users should remove the existing myBSCMobile app from devices. To download the new app, visit your Play Store and search for Ellucian Go and select Bluefield State College as your school in the app. When prompted to login, enter your Bluefield State College username and password. From there you will have access to Blackboard, Moodle, myBSC, Athletics, Directories and more. Access your schedule and grades, even register for classes, all on the go.

If there are any questions or you need assistance please contact the Help Desk at (304)327-4090 or email helpdesk@bluefieldstate.edu.

Download Ellucian Go today and have BSC in the palm of your hand!

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Bluefield State
COLLEGE

1

To: Members, Board of Governors
Dr. Marsha Krotseng

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

Date: March 10, 2017

Re: Update: BSC Integrated Plan for Student Success 2013-2018
                     IPEDS Data Feedback Report – 2016
                     Compact Data Dashboard – Fall end-of-term

The Integrated Plan for Student Success demonstrates progress between January 1, 2017 and March 1, 2017.

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data (NCES).

The custom comparison group chosen by Bluefield State College includes the following 20 institutions:
- Dickinson State University (Dickinson, ND)
- Elizabeth City State University (Elizabeth City, NC)
- Georgia Southwestern State University (Americus, GA)
- Indiana University-East (Richmond, IN)
- Indiana University-Kokomo (Kokomo, IN)
- Langston University (Langston, OK)
- Lewis-Clark State College (Lewiston, ID)
- Massachusetts College of Liberal Arts (North Adams, MA)
- Montana State University-Northern (Havre, MT)
- Ohio State University-Lima Campus (Lima, OH)
- Oklahoma Panhandle State University (Goodwell, OK)
- Purdue University-North Central Campus (Westville, IN)
- St Mary's College of Maryland (St. Mary's City, MD)
- SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
- The University of Montana-Western (Dillon, MT)
- The University of Virginia's College at Wise (Wise, VA)
- University of Arkansas at Monticello (Monticello, AR)
- University of Maine at Presque Isle (Presque Isle, ME)
- University of South Carolina-Aiken (Aiken, SC)
- Valley City State University (Valley City, ND)

Bluefield State College

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The final document is the dashboard that was provided at the October 2016 Board meeting.   This dashboard represents end-of-term Compact data for the 2015-2016 academic year.

Comprehensive Plan A: Collaborative Access

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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	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.	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.	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.
					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 1st and 2nd place trophies. All participating teams received award certificates.	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.
	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.		

	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.
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			Held a student recruitment basketball night. Collaborated with the Athletic Department to sponsor the WBB Alumni Breakfast.
	A2. Recruit students for cohort programs (Milwaukee Education Partnership) (QM: Enrollment S1, A2)	VPAA	Implement spring 2015			
S3. Engage local community and region in college preparation and readiness activities	A1. Biannual festival for faculty scholarship with high school students and teachers on campus (QM: Faculty Scholarship S1, A2)	VPAA, Deans, and Faculty	Planning fall 2015; Implementa-tion 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. 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.	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.

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.

Comprehensive Plan B: Financial Aid

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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.
	A2. Develop and distribute a more informational version of the student financial aid award letter (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.	VPSAEM and Director - Financial Aid	Development 2014-2015 AY	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.	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.	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.

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
S2. Streamline financial aid processes	A1. Establish an all-inclusive early alert system utilizing technology and analytics (QM: Retention S1, A2)	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.	Continued growth in participation of faculty; continued challenges in getting alerted students to follow up.
	A2. Implementing the Transit™ financial literacy program (QM: Student Loan Default S1, A2)	VPAA, VPSAEM	Pilot implementation spring 2015			
S3. Manage 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 (QM: Student Loan Default S1, A1)	VPSAEM and Director - Financial Aid	Immediate	FY2013 official default rate has been reduced to 19.5%. Inceptia has resolved 66 student loans that were in default during July through September.		FY2014 DRAFT default rate has been reduced to 18.3%.

Comprehensive Plan C: Academic Quality

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
S1. Develop an environment for students to succeed through	A1. Develop an orientation for new and adjunct faculty	VPAA and Deans	Planning summer 2015	New and adjunct faculty orientation held in August.		Faculty Institute was held with over 96 staff, faculty and adjunct faculty in
	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)	VPAA, VPSAEM, DevEd faculty, counselors and SSS Director	A more formalized DevEd program was started in fall 2013 and will continue into spring 2014	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.	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.	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 Eng 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.

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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.

Comprehensive Plan D: Career Pathways

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
S1. Improving career readiness	A1. Develop and implement four year BSC engagement program (QM: Graduation Rate S1, A2)	Dean - BUSN and NAH Faculty volunteer	Development spring 2015			
	A2. Continue to promote, highlight, and expand Bluefield State College Alumni success stories	VPAA, VPSAEM, Media Relations, Director - Alumni, Deans, and Faculty	Expand spring 2015			
	A3. Increase and improve opportunities for community engagement through internships, job shadowing, guest speakers, and community service	VPAA, VPSAEM, Deans, Faculty, Directors - Counseling, SSS, Financial Aid, Career Services, and Student Leaders	Planning spring 2015	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.	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.	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; Preparations, planning in place for Bluefield State College's 29th Annual Spring Employment & Recruitment Fair. 6 Students attended SSS FAFSA 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.

Comprehensive Plan E: Critical Regional Issues

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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. 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. 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.	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.

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.

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.

Strategies	Activities	Responsibility	Timeframe			
	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.		
S1. 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.
	A2. Create new virtual forums that allow interaction with the community and region	VPAA, VPSAEM, Deans, Faculty, IT Staff, and Student Leaders	Fall 2016			

Strategies in Support of Quantitative Metrics
Enrollment

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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			Held a student recruitment basketball night. Collaborated with the Athletic Department to sponsor the WBB Alumni Breakfast.
	A2. Recruit students for cohort programs (Milwaukee Education Partnership) (CP: Collaborative Access S2, A2)	VPAA	Implement spring 2015			

Developmental Education

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
S1. Develop an environment for students to succeed through excellence in teaching, learning, and advising	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)	VPAA, VPSAEM, DevEd faculty, counselors and SSS Director	A more formalized DevEd program was started in fall 2013 and will continue into spring 2014	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.	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.	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 Eng 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.
	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
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.
				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.
	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.	Over 41 faculty are currently using the Early Alert; implementing analysis of impact for students alerted this semester.

Progress Toward Degree

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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			
	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.

Graduation Rates

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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.
	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			

Faculty Scholarship

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
S1. Support system for faculty and student scholarship	A1. Provide sustainability to Research and Sponsored Programs (RASP)	VPAA	Planning spring 2015			
	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; Implementa-tion 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.

Degrees Awarded

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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			
	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.	

Student Loan Default Rate

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070116 - 110116	Accomplishments between 110116 - 010117	Accomplishments between 010117 - 030117
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%.
	A2. Implementing the Transit™ financial literacy program (CP: Financial Aid S2, A2)	VPAA, VPSAEM	Pilot implementation spring 2015			

NATIONAL CENTER FOR EDUCATION STATISTICS

IPEDS DATA FEEDBACK REPORT 2016

What Is IPEDS?

The Integrated Postsecondary Education Data System (IPEDS) is a system of survey components that collects data from about 7,500 institutions that provide postsecondary education across the United States. IPEDS collects institution-level data on student enrollment, graduation rates, student charges, program completions, faculty, staff, and finances.

These data are used at the federal and state level for policy analysis and development; at the institutional level for benchmarking and peer analysis; and by students and parents, through the College Navigator (http://collegenavigator.ed.gov), an online tool to aid in the college search process. For more information about IPEDS, see http://nces.ed.gov/ipeds.

What Is the Purpose of This Report?

The Data Feedback Report is intended to provide institutions a context for examining the data they submitted to IPEDS. The purpose of this report is to provide institutional executives a useful resource and to help improve the quality and comparability of IPEDS data.

What Is in This Report?

As suggested by the IPEDS Technical Review Panel, the figures in this report provide selected indicators for your institution and a comparison group of institutions. The figures are based on data collected during the 2015-16 IPEDS collection cycle and are the most recent data available. This report provides a list of pre-selected comparison group institutions and the criteria used for their selection. Additional information about these indicators and the pre-selected comparison group are provided in the Methodological Notes at the end of the report.

Where Can I Do More with IPEDS Data?

Each institution can access previous Data Feedback Reports as far back as 2005 and customize this latest report by using a different comparison group and IPEDS variables of its choosing. To download archived reports or customize the current Data Feedback Report (DFR), please visit our web site at http://nces.ed.gov/ipeds/Home/UseTheData.

Bluefield State College
Bluefield, WV

COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 17, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center (http://nces.ed.gov/ipeds/datacenter/) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Bluefield State College includes the following 20 institutions:

▸Dickinson State University (Dickinson, ND)
▸Elizabeth City State University (Elizabeth City, NC)
▸Georgia Southwestern State University (Americus, GA)
▸Indiana University-East (Richmond, IN)
▸Indiana University-Kokomo (Kokomo, IN)
▸Langston University (Langston, OK)
▸Lewis-Clark State College (Lewiston, ID)
▸Massachusetts College of Liberal Arts (North Adams, MA)
▸Montana State University-Northern (Havre, MT)
▸Ohio State University-Lima Campus (Lima, OH)
▸Oklahoma Panhandle State University (Goodwell, OK)
▸Purdue University-North Central Campus (Westville, IN)
▸St Mary's College of Maryland (St. Mary's City, MD)
▸SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
▸The University of Montana-Western (Dillon, MT)
▸The University of Virginia's College at Wise (Wise, VA)
▸University of Arkansas at Monticello (Monticello, AR)
▸University of Maine at Presque Isle (Presque Isle, ME)
▸University of South Carolina-Aiken (Aiken, SC)
▸Valley City State University (Valley City, ND)

The figures in this report have been organized and ordered into the following topic areas:

1) Admissions (only for non-open-admissions schools)	Fig. 1 and 2	Pg. 3
2) Student Enrollment	Fig. 3 and 4	Pg. 3 and 4
3) Awards	Fig. 5	Pg. 4
4) Charges and Net Price	Fig. 6 and 7	Pg. 4
5) Student Financial Aid	Fig. 8, 9, 10 and 11	Pg. 5
6) Military Benefits*	[No charts applicable]	
7) Retention and Graduation Rates	Fig. 12, 13, 14 and 15	Pg. 6 and 7
8) Finance	Fig. 16 and 17	Pg. 7
9) Staff	Fig. 18 and 19	Pg. 8
10) Libraries*	[No charts applicable]	

*These figures only appear in customized Data Feedback Reports (DFR), which are available through Use the Data portal on the IPEDS website.
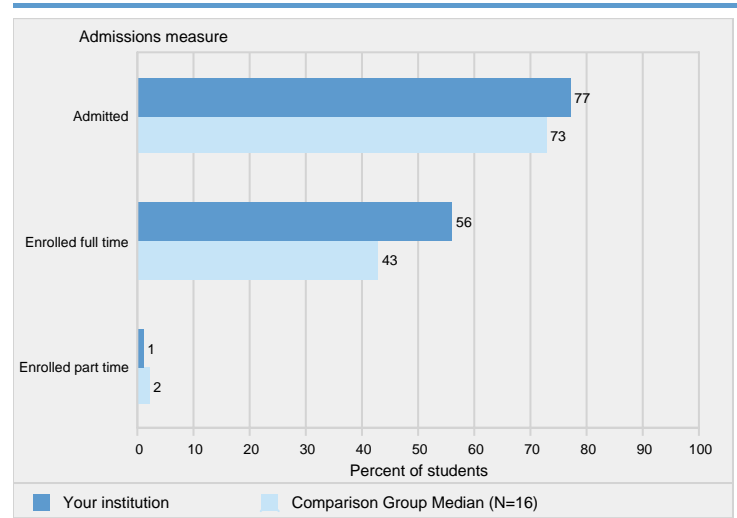
Figure 1. Number of first-time undergraduate students who applied, were admitted, and enrolled full and part time: Fall 2015
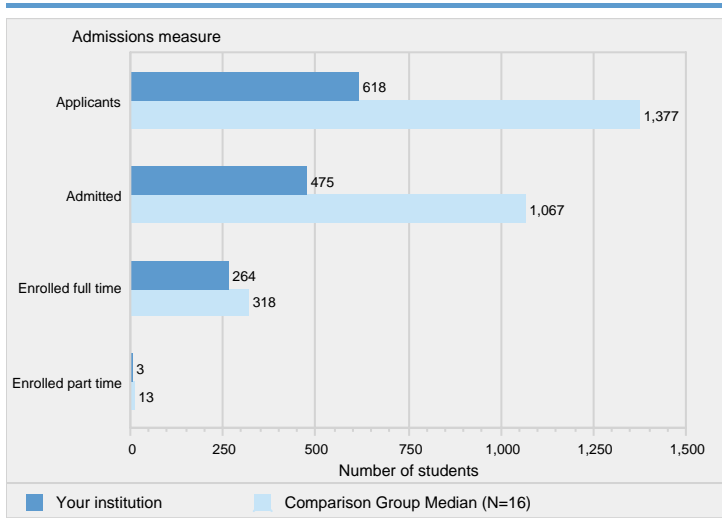
Figure 2. Percent of first-time undergraduate applicants admitted, and percent of admissions enrolled, by full- and part-time status: Fall 2015

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Admissions component.

NOTE: Admissions data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. For details, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Admissions component.
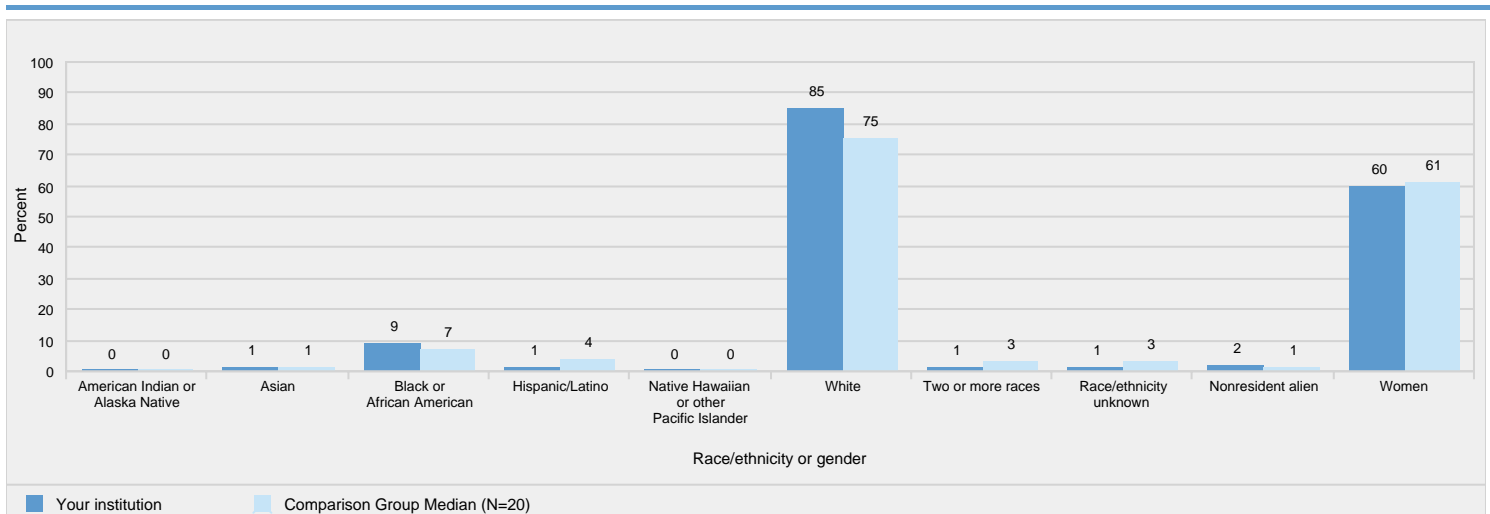
Figure 3. Percent of all students enrolled, by race/ethnicity, and percent of students who are women: Fall 2015

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. Median values for the comparison group will not add to 100%. See "Use of Median Values for Comparison Group" for how median values are determined. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Fall Enrollment component.

Figure 4. Unduplicated 12-month headcount of all students and of undergraduate students (2014-15), total FTE enrollment (2014-15), and full- and part-time fall enrollment (Fall 2015)

Enrollment measure

	Your institution	Comparison Group Median (N=20)
Unduplicated headcount - total	1,798	2,535
Unduplicated headcount - undergraduates	1,798	2,222
Total FTE enrollment	1,309	1,838
Full-time fall enrollment	1,217	1,540
Part-time fall enrollment	269	518

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: For details on calculating full-time equivalent (FTE) enrollment, see Calculating FTE in the Methodological Notes. Total headcount, FTE, and full- and part-time fall enrollment include both undergraduate and postbaccalaureate students, when applicable. N is the number of institutions in the comparison group.
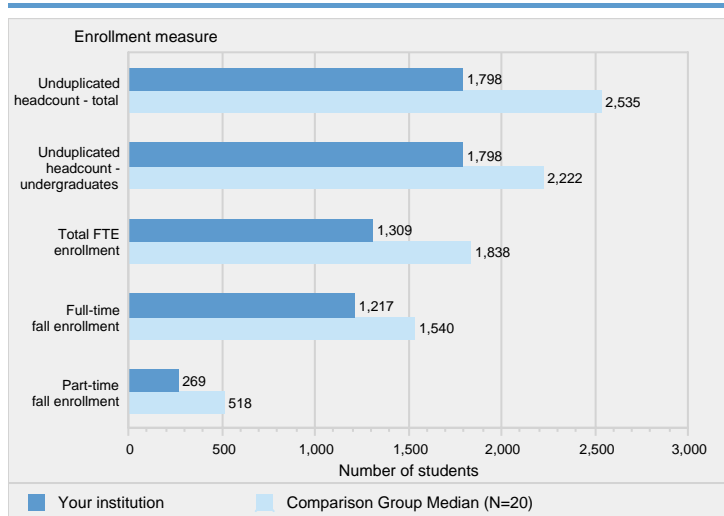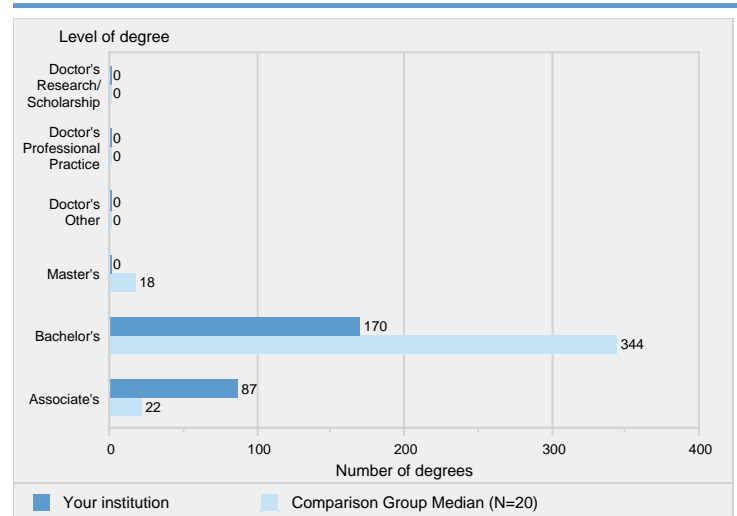SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, 12-month Enrollment component and Spring 2016, Fall Enrollment component.
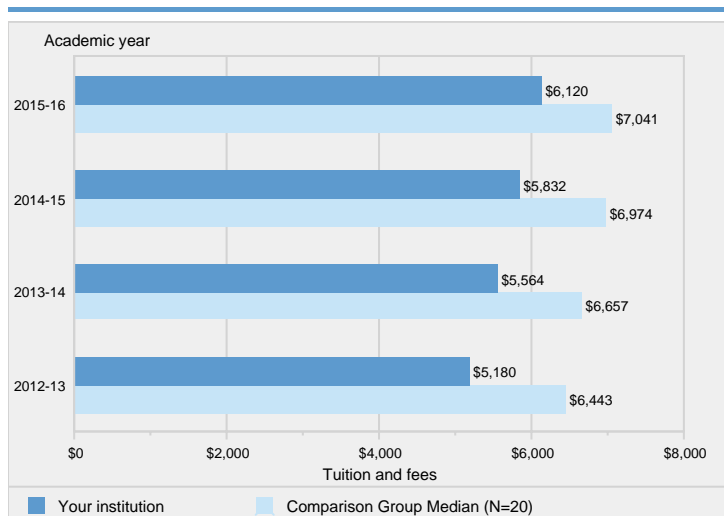
Figure 5. Number of degrees awarded, by level: 2014-15

Level of degree

	Your institution	Comparison Group Median (N=20)
Doctor's Research/Scholarship	0	0
Doctor's Professional Practice	0	0
Doctor's Other	0	0
Master's	0	18
Bachelor's	170	344
Associate's	87	22

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: For additional information about postbaccalaureate degree levels, see the Methodology Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Completions component.
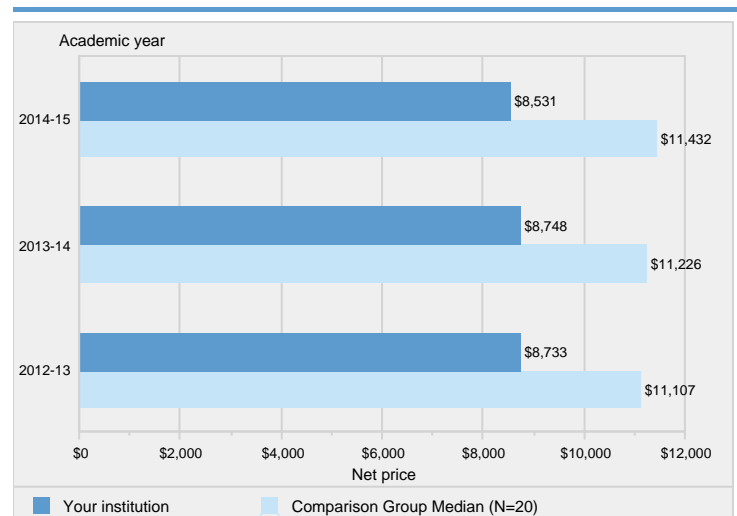
Figure 6. Academic year tuition and required fees for full-time, first-time degree/certificate-seeking undergraduates: 2012-13 to 2015-16

Academic year

	Your institution	Comparison Group Median (N=20)
2015-16	$6,120	$7,041
2014-15	$5,832	$6,974
2013-14	$5,564	$6,657
2012-13	$5,180	$6,443

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: The tuition and required fees shown here are the lowest reported from the categories of in-district, in-state, and out-of-state. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component.

Figure 7. Average net price of attendance for full-time, first-time degree/certificate-seeking undergraduate students, who were awarded grant or scholarship aid: 2012-13 to 2014-15

Academic year

	Your institution	Comparison Group Median (N=20)
2014-15	$8,531	$11,432
2013-14	$8,748	$11,226
2012-13	$8,733	$11,107

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: Average net price is for full-time, first-time degree/certificate-seeking undergraduate students and is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship awarded aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, Institutional Characteristics component; Winter 2015-16, Student Financial Aid component.
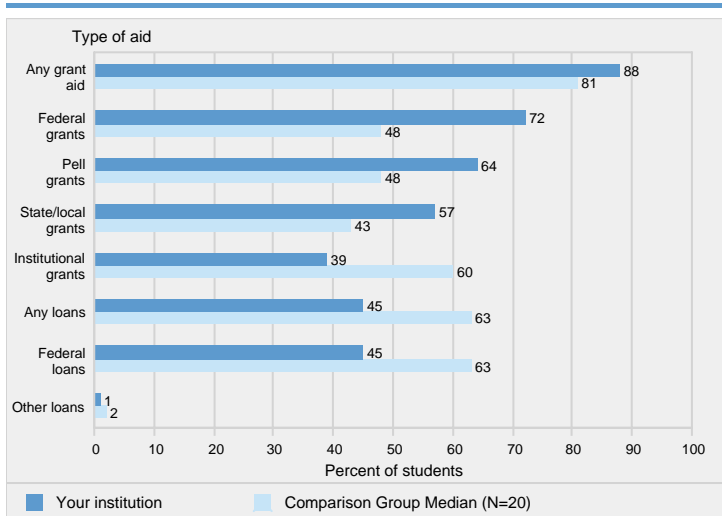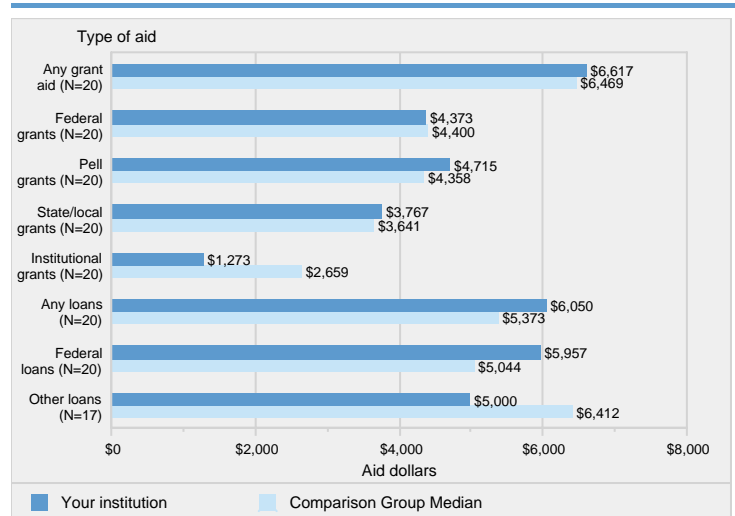
Figure 8. Percent of full-time, first-time degree/certificate-seeking undergraduate students who were awarded grant or scholarship aid from the federal government, state/local government, or the institution, or loans, by type of aid: 2014-15

Type of aid

Type of aid	Your institution	Comparison Group Median (N=20)
Any grant aid	88	81
Federal grants	72	48
Pell grants	64	48
State/local grants	57	43
Institutional grants	39	60
Any loans	45	63
Federal loans	45	63
Other loans	1	2

Percent of students

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. For details on how students are counted for financial aid reporting, see Cohort Determination in the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.

Figure 9. Average amounts of grant or scholarship aid from the federal government, state/local government, or the institution, or loans awarded to full-time, first-time degree/certificate-seeking undergraduate students, by type of aid: 2014-15

Type of aid

Type of aid	Your institution	Comparison Group Median
Any grant aid (N=20)	$6,617	$6,469
Federal grants (N=20)	$4,373	$4,400
Pell grants (N=20)	$4,715	$4,358
State/local grants (N=20)	$3,767	$3,641
Institutional grants (N=20)	$1,273	$2,659
Any loans (N=20)	$6,050	$5,373
Federal loans (N=20)	$5,957	$5,044
Other loans (N=17)	$5,000	$6,412

Aid dollars

■ Your institution   ■ Comparison Group Median

NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, or the institution. Federal grants includes Pell grants and other federal grants. Any loans includes federal loans and other loans awarded to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.
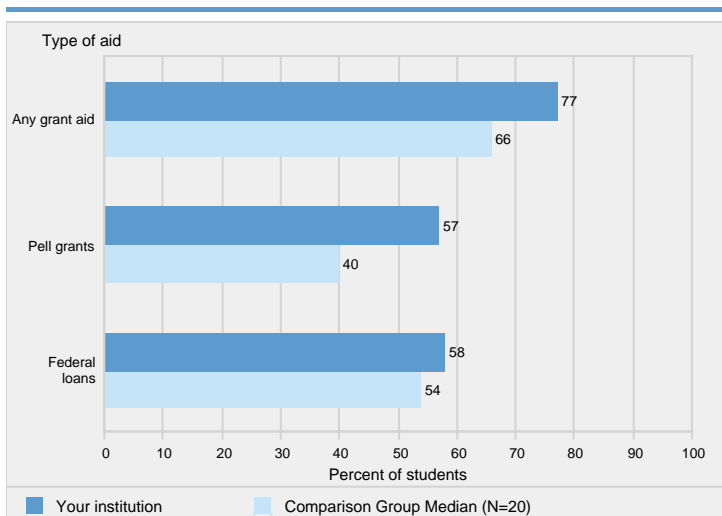
Figure 10. Percent of all undergraduates awarded aid, by type of aid: 2014-15

Type of aid

Type of aid	Your institution	Comparison Group Median (N=20)
Any grant aid	77	66
Pell grants	57	40
Federal loans	58	54

Percent of students

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: Any grant aid above includes grant or scholarship aid awarded from the federal government, state/local government, the institution, or other sources. Federal loans includes only federal loans awarded to students. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.
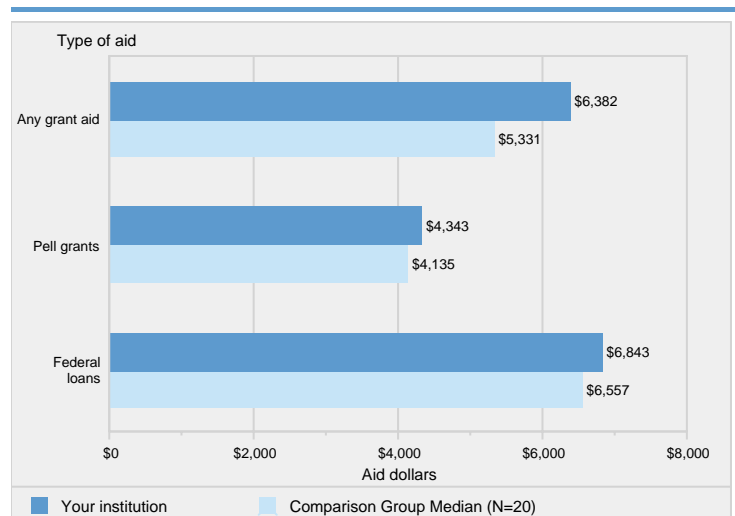
Figure 11. Average amount of aid awarded to all undergraduates, by type of aid: 2014-15

Type of aid

Type of aid	Your institution	Comparison Group Median (N=20)
Any grant aid	$6,382	$5,331
Pell grants	$4,343	$4,135
Federal loans	$6,843	$6,557

Aid dollars

■ Your institution   ■ Comparison Group Median (N=20)

NOTE: Any grant aid above includes grant or scholarship aid from the federal government, state/local government, the institution, or other sources. Federal loans includes federal loans to students. Average amounts of aid were calculated by dividing the total aid awarded by the total number of recipients in each institution. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Student Financial Aid component.
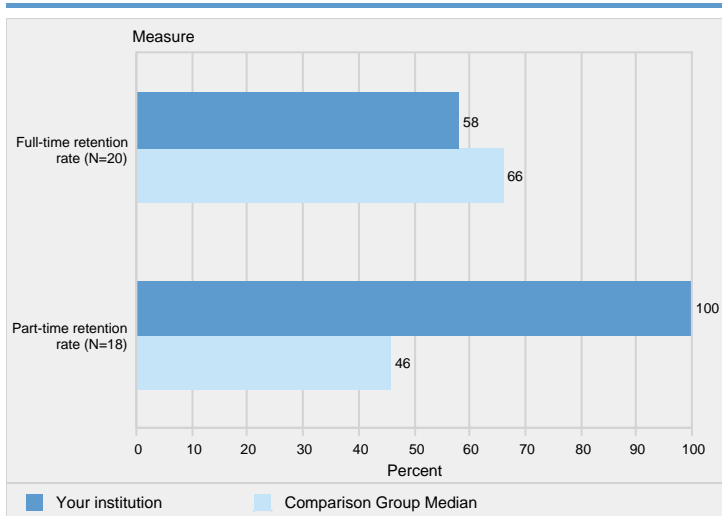
Bluefield State College

Figure 12. Retention rates of full-time, first-time bachelor's degree seeking students (Fall 2014 cohort)

NOTE: Retention rates are measured from the fall of first enrollment to the following fall. Academic reporting institutions report retention data as of the institution's official fall reporting date or as of October 15, 2014. Program reporters determine the cohort with enrollment any time between August 1-October 31, 2014 and retention based on August 1, 2015. Four-year institutions report retention rates for students seeking a bachelor's degree. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Fall Enrollment component.
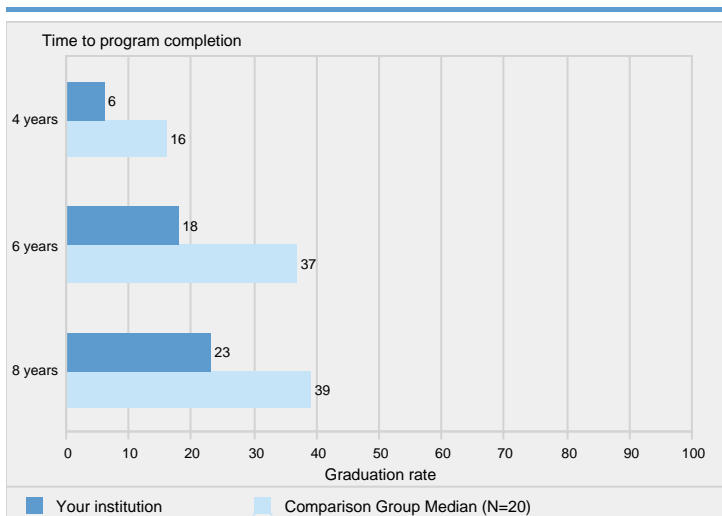
Figure 13. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion (2009 cohort)
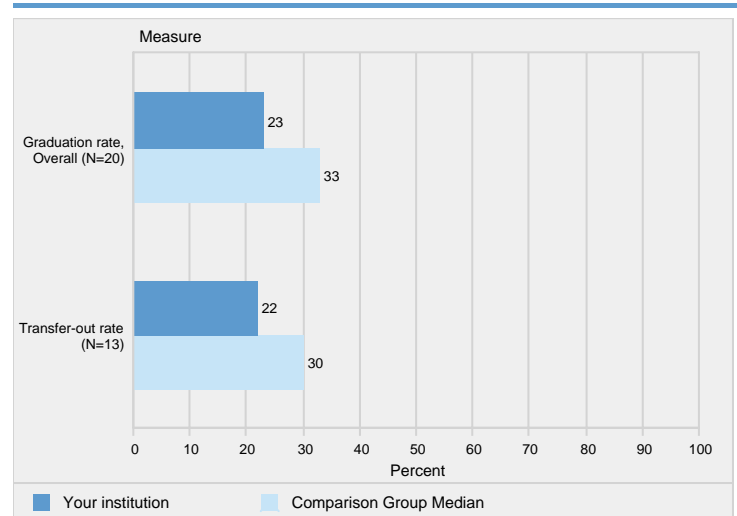
NOTE: Graduation rate cohort includes all full-time, first-time degree/certificate-seeking undergraduate students. Graduation and transfer-out rates are the Student Right-to-Know rates. Only institutions with mission to prepare students to transfer are required to report transfer out. For more details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Graduation Rates component.

Figure 14. Bachelor's degree graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 4 years, 6 years, and 8 years: 2007 cohort

NOTE: The 6-year graduation rate is the Student Right-to-Know (SRK) rate; the 4- and 8-year rates are calculated using the same methodology. For details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, 200% Graduation Rates component.
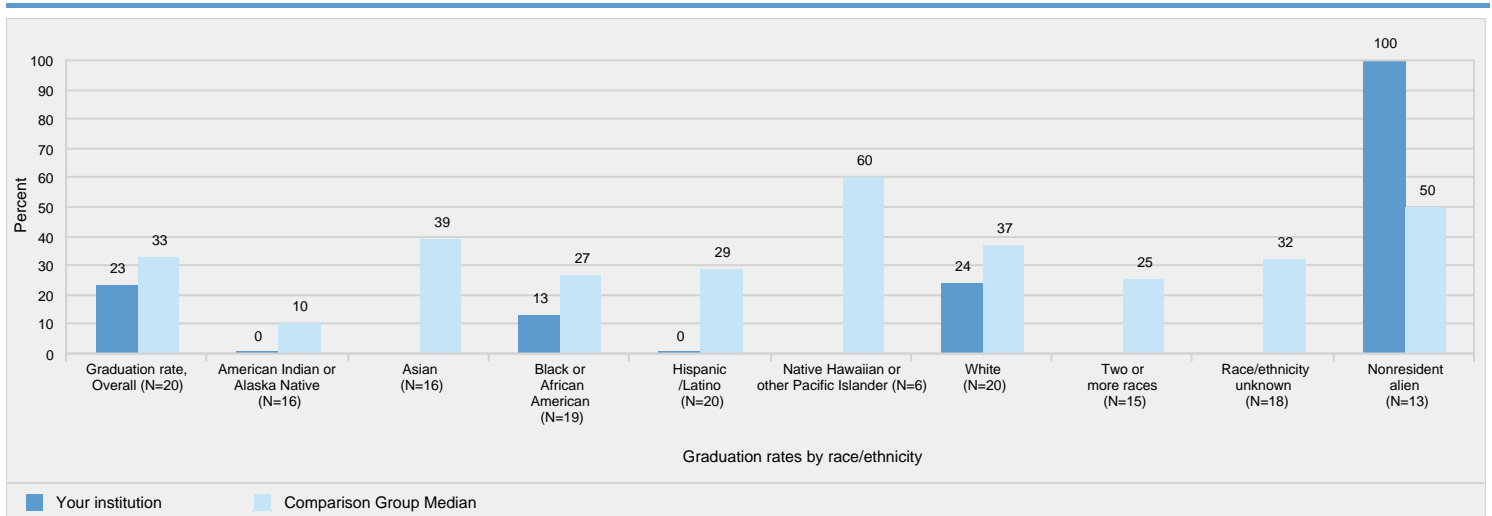
Figure 15. Graduation rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion, by race/ethnicity: 2009 cohort

NOTE: For more information about disaggregation of data by race and ethnicity, see the Methodological Notes. The graduation rates are the Student Right-to-Know (SRK) rates. Median values for the comparison group will not add to 100%. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2015-16, Graduation Rates component.

Figure 16. Percent distribution of core revenues, by source: Fiscal year 2015
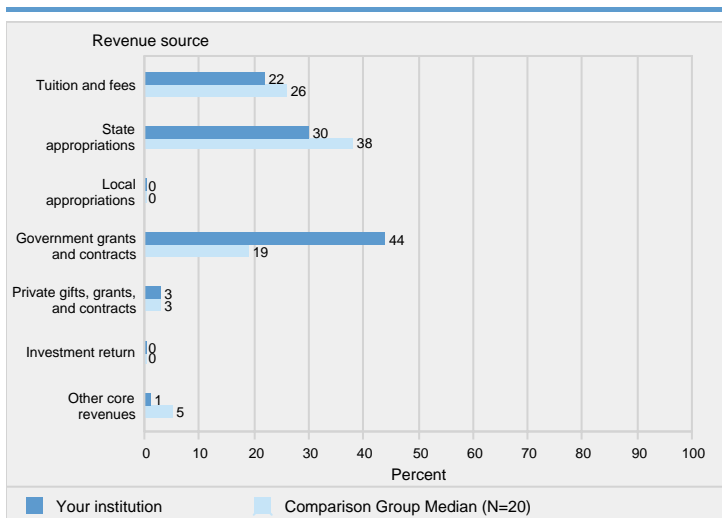
NOTE: The comparison group median is based on those members of the comparison group that report finance data using the same accounting standards as the comparison institution. For a detailed definition of core revenues, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Finance component.

Figure 17. Core expenses per FTE enrollment, by function: Fiscal year 2015
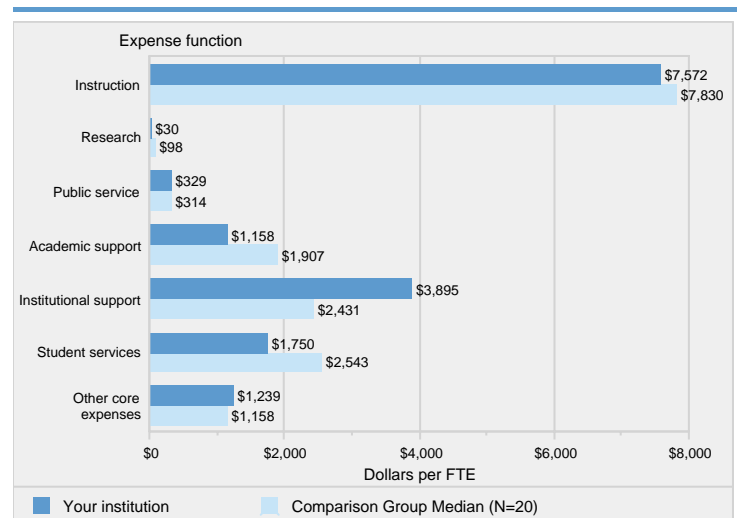
NOTE: Expenses per full-time equivalent (FTE) enrollment, particularly instruction, may be inflated because finance data includes all core expenses while FTE reflects credit activity only. For details on calculating FTE enrollment and a detailed definition of core expenses, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Fall 2015, 12-month Enrollment component and Spring 2015, Finance component.

Figure 18. Full-time equivalent staff, by occupational category: Fall 2015

Staff category

NOTE: Graduate assistants are not included. For calculation details, see the Methodological Notes. N is the number of institutions in the comparison group.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Human Resources component.
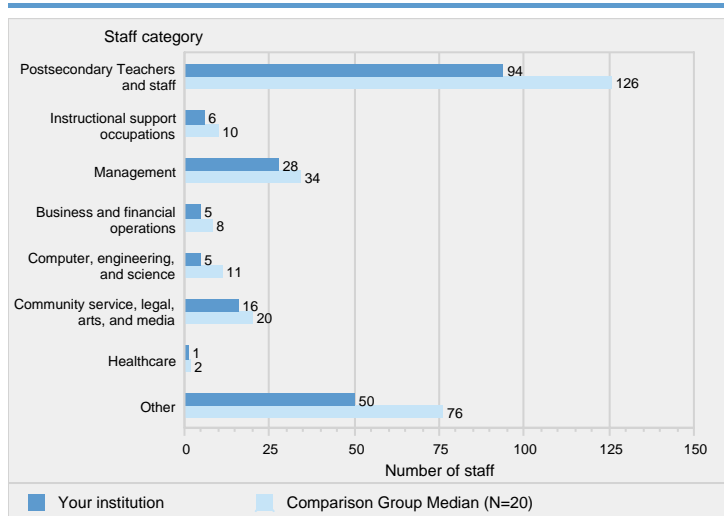
Figure 19. Average salaries of full-time instructional non-medical staff equated to 9-month contracts, by academic rank: Academic year 2015-16

Academic rank

NOTE: Average salaries of full-time instructional non-medical staff equated to 9-month contracts was calculated by multiplying the average monthly salary by 9. The average monthly salary was calculated by dividing the total salary outlays by the total number of months covered by staff on 9, 10, 11 and 12-month contracts. Medians are not reported for comparison groups with less than three values.
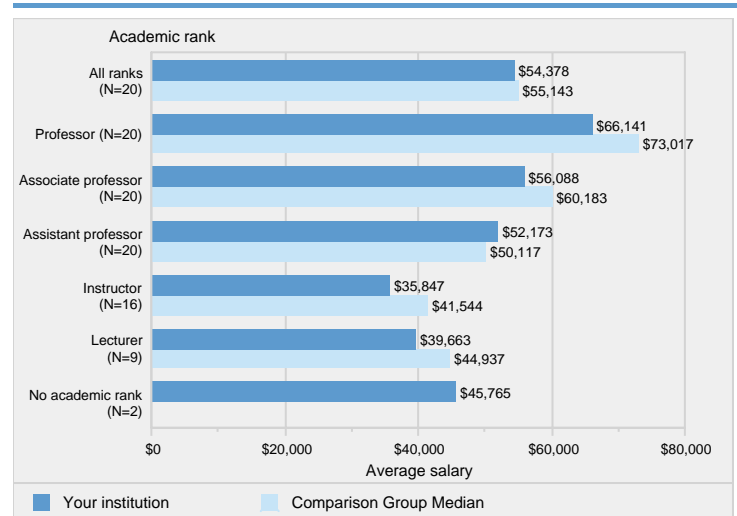SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Spring 2015, Human Resources component.

METHODOLOGICAL NOTES

Overview

This report is based on data supplied by institutions to IPEDS during the 2015-16 data collection year. Response rates exceeded 99% for most surveys. Detailed response tables are included in IPEDS First Look reports at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Use of Median Values for Comparison Group

The value for the comparison institution is compared to the median value for the comparison group for each statistic included in the figure. If more than one statistic is presented in a figure, the median values are determined separately for each indicator or statistic. Medians are not reported for comparison groups with fewer than three values. Where percentage distributions are presented, median values may not add to 100%. To access all the data used to create the figures included in this report, go to 'Use the Data' portal on the IPEDS website (http://nces.ed.gov/ipeds).

Missing Statistics

If a statistic is not reported for your institution, the omission indicates that the statistic is not relevant to your institution and the data were not collected. Not all notes may be applicable to your report.

Use of Imputed Data

All IPEDS data are subject to imputation for total (institutional) and partial (item) nonresponse. If necessary, imputed values were used to prepare your report.

Data Confidentiality

IPEDS data are not collected under a pledge of confidentiality.

Disaggregation of Data by Race/Ethnicity

When applicable, some statistics are disaggregated by race/ethnicity. Data disaggregated by race/ethnicity have been reported using the 1997 Office of Management and Budget categories. Detailed information about the race/ethnicity categories can be found at http://nces.ed.gov/ipeds/reic/resource.asp.

Cohort Determination for Reporting Student Financial Aid and Graduation Rates

Student cohorts for reporting Student Financial Aid and Graduation Rates data are based on the reporting type of the institution. For institutions that report based on an academic year (those operating on standard academic terms), student counts and cohorts are based on fall term data. Student counts and cohorts for program reporters (those that do not operate on standard academic terms) are based on unduplicated counts of students enrolled during a full 12-month period.

DESCRIPTION OF STATISTICS USED IN THE FIGURES

Admissions (only for non-open-admissions schools)

Admissions and Test Score Data

Admissions and test score data are presented only for institutions that do not have an open admission policy, and apply to first-time, degree/certificate-seeking undergraduate students only. Applicants include only those students who fulfilled all requirements for consideration for admission and who were notified of one of the following actions: admission, non-admission, placement on a wait list, or application withdrawn (by applicant or institution). Admitted applicants (admissions) include wait-listed students who were subsequently offered admission. Early decision, early action, and students who began studies during the summer prior to the fall reporting period are included. For customized Data Feedback Reports, test scores are presented only if they are required for admission.

Bluefield State College

Student Enrollment

FTE Enrollment

The full-time equivalent (FTE) enrollment used in this report is the sum of the institution's FTE undergraduate enrollment and FTE graduate enrollment (as calculated from or reported on the 12-month Enrollment component). Undergraduate and graduate FTE are estimated using 12-month instructional activity (credit and/or contact hours). See "Calculation of FTE Students (using instructional activity)" in the IPEDS Glossary at http://nces.ed.gov/ipeds/glossary/.

Total Entering Undergraduate Students

Total entering students are students at the undergraduate level, both full- and part-time, new to the institution in the fall term (or the prior summer term who returned in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level, and non-degree/certificate-seeking undergraduates entering in the fall. Only degree-granting, academic year reporting institutions provide total entering student data.

Charges and Net Price

Average Institutional Net Price

Average net price is calculated for full-time, first-time degree/certificate-seeking undergraduates who were awarded grant or scholarship aid from the federal government, state/local government, or the institution anytime during the full aid year. For public institutions, this includes only students who paid the in-state or in-district tuition rate. Other sources of grant aid are excluded. Average net price is generated by subtracting the average amount of federal, state/local government, and institutional grant and scholarship aid from the total cost of attendance. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the average room and board and other expenses.

For the purpose of the IPEDS reporting, aid awarded refers to financial aid that was awarded to, and accepted by, a student. This amount may differ from the aid amount that is disbursed to a student.

Retention and Graduation Rates

Graduation Rates and Transfer-out Rate

Graduation rates are those developed to satisfy the requirements of the Student Right-to-Know Act and Higher Education Act, as amended, and are defined as the total number of individuals from a given cohort of full-time, first-time degree/certificate-seeking undergraduates who completed a degree or certificate within a given percent of normal time to complete all requirements of the degree or certificate program before the ending status date of August 31, 2014; divided by the total number of students in the cohort of full-time, first-time degree/certificate-seeking undergraduates minus any allowable exclusions. Institutions are permitted to exclude from the cohort students who died or were totally and permanently disabled; those who left school to serve in the armed forces or were called up to active duty; those who left to serve with a foreign aid service of the federal government, such as the Peace Corps; and those who left to serve on an official church mission.

Transfer-out rate is the total number of students from the cohort who are known to have transferred out of the reporting institution (without earning a degree/award) and subsequently re-enrolled at another institution within the same time period; divided by the same adjusted cohort (initial cohort minus allowable exclusions) as described above. Only institutions with a mission that includes providing substantial preparation for students to enroll in another eligible institution are required to report transfers out.

Retention Rates

Retention rates are measures at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. The full-time retention rate is calculated using the percentage of full-time, first-time degree/certificate-seeking undergraduates, while the part-time rate is calculated using the percentage of part-time, first-time degree/certificate-seeking undergraduates.

Finance

Core Revenues

Core revenues for public institutions reporting under GASB standards include tuition and fees; state and local appropriations; government grants and contracts; private gifts, grants, and contracts; sales and services of educational activities; investment income; other operating and

non-operating sources; and other revenues and additions (federal and capital appropriations and grants and additions to permanent endowments). Core revenues for private, not-for-profit institutions (and a small number of public institutions) reporting under FASB standards include tuition and fees; government appropriations (federal, state, and local); government grants and contracts; private gifts, grants, and contracts (including contributions from affiliated entities); investment return; sales and services of educational activities; and other sources. Core revenues for private, for-profit institutions reporting under FASB standards include tuition and fees; government appropriations, grants, and contracts (federal, state, and local); private grants and contracts; investment income; sales and services of educational activities; and other sources. At degree-granting institutions, core revenues exclude revenues from auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do no report revenue from auxiliary enterprises in a separate category. These amounts may be included in the core revenues from other sources.

Core Expenses

Core expenses include expenses for instruction, research, public service, academic support, institutional support, student services, scholarships and fellowships (net of discounts and allowances), and other expenses. Expenses for operation and maintenance of plant, depreciation, and interest are allocated to each of the other functions. Core expenses at degree-granting institutions exclude expenses for auxiliary enterprises (e.g., bookstores, dormitories), hospitals, and independent operations. Nondegree-granting institutions do not report expenses for auxiliary enterprises in a separate category. These amounts may be included in the core expenses as other expenses.

Endowment Assets

Endowment assets, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations. Private, for-profit institutions under FASB do not hold or report endowment assets.

Equated Instructional Non-Medical Staff Salaries

Institutions reported total salary outlays by academic rank and gender, and the number of staff by academic rank, contract length (9-, 10-, 11-, and 12-month contracts), and gender. The total number of months covered by salary outlays was calculated by multiplying the number of staff reported for each contract length period by the number of months of the contract, and summing across all contract length periods. The weighted average monthly salary for each academic rank and gender was calculated by dividing the total salary outlays by the total number of months covered. The weighted average monthly salary was then multiplied by 9 to determine an equated 9-month salary for each rank.

Salaries, Wages, and Benefits

Salaries, wages, and benefits, for public institutions under GASB standards, and private, not-for-profit institutions under FASB standards, include amounts paid as compensation for services to all employees regardless of the duration of service, and amounts made to or on behalf of an individual over and above that received in the form of a salary or wage. Frequently, benefits are associated with an insurance payment. Private, for-profit institutions under FASB standards do not report salaries.

Staff

Student-to-Faculty Ratio

The guidance provided to institutions for calculating their student-to-faculty ratio is as follows: the number of FTE students (using Fall Enrollment data) divided by the total FTE instructional staff (using the total Primarily instruction + Instruction/research/public service staff reported on the EAP section of the Human Resources component and adding any not primarily instructional staff that are teaching a credit course). For this calculation, FTE for students is equal to the number of full-time students plus one-third the number of part-time students; FTE for instructional staff is similarly calculated. Students enrolled in "stand-alone" graduate or professional programs (such as medicine, law, veterinary, dentistry, social work, or public health) and instructional staff teaching in these programs are excluded from the FTE calculations.

Additional Methodological Information

Additional methodological information on the IPEDS components can be found in the publications available at http://nces.ed.gov/pubsearch/getpubcats.asp?sid=010.

Additional definitions of variables used in this report can be found in the IPEDS online glossary available at http://nces.ed.gov/ipeds/glossary/.

Bluefield State College
Dashboard on Compact Quantitative Metrics

ACCESS	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Current Year	Formal 2018 Target (2017-2018 Data)
Enrollment											
Fall Headcount	1,887	1,943	2,058	2,101	2,051	1,951	1762	1560	1482	🟨	2,154
Annualized FTE	1,645	1,746	1,849	1,822	1,789	1,741	1555	1355	1296	🟨	1,849
Fall First-Time Freshmen Headcount	314	287	315	306	278	310	303	239	273	🟨	322
Fall Low-Income Student Headcount*	944	945	1,097	1,178	1,183	1,161	986	882	862	🟨	1,200
Fall Underrepresented Racial/Ethnic Group Tot	235	244	289	264	243	225	209	186	172	🟨	255
Fall Adult (25+) Headcount	777	764	836	885	926	894	722	603	545	🟥	972

* Data to be provided by institution.

SUCCESS	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	Cohort 2012	Cohort 2013	Cohort 2014	Current year	Formal 2018 Target 2016 Cohort
Developmental Education Outcomes											
Students Passing Developmental Courses											
Math	74.1%	68.4%	63.8%	56.0%	66.3%	53.6%	70.5%	71.4%	73.9%	🟩	70.0%
English	83.0%	81.8%	82.9%	78.0%	73.5%	68.4%	77.2%	70.2%	72.3%	🟨	75.0%
Students Passing Developmental Courses and a College-Level Course											
Math	33.5%	29.4%	31.1%	32.4%	36.7%	27.1%	35.5%	49.4%	67.9%	🟩	40.0%
English	48.0%	49.7%	50.0%	46.8%	41.8%	46.3%	52.2%	48.9%	60.7%	🟩	55.0%
Retention											
Full-Time, First-Time Freshmen	65.1%	62.6%	65.0%	65.3%	59.9%	61.9%	65.9%	63.4%	62.7%	🟨	67.0%
Part-time, First-Time Freshmen	55.6%	66.7%	30.8%	50.0%	16.7%	50.0%	75.0%	25.0%	50.0%	🟩	50.0%
Low-Income First-Time Freshmen	57.8%	60.6%	59.5%	62.6%	56.9%	54.5%	64.6%	57.5%	60.7%	🟨	65.0%
Returning Adults	59.8%	65.8%	48.4%	60.9%	51.8%	51.3%	50.0%	41.8%	53.2%	🟨	62.0%
Transfer Students	74.2%	75.0%	72.4%	72.9%	67.6%	62.4%	65.2%	65.0%	69.9%	🟨	75.0%
Underrepresented Racial/Ethnic Group Total	65.8%	56.3%	43.3%	56.5%	48.3%	41.7%	63.6%	65.0%	58.6%	🟩	55.0%
Progress Toward Degree											
First-Time Freshmen Earning 30 Hours	21.1%	20.7%	24.4%	23.5%	25.5%	27.0%	26.6%	32.0%	31.0%	🟩	30.0%
Four-Year Graduation Rate *Cohort Years:*	2004	2005	2006	2007	2008	2009	2010	2011	2012		2014 Cohort
First-Time Freshmen	7.2%	11.7%	9.2%	5.6%	9.4%	8.8%	9.2%	9.1%	13.7%	🟨	15.0%
Low-Income First-Time Freshmen	6.0%	10.0%	9.0%	2.8%	5.6%	7.0%	7.3%	5.4%	8.4%	🟨	10.0%
Returning Adults	34.2%	27.7%	34.2%	40.0%	25.0%	28.1%	29.2%	30.8%	31.3%	🟨	40.0%
Transfer Students	25.3%	29.1%	36.5%	33.9%	29.4%	35.0%	47.2%	31.5%	34.3%	🟨	40.0%
Underrepresented Racial/Ethnic Group Total	0.0%	0.0%	0.0%	0.0%	3.3%	6.8%	4.8%	5.0%	5.6%	🟥	10.0%
Six-Year Graduation Rate *Cohort Years:*	2002	2003	2004	2005	2006	2007	2008	2009	2010		2012 Cohort
First-Time Freshmen	19.4%	22.6%	14.5%	22.2%	22.2%	17.3%	25.0%	19.6%	23.4%	🟨	35.0%
Low-Income First-Time Freshmen	25.0%	13.6%	8.3%	17.8%	15.3%	13.0%	18.8%	14.5%	21.9%	🟨	25.0%
Returning Adults	47.5%	37.5%	43.0%	30.9%	39.3%	44.6%	29.3%	34.2%	31.5%	🟨	45.0%
Transfer Students	40.9%	43.2%	33.7%	37.0%	48.3%	44.6%	36.8%	43.3%	54.1%	🟨	55.0%
Underrepresented Racial/Ethnic Group Total	0.0%	0.0%	3.3%	26.1%	7.9%	3.0%	13.3%	13.6%	17.4%	🟨	20.0%

IMPACT	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Current Year	Formal 2018 Target (2017-2018 Data)
Degrees Awarded	306	299	353	295	332	347	357	257	339	🟨	355
Associate's	86	92	91	60	92	98	117	87	130	🟩	98
Bachelor's	220	207	262	235	240	249	240	170	209	🟨	257
STEM	65	68	80	81	80	81	86	64	83	🟨	91
STEM Education*	11	8	4	4	3	6	8	15	14	🟩	10
Health	92	99	95	73	100	102	118	97	141	🟨	115
Federal Student Loan Default Rate *Cohort Years:*	2005	2006	2007	2008	2009	2010	2011	2012	2013		2015 Cohort
Three-Year Rate	15.1%	20.9%	19.6%	16.6%	17.7%	23.5%	26.8%	23.7%	19.6%	🟨	18.0%
Research and Development **FOR BLUEFIELD STATE INTERNAL PURPOSES ONLY**	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013				FY 2018 Data
Research grants & contracts*	$ 377,907	.	$ 36,577	$136,381	$141,276	$193,747	$250,683	$258,954	$127,840	🟥	$ 455,000
Peer-Reviewed Publications*								1	3	6 🟥	15

* Data to be provided by institution.

🟩 100% or Above 2018 Target for Current Year
🟨 60%-99% of 2018 Target for Current Year
🟥 59% or Below of 2018 Target for Current Year

Bluefield State College Student Affairs and Enrollment Management
Application Trend Report

	2017	2016	
Applications Received			
All Applications	1204	1112	8.3%
New	767	722	6.2%
Non-New	437	390	12.1%
Transfer	223	218	2.3%
Returning	214	172	24.4%
	2017	2016	% Over 216
Accepted			
All Accepted	405	178	127.5%
New	223	136	64.0%
Non-New	141	33	327.3%
Transfer	41	9	355.6%
Returning	100	24	316.7%
	2017		
FAFSA Received	397		
Fresh-App Rec	245		
Fresh-ACC	152		
% ACC FAFSA	68.2%		
Campus Visits			
Fresh-App Rec	61		
Fresh-ACC	32		
% ACC CV	21.1%		

Application Trend Report - School Summary - *as of March 9, 2017*		Campus Visit	Applied	Accepted	FAFSA
Business		**7**	**106**	**27**	**35**
	Accountancy		7	1	3
	Accounting	1	18	6	6
	Management	2	38	10	10
	Marketing	2	17	6	4
	Health Services Management	2	26	4	12
		Campus Visit	Applied	Accepted	FAFSA
Arts & Science		**48**	**211**	**66**	**790**
	Applied Science (4 YR)	6	59	26	34
	Criminal Justice Adm	5	70	11	27
	Humanities	2	25	6	6
	Social Science	4	47	18	20
	Undeclared	31			697
	Regents Bachelor of Arts		10	5	6
		Campus Visit	Applied	Accepted	FAFSA
Education		**3**	**69**	**21**	**31**
	Pre-Early/Middle Education	3	32	10	13
	Pre-Elementary Educ (K-6)		37	11	18
		Campus Visit	Applied	Accepted	FAFSA
Engineering		**6**	**102**	**36**	**48**
	Architectural Engineering Tech		3	2	1
	Civil Engineering Technology	2	26	11	11
	Computer Science	1	29	8	12
	Electrical Engineering Tech		22	8	15
	Engineering Management		1		1
	Mechanical Engineering Tech	3	21	7	8
		Campus Visit	Applied	Accepted	FAFSA
SNAH		**38**	**814**	**262**	**286**
	Imaging Science	3	24	7	6
	Nursing	21	372	123	160
	Nursing (Pre-Nursing)	11	223	69	92
	Nursing-LPN		63	25	
	Pre-Nursing (4 year)		1	1	1
	Radiologic Tech (Pre-Rad Tech)	3	56	20	27
	Radiologic Technology		75	17	
TOTAL		**102**	**1302**	**412**	**1190**

As of March 9, 2017