



Bluefield State
C O L L E G E

BOARD OF GOVERNORS

April 19, 2018

Conley Hall, Room 201, Boyd Conference Room

Meeting @ 6:30 p.m.

**BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
April 19, 2018**

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. Recognition of BSC Steel Bridge Team | 7:00 p.m. – 7:05 p.m. |
| 4. Chair's Remarks – Chairman Robert E. Perkinson, Jr. | 7:05 p.m. – 7:15 p.m. |
| 5. President's Report – Dr. Marsha Krotseng | 7:15 p.m. – 7:25 p.m. |

College Focus

- | | |
|---------------------------------------------------------------|-----------------------|
| 6. Report on Delivery of Online Programs – Dr. Angela Lambert | 7:25 p.m. – 7:40 p.m. |
| 7. Presentation on B.S.N. Program – Carol Cofer | 7:40 p.m. – 7:55 p.m. |

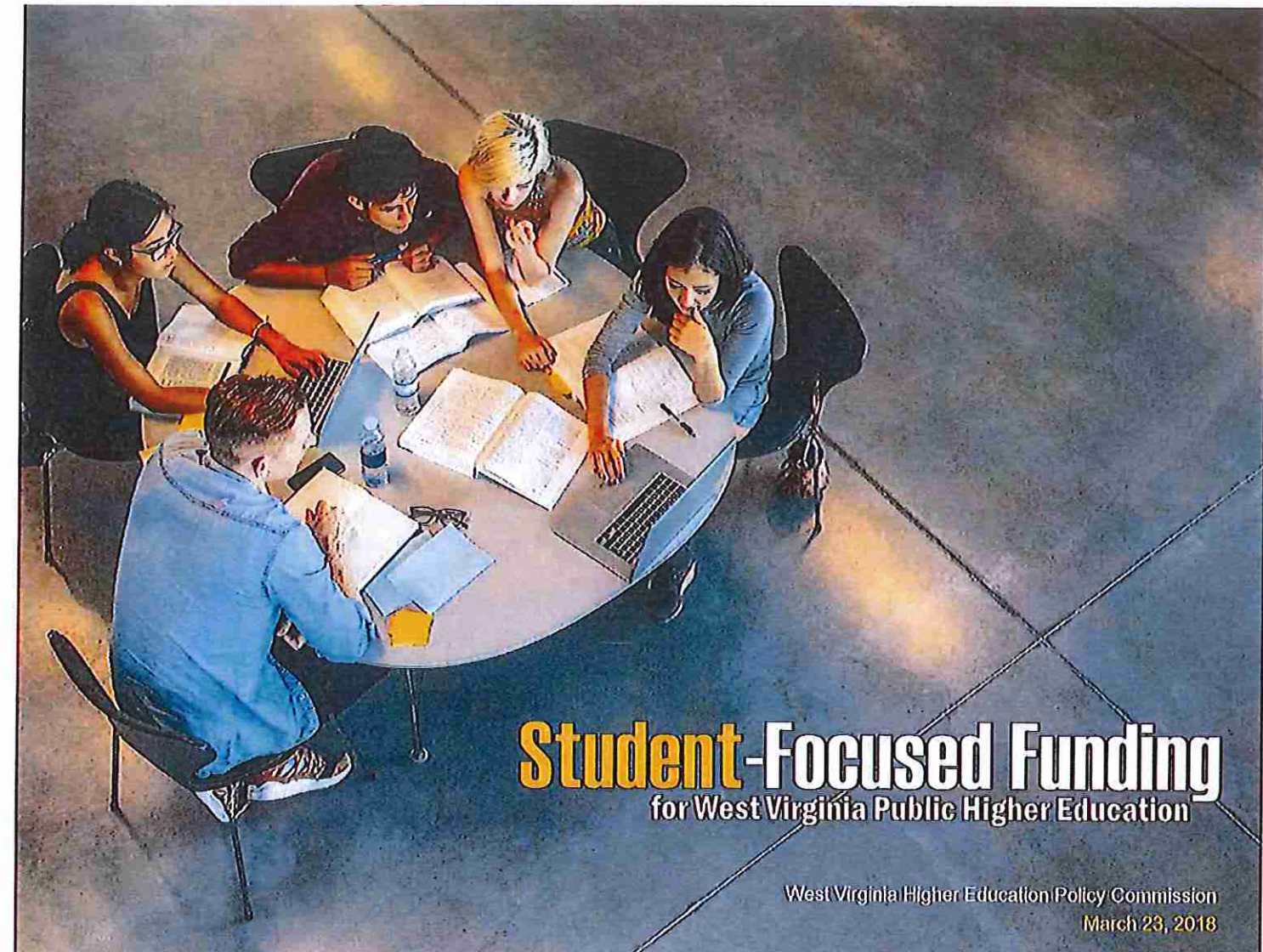
Current Operations

- | | |
|--------------------------------------------------------------------|-----------------------|
| 8. *Approval of Minutes of March 15, 2018 Meeting | 7:55 p.m. – 8:00 p.m. |
| 9. *Approval of Program Reviews – Dr. Angela Lambert | 8:00 p.m. – 8:10 p.m. |
| • Academic Program Review: B.S., Humanities | |
| • Academic Program Review: B.S., Applied Science | |
| • Academic Program Review: B.S., Health Services Management | |
| 10. Financial Report and Update – Ms. Shelia Johnson | 8:10 p.m. – 8:20 p.m. |
| 11. *Approval of Tuition and Fees for FY 2018 – Ms. Shelia Johnson | 8:20 p.m. – 8:30 p.m. |
| 12. *Approval of Pay Increases – Ms. Shelia Johnson | 8:30 p.m. – 8:45 p.m. |
| 13. *Approval of Budget, FY 2018-2019 – Ms. Shelia Johnson | 8:45 p.m. – 9:00 p.m. |
| 14. *Policy 61: Intellectual Property Policy – Dr. Angela Lambert | 9:00 p.m. – 9:10 p.m. |

Strategic Issues: Getting to the Vision

- | | |
|------------------------------------------------------------|-----------------------|
| 15. Academics in Action Update – Dr. Angela Lambert | 9:10 p.m. – 9:15 p.m. |
| 16. Recruitment and Retention Update – Dr. Jo-Ann Robinson | 9:15 p.m. – 9:25 p.m. |
| 17. Adjournment | 9:25 p.m. |

 • Next meeting date: June 15, 2017



Student-Focused Funding
for West Virginia Public Higher Education

West Virginia Higher Education Policy Commission
March 23, 2018



A NEW FORMULA MUST...

- **focus state taxpayer dollars on educating West Virginia resident students;**
- **provide the Higher Education Policy Commission and West Virginia Council for Community and Technical College Education with a fair and equitable means of calculating recommended institutional funding levels;**
- **account for variations in the missions of the state's public institutions and the unique needs of their diverse student populations;**
- **be based upon reliable metrics drawn from existing data resources;**
- **be straightforward and easy to understand;**
- **be transparent and auditable;**
- **promote innovation and student success; and**
- **reward institutional successes with additional funding.**

CURRENT FUNDING LEVELS

	FY18 Base Budget	2016-17 Annualized FTE Enrollment		Base Appropriation per FTE	
		All Students	WV Residents	All Students	WV Residents
Four-Year Institutions	\$220,434,536	58,867	36,461	\$3,898	\$6,203
Bluefield State College	\$5,379,199	1,203	1,028	\$4,471	\$5,233
Concord University	\$8,278,077	2,217	1,842	\$3,734	\$4,494
Fairmont State University	\$14,579,417	3,639	3,171	\$4,006	\$4,598
Glenville State College	\$5,622,099	1,217	998	\$4,620	\$5,633
Marshall University*	\$54,940,572	12,125	8,864	\$4,531	\$6,198
Potomac State College of WVU	\$3,650,589	1,130	802	\$3,231	\$4,552
Shepherd University	\$9,360,954	3,163	2,039	\$2,960	\$4,591
West Liberty University	\$7,592,683	2,226	1,450	\$3,411	\$5,236
West Virginia State University**	\$9,514,960	2,252	1,938	\$4,225	\$4,910
West Virginia University***	\$103,079,979	28,579	13,507	\$3,607	\$7,632
WVU Institute of Technology	\$7,436,007	1,116	822	\$6,663	\$9,046

*In addition to its base budget of \$54,940,572, Marshall University receives \$3,443,162 in special purpose funding. These appropriations are not subject to the proposed model. Luke Lee Lab (\$93,441), Vista (\$229,019), Brown's PD (\$309,660), MUGC Writing Project (\$25,412), WV Autism Training Center (\$1,071,280), Lottery Funds - Rural Health Initiative and Rural Health Residency Program (\$550,107), Forensic Lab (\$235,101), Rural Health Outreach Program (\$163,210) and Center for Rural Health (\$165,931)

**West Virginia State University's land grant match of \$1,684,947 is not included in FY18 base budget figures.

*** In addition to its base appropriation of \$103,079,979, West Virginia University receives \$28,151,323 in special purpose funding. The following appropriations are not subject to the proposed model: Jackson's Mill (\$172,660), Brown's PD (\$311,188), Rural Health Outreach Program (\$159,372), Soft Drink Tax Appropriation (\$15,935,640), Land Grant Match (\$7,871,000), Medical School Lottery Funds (\$3,402,163)

TOTAL FUNDING - PROPOSED MODEL

	FY18 Base Budget*	ACCESS Pool Funds	SUCCESS Pool Funds	IMPACT Pool Funds	New Base Budget (Proposed Model)	Difference from FY 2018 Base Budget	Percent Difference
Four-Year Institutions	\$229,434,536	\$160,604,176	\$11,471,727	\$57,358,634	\$229,434,536	\$0	0.0%
Bluefield State College	\$5,379,199	\$4,010,888	\$141,282	\$1,900,951	\$6,062,121	\$682,922	12.7%
Concord University	\$8,278,077	\$7,200,364	\$503,453	\$2,770,143	\$10,473,961	\$2,195,884	26.5%
Fairmont State University	\$14,579,417	\$11,999,383	\$860,261	\$4,874,851	\$17,734,276	\$3,154,859	21.6%
Glenville State College	\$5,622,099	\$3,204,899	\$262,117	\$1,178,487	\$4,645,504	(\$976,595)	-17.4%
Marshall University*	\$54,940,572	\$40,022,641	\$2,741,893	\$13,625,361	\$56,389,894	\$1,449,322	2.6%
Polomac State College of WVU	\$3,850,589	\$2,460,980	\$163,907	\$1,387,634	\$4,012,521	\$361,932	9.9%
Shepherd University	\$9,360,954	\$8,736,694	\$607,563	\$3,420,873	\$12,765,130	\$3,404,176	36.4%
West Liberty University	\$7,592,683	\$6,114,799	\$513,140	\$2,608,509	\$9,236,448	\$1,643,765	21.6%
West Virginia State University*	\$9,514,980	\$7,107,749	\$300,244	\$2,088,813	\$10,094,607	\$579,627	6.1%
West Virginia University*	\$103,079,079	\$66,589,299	\$5,161,166	\$22,118,666	\$93,869,132	(\$9,210,847)	-8.9%
WVU Institute of Technology	\$7,436,007	\$3,147,499	\$216,699	\$786,745	\$4,150,943	(\$3,285,064)	-44.2%

*See exclusions slide for additional details.

ONLINE EDUCATION FOLLOW UP REPORT

Fall 2017

Continuance of faculty/staff/student training for MOODLE®

Establish processes for evaluation of courses for effectiveness with established goals and objectives

Seek to assure all forms are able to be submitted electronically

Continuance of work with the BANNER features across the board to incorporate into the online needs

Approval of intellectual property and copyright policies for implementation

Completion of the web page for BSCONLINE

Continuance of needs in financial aid to assure an electronic means by which to process aid/payments.

Approval of proctoring policy and software for implementation campus wide

- Met with faculty leadership and Dr. Bolton to work to change the current proctoring procedure document
- Selection of a campus wide software tool is underway
- Pilot of RP Now is being utilized and has presented some concern with prompt feedback and customer service
- Working group of deans and faculty will meet to establish new procedures for proctoring and a process will be implemented for Fall 18

Completion of all online program assessment procedures

Work to integrate MOODLE® with the portal and BANNER

Spring 2018

Advertise positions with in Academic Technology to begin hiring process

Continued equipment installation and training

MOODLE® training for faculty and students continued

Begin scheduling for Quality Matters training

Summer 2018

Faculty Training for livestreaming and quality matters*

Presentation by BSN faculty

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
March 15, 2018
Conley Hall, Room 201, Boyd Conference Room

MINUTES

Members Present: Chairman Robert E. Perkinson, Jr., Vice Chairman Garry Moore (arrived at approximately 6:58 p.m.), Bob Buzzo, Norris Kantor, Esq. (via conference call), Lois Manns (via conference call), Dr. Norman Mirsky (via conference call), Amber Sagady, and Vicki Mays.

President's Staff: Dr. Marsha Krotseng, Betty Carroll, Shelia Johnson, John Lewis, Dr. Angela Lambert, Dr. Jo-Ann Robinson, Jonette Aughenbaugh, Kimberly Gross, and Dr. Guy Sims.

Guests: Josh Smith, Dr. Amanda Matoushek, Lisa Bennett, Jason Brooks, Sherri Williams, Tom Isle, and Dr. Deirdre Guyton.

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

Chairman Perkinson called the meeting to order at 6:30 p.m. and welcomed all in attendance.

Public Comment Period

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

Oath of Office for New Board Member

Vicki Mays was given the Oath of Office and sworn in as a new Board member.

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

Chairman Perkinson commented that the state seems to have rounded a turning point economically. He does not know how this will trickle down to BSC, but any and all help is appreciated. The success of BSC is pivotal to the city of Bluefield and pivotal to the community's young people who want to come and develop a career path to a job that is self-sustaining. Chairman Perkinson stated that there is no higher compliment in life than to watch a student who has struggled through BSC graduate with a degree that will allow them to get a job that will support them. He stated that it is BSC's goal and responsibility to assure the longevity and the success of Bluefield State not only for these students, but for future generations.

President's Report – Dr. Marsha Krotseng

Dr. Krotseng congratulated Jelena Jevtic, the 2018 Newman Civic Fellow. She also recognized the Men's Basketball team for their recent appearance in the USCAA national championship. Dr. Krotseng highlighted various other BSC athletic teams on the road competing.

Dr. Krotseng provided a legislative update. She reported that the budget includes a slight increase for BSC, and it is currently awaiting the Governor's signature. HB 4251 passed and is awaiting the Governor's signature.

Dr. Krotseng reported on her attendance at the recent TMCF and ACE meetings in Washington, DC. TMCF offers a number of potential scholarship and grant opportunities for our students and faculty. Dr. Krotseng also had an opportunity to speak with Johnathan Hollifield, who sits on the HBCU Capital Finance Board. A conference call has been scheduled with them for later this month to discuss financing the residence hall.

Dr. Krotseng reported that she attended a Meet and Greet event with the Alumni Chapter in Washington, DC. Upcoming events include the following: Manchin Mobile Mondays hosted by BSC in the Basic Science Lobby on 3/19/18; a Visiting Fulbright Scholar from Hungary; the Women's History Month speaker, Tee Taylor, will be here on Wednesday; there will be a job fair in Beckley one week from tomorrow; Rotary will be on campus on March 27th; Senator Manchin will be on campus on April 5th; the 4th Annual Southern Technical Conference will be held on April 12th.

BSC has hosted two other Fulbright Scholars this semester. BSC signed a memorandum of understanding with Algeria. This was the first time any American university has signed a memorandum of understanding with a university in Algeria.

Report on Delivery of Online Programs

Dr. Lambert reported that primary areas of focus since the last Board meeting include the proctoring policy and software. Various proctoring tools for online courses are being examined. A decision should be made by April 1st. Dr. Lambert stated that she is very confident everything will be in place by fall.

With regard to prior Board questions regarding financial aid and electronic payment, Dr. Robinson provided an explanation of the financial aid process that was summarized via flowchart in a handout provided to the Board. Tom Isle, the Director of Financial Aid was in attendance and available to answer questions. Discussion followed.

Ms. Johnson provided an explanation of the accounts receivable flow chart. She stated that there are two phases: collect fees and disburse the balance. Ms. Johnson stated that for this to happen online BSC will have to have additional resources, including additional staff in accounts receivable, financial aid, and technology. Ms. Johnson stated that this will be a major undertaking. Much validation work is required for the accounts receivable process to be fully automated. The registration process also will have to be reevaluated. The timing of processes will change. Aid would be disbursed the second or third week of classes. It can be disbursed to a bank account or pay card.

Ms. Johnson stated that all of this has to be considered to be totally where BSC wants to be online. Discussion followed. In summary, BSC needs money, resources, and time. Does BSC need a consultant? Ms. Johnson stated that BSC needs to bring in an outside consultant with an understanding of how West Virginia does business. Mr. Perkinson stated that this should be an item for the June Board of Governors meeting with recommendations as to how BSC begins to move forward.

Implementation of Policy 27: Immunization Requirements – Dr. Jo-Ann Robinson

Dr. Robinson asked Ms. Sherri Williams, Director of the Health Center, to participate in this conversation. Dr. Robinson provided a reminder of why this policy was reviewed. Ms. Williams stated that the dorm is the biggest reason why BSC moved toward this policy. Ms. Williams stated that BSC does require more vaccinations than other schools. She reviewed what other schools require, and there are five schools that have the same requirements as BSC. One issue with the policy is how the Admissions Office is relaying the immunization information. Discussion followed.

The telephone conference system ceased working properly at approximately 8:00 p.m. An alternate phone conference system was promptly utilized throughout the remainder of the meeting.

Mr. Perkinson stated that the policy is posted and implemented. There have been some initiation problems. They will be worked out, and the availability of immunizations on campus is a work in progress.

Approval of Minutes of February 15, 2018 Meeting

The first action item was approval of the minutes from the February 15, 2018 meeting. Vice Chairman Moore made a motion to approve the minutes from the February 15, 2018 meeting. The motion was seconded by Mr. Buzzo. The motion carried.

Financial Report and Update – Ms. Shelia Johnson

Ms. Johnson provided the financial report and update to the Board as of the end of January. As of this morning, BSC has right at 2 million dollars in the bank with one more payroll this month. Discussion followed regarding the percentage of the budget needed to fund personnel and the number of state-funded positions.

Suspension of Policy 38 – Dr. Norman Mirsky

Dr. Mirsky presented the proposal pertaining to the suspension of Policy 38 to the Board of Governors. He stated that time is needed to come up with a way to fairly distribute money received in terms of pay raises for faculty. Dr. Mirsky made a motion to suspend Policy 38. The motion was seconded by Vice Chairman Moore. The motion carried.

Academics in Action Update – Dr. Angela Lambert

Dr. Lambert stated that the Academics in Action report is available in the meeting materials packet. She highlighted key information contained within the report for the Board.

Recruitment and Retention Update – Dr. Jo-Ann Robinson

Dr. Robinson stated that the report is available in the meeting materials packet. She highlighted where BSC is right now in terms of recruitment for fall 2018. Dr. Robinson reported that staff are working on approximately 500 incomplete files. Invitations to open house are being sent. In addition, there are 500 high-achieving students that are being sent a separate e-mail to ask them to complete leadership scholarship essays. Dr. Robinson stated that more time needs to be spent on conversion. She received the list of midterm deficiencies last week and will be working with those students.

Adjournment

Vice Chairman Moore made a motion to adjourn the meeting. The motion was seconded by Mr. Buzzo. The motion carried. The meeting adjourned at approximately 8:46 p.m.

Respectfully submitted,

Robert E. Perkinson, Jr.



Bluefield State College

OFFICE OF THE PRESIDENT
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Resolution

Item:	Academic Program Review for Bachelor of Science in Humanities, 2017-18
Recommended Resolution:	<i>Resolved</i> , that Bluefield State College Board of Governors approves continuation of the Bachelor of Science in Humanities program at the current level of activity.
Staff Member:	Dr. Angela Lambert Interim Provost & Vice President of Academic Affairs
Background:	This program review was conducted and recommendation presented in accordance with Board of Governors Policy 5.

HUMANITIES PROGRAM
BLUEFIELD STATE COLLEGE

ACADEMIC PROGRAM REVIEW
2017-2018

January 22nd, 2018

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1. Program Contributions and Assessment

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

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

The Humanities Program as a whole meets both the Mission Statement and the Vision Statement of the College and services General Studies by offering courses in English, Arts, Speech, and Foreign Language. Besides the Freshman Composition sequences, there are 3 hours of Literature plus 3 hours of Communications required in the General Studies curriculum. These courses ensure that BSC graduates receive a broad foundation of knowledge and gain essential communication, critical thinking, and research skills. All of our general studies courses are offered as "distance education." Humanities faculty members have been at the forefront of those offering online and hybrid course delivery, and several have received certification in online teaching standards, such as the Sloan Consortium's "Five Pillars" of quality online education and the "Quality Matters" Online teaching certification program. For these reasons, the Humanities Department contributes notably to the quality of education at Bluefield State College.

Assessment

Following the last program review, the department implemented a new coded system of "Learning Outcome Matrices" that aligns institutional, programmatic, and course objectives on all course syllabi (see Appendix A – Integrated Mapping Explanation). These matrices illustrate the parallels and continuity among the different layers of programmatic implementation—institutional, departmental, course-curricular, and assignment-curricular—to improve and streamline assessment and further enhance instructional methods and evaluation. The General Studies Curriculum Map (see Appendix B) indicates where Humanities courses within the General Studies curriculum align with specific institutional outcomes and identifies the specific American Association of Colleges and Universities (AAC&U) VALUE rubric (see Appendix A) for evaluating student performance and generating reports. These are collected online through the Livetext online assessment software. For foreign language competency assessment, the American Council of Teachers of Foreign Languages (ACTFL) Language Proficiency Assessment rubric is used.

AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and lead by AAC&U as part of its Liberal Education and America's Promise (LEAP) initiative. VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential. The VALUE rubrics are being used to help institutions demonstrate, share, and assess student accomplishment of progressively more advanced and integrative learning in institutions across the country.

The ACTFL Proficiency guidelines are descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify the major levels of language proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the ACTFL Guidelines describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

The Humanities Program has identified six Programmatic Learning Outcomes (POs 1-6), which are used to assess how well the degree program is meeting its student learning goals and programmatic performance objectives. These are:

PO1: Write coherent, organized, well-developed arguments using the conventions of written English and source citation.

PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.

PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/ secondary source evaluation, and critical application in research.

PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.

For programmatic outcome assessment, embedded assessment tools in eight required courses ranging from 100-400 levels are used to measure student progress throughout the program (see Humanities Programmatic Assessment Matrix in Appendix A). The AAC&U VALUE rubrics used to assess the six student learning outcomes in the Humanities Program include Critical Thinking, Written Communication, Oral Communication, Information Literacy, and Intercultural Knowledge and Competence. The ACTFL Language Proficiency Assessment rubric, as mentioned

before, is used for foreign language learning assessment. The aforementioned rubrics are also employed to provide results metrics for measuring performance goals as explained below.

Assessment Information Related to Expected Student Learning Outcomes and the Achievement of the Program's Goals and Objectives

The School of Arts & Sciences requires submission of an annual assessment report for each program to the Director of Institutional Research and Effectiveness. This includes both Institutional and Programmatic data generated by the Office of Institutional Research and Assessment. These are to be followed by implementation, at the program or course levels, of identifiable changes and improvements based upon the assessment data. (Annual Program Assessment Reports can be found in Appendix A).

There are two primary goals of the Humanities Program:

1. To provide a liberal arts education and, thereby, service the General Studies curriculum of the college.
2. To provide a wide range of knowledge and specialized skills that prepare undergraduate students for careers or graduate school in English, Communications, or Law.

Goal #1: The method for evaluating this goal is the BSC Institutional Assessment Data for Institutional Learning Outcomes (found in Appendix A). Over the course of the past 5 years, the institution has phased in new courses each semester to encompass assessment across the General Studies curriculum. ENGL 101 (Composition), ENGL 102 (Research and Composition) and COMM 201 (Basic Communications), COMM 208 (Speech) are assessed for reading, writing, speech, and technological literacy competency (ILOs 1-3). SPAN 102 and FREN 102 (Spanish and French) are used to assess diverse social and cultural patterns, texts, and performances (ILO 5). COMM 208 as well as HUMN 222 and HUMN 223 (Philosophy and Ethics) are assessed for ethical reasoning (ILO7). Finally, HUMN 222 and HUMN 223 are also used to assess critical thinking (ILO7).

From the 2013-2017 academic years, 100% of all performance goals were met for ENGL 101/102, COMM 201/208, and SPAN/FREN 102 for all ISLOs. HUMN 222/223 did not meet the performances goals for all metrics in the area of critical thinking (scoring a 1.9 mean in three metrics, just shy of the 2.0 benchmark was set). The lower outcome performance in 2017 impacted this result; the 2017 year was the first for the course to be offered entirely online. In the future, the course will be taught as a hybrid classroom-online course, and more emphasis will be placed on critical thinking and written communication activities. Since data began being collected from this course in 2017 for ILO7 (concerning ethical reasoning), there is insufficient information for responsive action regarding this goal at this point. To further enhance student learning in the areas of critical thinking and written communication, faculty are currently reviewing the argumentation portions of English Composition courses, and they have proposed that more emphasis be put on argumentation and critique in ENGL 101 and 102. A revision of the research methods portion of ENGL 102 is also being considered to improve information literacy.

Goal #2: *The first method* for evaluating this goal is the BSC Institutional Assessment Data for Programmatic Learning Outcomes (found in Appendix A). To summarize the assessment process since 2013, we added ENGL 292 (Advanced Composition) and HUMN 223 (Introduction to Ethics) to the list of core courses used to assess programmatic student learning outcomes. These courses are taught on rotation with ENGL 208 (Writing in the Professions) and HUMN 222 (Introduction to Philosophy), respectively, and they align with the same programmatic outcomes as do those courses.

The assessment data shows that we are consistently meeting the majority of our performance goals across all the assessed courses, except in HUMN 499 (Capstone Project), which also has the highest benchmark, set at a mean of 3.25 for all metrics (see Appendix A). Following the 2013 Program Review, we determined that performance goals should be evaluated at 50% met for classes with enrollment of fewer than 5 students, a factor that had skewed the data for HUMN 499 due to the statistical variance of small course sizes and data sets. This potentially impacted the failure to meet some performance goals for the course (see Appendix A). In this past year (2016-17), our students underperformed in Critical Thinking, failing to meet the performance goals for some metrics in three courses (see Appendix A). We are pro-actively addressing this result by implementing an extended section on logic and argumentation in HUMN 222 and 223. A renewed emphasis on argumentation will also be placed in ENGL 409 Advanced Research (a prerequisite for HUMN 499), which will also be added to our Program Assessment Matrix in 2018 to discern relevant data.

The second method for evaluating this goal is the Humanities Exit Survey (found in Appendix C). In these surveys, graduating students respond to a level of satisfaction with their perceived proficiency in areas related to certain programmatic learning outcomes. The performance expectation is that 70% of graduates will score all areas at a 3 or higher on a 5-point scale (with 5 representing “strong agreement”). During the years assessed, graduates scored an overall very high degree of student program satisfaction that surpassed the stated 70% rate. On five-point scale of agreement, with 5.0 signifying “strongly agree,” graduates in the Humanities Exit Surveys report an overall mean of 4.0 or higher on their successful acquisition of the following: 5.1) reading, writing, speaking effectively; 5.2) demonstrating literacy through the use of technology; 5.4) analyzing and comparing diverse societal practices and patterns; 5.6) describing literary, artistic, and human creativity; 5.7) interpreting, analyzing, and constructing arguments; 5.8) writing coherent, organized, and well-developed arguments using the conventions of standard written English; 5.9) interpreting and analyzing texts from various cultural perspectives, historical periods, and genres; 5.10) incorporating primary and secondary sources, critical theory, and scholarly texts in written or oral presentations; 5.12) applying logical and ethical reasoning to assess artistic expression; and 5.13) reflecting on the arts and literature as a means of personal and cultural enrichment. The only skill that did not score a mean above 4.0 was 5.11, foreign language competency. With the exception of 5.11, all other assessed areas--(including 5.3, mathematical problem solving and 5.5, identifying, explaining, and applying scientific concepts)--are unrelated to and beyond the purview of the program and its faculty. The relatively lower score on 5.11 concerning foreign language competency could be due to the following factors: 1) lack of intermediate-level and upper-division foreign language courses at the institution; 2) frequent lack of foreign language instruction at the secondary level; 3) lack of opportunity for students to utilize foreign language outside the classroom; 4) lack of foreign language tutoring or a language lab. The

department is now experimenting with rich multimedia online learning technology, so as to compensate for the lack of a language lab and to provide a more immersive foreign language learning opportunity for the student. Note: Exit survey data from some graduate cohorts might exhibit considerable statistical variance and uneven weight due to the quantity of students surveyed.

2. Faculty

There are currently five tenure-track professors in the Humanities Program at Bluefield State College, one visiting professor, and one full time instructor. All tenure-track faculty hold terminal degrees, and four are tenured. (Faculty vitae can be found in Appendix D.)

Adrian Ayersman (M.A.) Visiting Instructor of English: specialized in literature and developmental English and composition.

Dr. Sean Connolly (Ph.D.) Visiting Assistant Professor of Humanities: specialized in Comparative Literature and Philosophy. Credentialed in French language.

Dr. Jan Czarnecki (Ed.D) Professor of English: specialized in and English Education and Composition.

Dr. Tamara Ferguson (Ed.D.) Associate Professor of English: specialized in Composition, Communications, and Developmental English.

Dr. Sudhakar Jamkhandi (Ph.D.) Professor of English: specialized in British and Comparative Literature and Composition.

Dr. Bonnie Reese (Ph. D.), Assistant Professor of Speech: specialized in Communications and Theatre.

Dr. Michael Smith (Ph.D.) Professor of English, Department Chair: specialized in Literature and Literary Theory.

Faculty Credentials and Assignments – 2017

Narrative: The Humanities Department, while currently understaffed and heavily reliant on part time adjuncts, nevertheless boasts a staff with solid academic credentials. Further, the department staff is diverse in both cultural background and expertise. A full CV of each full-time professor is included in Appendix D.

Background: During the 2016-17 academic year, the department lost three full-time professors, two from resignations to accept other employment, and one through retirement. One professor (Dr. Connolly) returned to campus but at a reduced status. While Dr. Connolly had left as an Associate Professor on a tenure track, he has returned as a Visiting Professor. This status may well change as the college creates a search committee to replace at least one of the other

positions. The professor who retired taught primarily the Composition II course as well as upper-level literature courses. The professor who left, Dr. Luciano Picanco, was the Department's only full-time Language instructor for Spanish and French. Dr. Connolly is qualified to teach the French courses, and the Spanish courses are now taught by a qualified adjunct instructor.

Developmental Education Requirements: West Virginia HEPC requirements have impacted staffing and curriculum in the Department of Humanities over the past four years. Changes in the HEPC Series 21 benchmark requirements for developmental courses influenced staffing and scheduling last year and this year. The current rules now dictate that all courses be credit-bearing with sufficient support provided to students who do not meet the minimum testing requirements for the gateway course. Accordingly, following extensive collaboration with the HEPC, specialists in developmental education, and other four-year West Virginia institutions, the college revamped its co-requisite Accelerated Learning Program (ALP) for both math and English. For English, students not achieving the benchmark enroll in a modified gateway English 101 course, ENGL101L. Dr. Connolly has taught several of these courses and was responsible, with Dr. Czarnecki, for implementing curricular and staffing changes to accommodate needs in developmental English. This four-credit course provides the same instruction for English 101 with extra support in a computer lab. To meet the needs of our students, most of whom have to take a developmental course, the college supported the employment of a full-time staff member, currently designated as a visiting instructor. The current instructor, Adrian Ayersman, had previously worked as an adjunct, was a graduate of our institution, and was very highly regarded by both faculty and students. Since the courses are four credits, the instructor will have a three-course load rather than four, for 12 credits per semester. Additional sections are taught by full-time faculty with expertise in composition and developmental English as well as adjunct faculty with adequate qualifications. Dr. Czarnecki serves as the Coordinator of Developmental English and attends regional and state-wide conferences and workshops to ensure the needs of the students and the expectations of the state are met.

Adjuncts: Due to the current staffing needs, the program has relied on qualified adjuncts for many of the courses, particularly those needed to meet the general education requirements. Of the roughly twelve adjunct instructors employed this year and last six have doctoral degrees. It should be noted that in West Virginia, an individual may not be employed for more than 12 credits per academic year in any or all West Virginia institutions. In other words, if an instructor teaches two courses in one semester and two courses in another, that individual may not teach at any other West Virginia institution during the same period.

Fine Arts and the Performing Arts: Currently, the Department employs one adjunct to teach the Arts courses and two instructors to teach the Music courses. Both of the music instructors hold Ph.D.'s and teach the basic Humanities 150 (introductory) course. Some of these courses are required by students in the Teacher Education program. All three instructors are highly qualified with extensive performing or presentation backgrounds as well as experience in public education. The Theater Arts courses are taught by a full-time faculty member (Dr. Reese).

Languages: As previously indicated, the French courses are taught by a full-time faculty member (Dr. Connolly), and the Spanish courses are taught by a qualified instructor who is employed full-time by the college with half-time duties in the Humanities Department. The past four years of foreign language instruction were taught by a full-time tenure-track faculty member, Dr. Luciano Picanco.

Communications: The Speech courses are taught almost exclusively by full-time faculty. The only exception is at the Beckley satellite campus. Dr. Reese and Dr. Ferguson have both taught the Basic Communication (COMM 201) as well as the Fundamentals of Speech (COMM 208) courses.

Composition: All full-time faculty are qualified to teach the introductory as well as the Advanced Composition courses; all instructors have taught Composition I and II (English 101 and 102), and Dr. Jamkhandi generally teaches the Advanced Composition course. Additional qualified adjunct faculty are employed to meet the needs of the necessary general education requirements. Further, three full-time faculty members (Dr. Connolly, Dr. Reese, and Dr. Czarnecki) have taught high school students on campus as part of the dual-enrollment program.

Upper-Level Courses: The 300- and 400-level courses are taught almost exclusively by full-time faculty with rare exceptions. All full-time faculty generally teach at least one upper-level course each semester. The English 300-level courses required by students in the Teacher Education school (e.g., English Grammar and Children's Literature) are taught by Dr. Czarnecki.

Release Time for Full-Time Faculty: Four full-time, tenured professors are given release time from teaching duties to address administrative requirements. Two professors, Dr. Ferguson and Dr. Jamkhandi, receive two-course release times during both the Fall and Spring semesters. Dr. Jamkhandi is Coordinator of International Initiatives which is charged with international student recruitment, integration, and retention and internationalization of the curriculum, including study abroad. It should be noted that international students are invariably a tremendous asset to the student classroom composition. Dr. Ferguson works with the Administration in recruitment and retention. In addition, she and Dr. Connolly helped to institute an online Early Alert system for faculty to help monitor student attendance and progress. Dr. Smith, Humanities Department Chair, receives one course release time during both the Fall and Spring semesters. Dr. Czarnecki receives one-course release time during the Spring semester for her duties as Coordinator of Developmental English. It should be noted that most of the instructors with release time continue to teach at least a four-course load with additional courses paid under an adjunct contract.

Community and Global Outreach: As indicated, our department collaborates with local high schools to provide instruction in the Comp I and II courses. Further, Dr. Reese has extended our community outreach to teach courses at a local correctional facility. Dr. Jamkhandi has provided an invaluable service through the Office of International Initiatives by bringing international students and Fulbright Scholars to the campus and by establishing partnerships with numerous foreign institutions.

Cultural Diversity of Faculty: Dr. Smith is a native of West Virginia, and Dr. Ferguson is a native of Virginia. The previous language instructor was a native of Brazil. Dr. Connolly's family derives from Italy, Ireland, and Lebanon and are current residents of New York, where he grew up, but he has also lived France and China. Dr. Jamkhandi is a native of India and is a naturalized American citizen. Dr. Reese is a native of Pennsylvania. Dr. Czarnecki has lived in numerous other locations, including Turkey.

Academic and Experience Diversity of Faculty: While all full-time faculty have earned doctorates, there is considerable diversity in those degrees. Dr. Smith and Dr. Jamkhandi have a Ph.D. in English. Dr. Connolly has a Ph.D. in Comparative Literature and a French D.E.A. (Masters of Advanced Study) in Philosophy. Dr. Reese has a Ph.D. in Philosophy of Communications and Rhetorical Studies. Both Dr. Ferguson and Dr. Czarnecki have Ed.D. degrees; Dr. Ferguson's specialization is Higher Education Leadership, and Dr. Czarnecki's specialization is in Educational Innovation and Leadership. Further, most of the full-time faculty have Master's of the Arts degrees in English (Dr. Ferguson, Dr. Jamkhandi, and Dr. Smith). Dr. Connolly has a Master's of the Arts in Comparative Literature and another in Philosophy, and Dr. Czarnecki has two Master's of the Arts degrees, one in Communication and the other in Literacy. For undergraduate degrees outside English, Dr. Smith has a degree in Marketing, Dr. Connolly has a bachelor's degree in Philosophy and another in English, and Dr. Czarnecki and Dr. Reese both have degrees in Anthropology. Dr. Reese has extensive experience in nursing and health crisis intervention, management, and resolution in addition to working in films, museums, and theatre.

Conferences and Presentations: Although the college has very limited funds for travel and conferences, all faculty members have attended professional conferences since the last program review. Dr. Reese presented "Health Communication: A first look." At the Pennsylvania Communication Associations Annual Conference (2014). Dr. Connolly will be attending the Utopian Studies Society Conference this November in Memphis, TN to present a section of his current book project entitled "Neoliberal Utopia and the Frontier." He has submitted an application for a conference panel as well at the NEMLA (Northeast Modern Language Association). He also attended the 2017 MLA conference and he presented "Making Online Discussion Boards a Meaningful Teaching Tool" at the 2014 WV College Teachers of English Conference. Dr. Ferguson and Dr. Czarnecki attended the 2015 NCTE Conference in Washington, D.C., as well as the Virginia Tech conferences on Higher Education Pedagogy (2015, 2016). With Dr. Connolly, they attended numerous conferences and workshops throughout the state, most sponsored by the WVHEPC on Developmental Education pedagogy, particularly the co-requisite or ALP (Accelerated Learning Program) model.

Publications (2012-17): Dr. Reese published the article "Turning Flax into Linen." *Western Pennsylvania History*, Spring, 2012. Dr. Smith published *Virginia Fishing Guide* (2nd edition), University of Virginia Press (2012) as well as poems in *Where the Sweet Waters Flow: Contemporary Appalachian Nature Writing* (WVU Press, expected in 2018). Dr. Connolly published a book chapter, "Envisioning Vicky: Fascist Visual Culture in France 1940-44," in *Totalitarian Arts*. Cambridge Scholars Press, 2017. Dr. Connolly also published a peer-reviewed article, "Georges Bataille, Gender, and Sacrificial Excess" in *The Comparatist*, Vol. 38, 2014.

3. Quality, Currency, and Relevancy of Curriculum

The Humanities Major offers a specialization in English which broadly encompasses both writing and literature courses. The degree is designed to prepare students for post-baccalaureate study in communications, English, journalism, or law and careers in the private, public or non-profit sectors domestically or abroad. We also offer a minor in Humanities.

The Humanities Core is comprised of 36 total hours in the areas of arts, music, humanities, English, and foreign languages. The English Specialization is comprised of 30 total hours in English that include courses in advanced writing and literature. There are also an additional 15 hours of Restricted Electives required to make 81 total hours. (See Humanities Eight Semester Plan in Appendix E).

Humanities Core:

ARTS 101 Introduction to Visual Arts-3

HUMN 150 Introduction to Fine Arts-3

MUSC 150 Introduction to Music-3

ARTS 205 Art History-3

ENGL 201 World Literature I-3

ENGL 205 World Literature II-3

HUMN 222 Introduction to Philosophy or HUMN 223 Intro to Ethics-3

ENGL 304 Approaches to Literature-3

ENGL 409 Advanced Research-3

HUMN 499 Projects in Humanities-3

Foreign Language (SEQUENCE)-6

36 Total Core Hours

English Specialization:

ENGL 292 Advanced Composition or ENGL 208 Writing in the Professions-3

ENGL 300 Major American Authors-3

ENGL 301 English Grammar-3

ENGL 302 Major British Authors-3

ENGL 305 Prose Fiction-3

ENGL 335 Applied Studies in Language Arts-3

ENGL 307 Regional & Ethnic Literature-3

ENGL 308 Linguistics-3

ENGL 390 Topics in Literature-3

HUMN 490 Topics in Humanities-3

30 Total English Specialization Hours

PLUS

Restricted Electives: Any ARTS, COMM, ENGL, HUMN, MUSC or THEA courses that are not used to fulfill the core requirements or English Specialization, 15 Total Restricted Hours. TOTAL HUMANITIES DEGREE HOURS 81

Humanities Minor: Any five courses from ARTS, ENGL, HUMN, MUSC or THEA at the 200 level or higher (15 Cr.) At least six credits must be at the 300-400 level.

Following the last program review, the Humanities Program designed and offered a Concentration in Communications Arts that failed to attract enough students to maintain viability. Due to low enrollment and other factors (loss of key faculty, arbitrary class enrollment requirements that forced class cancellation) we were not able to run all of the courses needed for students to earn the concentration so it was dropped in 2017. In an effort to make the curriculum more accessible to non-majors, we no longer offer a minor in literature, but instead offer a less restrictive minor in Humanities which requires “any five courses in ARTS, COMM, ENGL, HUMN, JOURN, MUSC, THEA.” It is hoped that more students will find interests in this multiplicity of areas than simply literature, and that this might increase overall enrollment in our classes. Following suit, we also replaced Film Studies with Applied Studies in Language Arts and Advanced Topics in Literature with Topics in Humanities within the English Specialization (see below).

Applied Studies in Language Arts (3 credit hours): Directed projects, internships, and externships in language arts includes areas of study in advertising, branding, public relations, dramatics, mass communication channels and technologies like print, radio, television and the internet with an emphasis on communication across small groups, organizations and culture. Covering a wide variety of subjects and providing one-on-one experiences, this class offers individualized instruction to accommodate specialized areas that students can explore based on individual interests. Working with local community businesses, newspapers, magazines, television, and the

local radio station provides students with hands on experiences, and allows for networking, and engages the local community in our program.

Topics in Humanities: Social Media (3 credit hours): This course is organized around the broad question of what we should know about the way digital media is reshaping society. To answer this question, it provides a series of foundational readings on the effects of new media on a number of domains of social life, including culture, the economy, privacy, law, politics, social movements and journalism. This course is designed to step back and illuminate its social-science dimensions and to provide students with the knowledge to analyze the development of technology and its continuing impact.

4. Interdisciplinary Initiatives

The Humanities Program is interdisciplinary by nature. The Humanities Core Requirements include Art, Music, English, Foreign Language, and Humanities courses while the English Specialization includes requirements in Composition, Grammar, Fiction, Linguistics, and various literature courses. The Restrictive Electives include Arts, Communication, English, Humanities, Music and Theatre courses.

Many of the courses within the program are also interdisciplinary by faculty design. All courses incorporate skill development in written and visual communication using various forms of technology. Many courses are paper-free, so learning how to use the LMS, Microsoft Office, Google Docs, research databases, and the library resources are essential. In terms of measurable content, the course readings and research projects offer a variety of different readings and research in a variety of fields, including psychology, sociology, business, literature, and cultural studies. For example, students may read and respond to John Steinbeck's story "Chrysanthemums" one week and then watch a TED Ed video on the sociology of "having grit" for the next writing assignment in their composition class.

The philosophy courses and some sections of composition include activities in philosophical logic, including deduction, induction, analogy, etc., as well as assessing the strength and validity of argumentative conclusions. Students also create argument diagrams charting premises and conclusions and the type of logic used to arrive at those conclusions. Students in research writing courses can opt to write about issues in sociology, politics, economics, religion, business, health, education, and environmental issues while learning APA and MLA styles. Other writing courses, like English 208, Writing in the Professions, includes multi-disciplinary writing (reports, manuals, process, planning, proposals) which conforms to documentation formats of various disciplines. English 292, Advanced Composition, builds on the contents of English 101 with a greater emphasis on prose style.

In literature courses, one faculty member highlights the competing philosophies of justice between characters Orestes and the Furies in Aeschylus's play *The Oresteia* with an in-class mock trial modeled after the very jury trial in the text. The students must draw upon close reading and textual evidence in class to support their claims (*logos*) and further orally defend their position by establishing their authority (*ethos*) and conveying emotion (*pathos*). Using the literary text as a guide, they diagram the structure of their arguments, including the logical conclusions, premises,

and evidence, using RationaleOnline or Argunet diagramming software. In class, they then use these diagrams as a guide to make their opening arguments during the trial and then to structure an argumentative paper topic in which the student uses the opponent's position as the source for their own counterargument. In another literature course, a faculty member splits the class into groups to discuss how a character in a text would respond to a current event or a newspaper article. In a lesson created for D.A.F. de Sade's text *Philosophy in the Bedroom*, for example, a companion newspaper editorial against same-sex marriage based on the idea of "natural law" is assigned and then in an online discussion board question, students answer the question: "Does the character Dolmancé share the same understanding of natural law? Why or why not?" The faculty member of the two philosophy courses draws from viral YouTube videos and pop culture examples like *Battlestar Galactica* and *Game of Thrones* to illustrate competing moral philosophies at work: Which moral philosophy—virtue ethics, deontology, or consequentialism—best represents the beliefs and behaviors of the Lannister family in *Game of Thrones*? Why? This faculty member also uses the sci-fi short story U.K. LeGuin's "The Ones Who Walk Away from Omelas" to highlight the conflict between deontology and consequentialism. In the Major British Authors course, the curriculum builds on topics similar to those listed in English 102 and requires students to read British and European histories and also broaden geographical knowledge (since several writers focus outward in their settings or several hail from former British colonies). The department is currently in talks with the department of Social Sciences to create cross-listed and co-taught courses for upper-division students in both programs.

5. Recruitment of Students

Following the 2013 program review, the Humanities department implemented three action points based upon suggestions made by the external reviewer with the goal of recruiting students: the Humanities Advisory Board, the Humanities Challenge, and Agora (Appendix F). The Humanities Advisory Board supports the Bluefield State Strategic Planning Model (see Appendix G) in the area of Critical and Regional Impact, "fostering partnerships and loyalty of alumni and friends to make a positive difference through community engagement, service, and economic growth." The members represent a diverse background of public and private sector professionals who have an impact in the local community, some of whom provide internship opportunities for our students. The Humanities Challenge and Agora are important recruitment tools and relate directly to the Bluefield State Strategic Planning Model in the area of Collaborative Access -- "attracting a diverse population of students."

The Humanities Advisory Board: The need for internships/externships influenced the choice of community leaders being invited by BSC President Dr. Marsha V. Krotseng to serve on the Humanities Advisory Committee. All invitees accepted the invitation. The Humanities Department meets annually with its Advisory Board to inform the board of curriculum changes and discuss internships and receive input on how to improve the program to meet private sector demands for Humanities majors. Sample minutes of meetings are included in Appendix F along with the names and humanities backgrounds of the Humanities Advisory Board.

Humanities Challenge: Beginning in 2013, the Humanities Department has held this highly anticipated and successful annual competition on campus in the fall semester on the third

Wednesday in November. In 2013, teams from BSC and public schools participated. Beginning in 2014, only public high school teams were invited to participate because of time constraints and logistical challenges. Since then, teams from the following schools in West Virginia have regularly participated: Princeton Senior High School, Riverview High School, Pikeview High School, and Montcalm High School and the following from Virginia-- Graham High School, Tazewell High School, and Narrows High School. Sample program flyers are included in Appendix F.

Agora, A Celebration of Creative Expression: Agora, a Celebration of Creative Expression is also enjoying the same level of success as the Humanities Challenge during the past four years. This well attended activity has seen an increase in submissions of original writing (poetry, short stories, skits/one-act plays, lyrics, photographs, sculpture, water color, oil, and pencil drawing/painting) for which first and second awards (plaques) are awarded. The event is held on the third Wednesday in April every year. Sample program brochures are included in Appendix F.

Other Recruitment Strategies: Ideally, the best venue to recruit prospective Humanities students who show a flair for critical thinking skills, a love of reading and writing, and who are undecided about their choice of discipline is in ENGL 101, ENGL 102 courses as well as dual enrollment courses at the high schools, a strategy which the college is currently expanding. We have also prepared a Humanities Program Powerpoint presentation and video that is used at on- and off-campus recruiting events featuring current and past students as well as faculty.

6. Student Retention and Degree Completion

Student success is central to the Bluefield State Strategic Planning Model (see Appendix G) which centers on student retention and graduation. In fact, a specific administrative office was designated in 2016 to focus on retention. The college also implemented at that time use of Early Alert system which integrates, faculty, student support students, advisors, and student communication in order to facilitate retention. The Humanities program, specifically, addresses the Strategic Planning model in the area of Academic Quality by providing and “demonstrating excellence in teaching, student learning research, and community service.” Our graduates have regularly stated that having dedicated faculty invested in student centered learning is a strength of the department, which leads to better student retention. (See Humanities Exit Survey analysis below.)

According to the most recent data gathered by the office of the Director of Institutional Research and Effectiveness (see Appendix H), current enrollment in the program is 20 students. The five year average is 41. Nota bene: Undecided and undeclared students from 2012-2015 were automatically designated as Humanities majors until another major was chosen. Changes in freshman placement and retention policies related to the HEPC’s developmental education and Complete College America initiatives ended this practice. Since 2015, the retention rate has held steady at 33%. The four-year graduation rate for the past two years is just over 10% while the actual number of students who graduated from the program since completion of the last review (from 2013-2017) is seventeen.

Retention and Enrollment Data Analysis

Reviewing the data on fall-to-fall retention and graduation rates reveals an average increase of student retention and graduation rates coupled with a decline in overall program enrollment. The following are possible contributing factors to the decline in student enrollment: 1) national and regional economic recession; 2) overall decline in state and nation-wide student post-secondary enrollment during the five-year assessment period; 3) the rise in tuition and costs of public post-secondary education in West Virginia; 4) the reduction of post-secondary education state funding and available federal financial aid for both full- and part-time students, including the 2012 elimination of summer support; 5) the resulting increase in student debt burden; 6) forced upper-division class cancellations due to institutional budgetary concerns and scheduling difficulties; 7) statewide decreases in overall freshman retention due to student preparedness; 8) student transfer to other programs and institutions due to general student interest, curricular adjustments, and scheduling adjustments; 9) regional and national increased student interest in short-term vocational and professional certification programs.

The increase in program student retention likely has to do with several of the following factors: 1) an improved program faculty-to-student ratio, which has enabled greater faculty-student interaction and an increasingly personalized educational experience; 2) greater diversity in faculty areas of concentration, enabling wider capture of student interests and abilities in the program; 3) professional initiatives and internship opportunities for students, including the Undergraduate English Research Conference, the Broadcasting Guild, journalism internships, and other institutional humanities projects; 4) student passion, camaraderie, and dedication in the humanities department; 5) renewed institutional and departmental investment in retention and “intrusive advising”; 6) faculty passion for teaching in their discipline and investment in the success of their students (in their exit surveys, our students report a high degree of satisfaction with the quality of teaching in the department).

Humanities Exit Survey Analysis

Overall, all Humanities Exit Survey evaluative criteria outcomes exceed the stated goal of achieving a mean score of 3.0 or better in all criteria for 70% of all program graduates. According to the Humanities Exit Surveys (see Appendix C), over the years surveyed, graduates report an overall average of 4.0 or higher (on five-point scale of agreement, with 5.0 signifying “strongly agree”) on their level of satisfaction with the program and its faculty concerning the majority of evaluative criteria, including 6.1) the variety of instructional approaches in the classroom, 6.3) the quality of instruction, 6.4) concern for oneself as an individual, 6.5) concern for older/non-traditional students, 6.6) class size relative to the size of the course, 6.8) quality of the program; and 6.9) availability of faculty outside of class. There are data trends in the Humanities Exit Surveys indicating less student satisfaction with evaluative criterion 6.2, the variety of courses offered, and criterion 6.10, course scheduling and availability. The department faculty share and understand the students’ concern regarding these criteria. Budget austerity, upper-division class enrollment, and faculty staffing issues over the past five years have forced the program constantly to revise, reschedule, and reduce course offerings, which has in turn also forced revisions to

program scheduling, scale, and scope. There is little ability to offer variety in scheduling or curricula or to experiment with diversifying curricular offerings unless an arbitrary minimum number of students are 1) guaranteed to enroll in the course prior to registration or 2) it is necessary for student graduation. It is unclear why the graduate Humanities Exit Surveys indicate a below mean (4.0) performance for evaluative criterion 6.7, which concerns the multicultural content of courses. Positive changes have been made in curricula and course offerings in the past five years to enhance the program's multicultural content, including the transformation of literature courses ENGL 201 and 205 to "World Literature I" and "World Literature II" respectively. The content of these courses has shifted from Anglophone and Eurocentric cultures to a more global cultural and literary perspective. A broad range of Special Topics courses have been offered in gay and lesbian literature, postcolonial literature and film, (international) film studies, sexuality and literature (with an international list of authors), and social media.

7. Job Placement and Graduate School Acceptance Rates

The Humanities program addresses the Strategic Planning Model (see Appendix G) in the area Career Pathways by "graduating students with the knowledge, skills, and capacity to be productive citizens at the local, state, national, and global levels." Since 2013, all program graduates who have reported to the department have successfully continued their professional and educational goals after graduating from the program.

Evan Garcia (2013) was awarded, and re-awarded, the Korean Government's EPIK teaching fellowship for teaching English in Korean elementary schools from 2014-2016. He completed his TESOL teaching certification, and is now an English teacher in Tokyo, Japan. He plans to continue his studies with a M.A. in English as a Second Language. Alex Ledgerwood (2013) is currently pursuing his Ph.D. in English at the University of Miami in Miami, Florida. Kevin Neese (2013) received a teaching fellowship from the Japanese government's JET program, and taught English for two years in Japanese elementary schools. He is now a full-time Technical Writer and Content Management Specialist for Infosys, Inc. in Irving, Texas. Regina Montgomery (2013) has relocated to Florida and works as a professional writer. Angela Roberson (2014) successfully entered the workforce and is now an Inventory Control Specialist and Retail Manager at Rural King in Princeton, West Virginia. Shashane Watson (2014) is currently working locally and applying to graduate school in linguistics/communications. Deena Hassen (2015) is a Social Work Case Manager for the State of West Virginia's Department of Health and Human Resources in Mercer, MacDowell, and other regional counties. Jerry Perdue (2016) is pursuing a career in higher education administration as a full-time Senior Program Coordinator and Peer Mentor at Bluefield State College. Pamela Steers (2016) is currently pursuing a M.A. in English at Marshall University in Huntington, West Virginia and works as a Retail Inventory Specialist for a regional inventory company. Amanda Cook (2016) is currently Head Medical Marketer and Public Relations Representative at Community Radiology in Bluefield, West Virginia. She will also be continuing her graduate studies in Integrated Marketing Communication at West Virginia University in 2018 for a future career in marketing and sales. Finally, Jimmy McPherson (2016) is currently in his first year at West Virginia University Law School.

Summary: Eleven of the seventeen graduates since the last review have reported back to us (67%), and from them, four are employed in the field (36%), four are employed outside of the field (36%),

three are currently continuing their education (28%), and none are unemployed (0%). Hence, based on available data, the graduate placement rate is 100%. Note: These percentages are based on “positive outcome” rates (i.e. does not include unaccounted for students in calculations).

8. Program Strengths and Weaknesses

There are both positive and negative aspects of being a department our size at a small liberal arts college, which afford us a variety of strengths and weaknesses addressed below.

Strengths: Bluefield State College’s Humanities department has a superb faculty with diverse backgrounds and offers a robust curriculum through various modes of course delivery, including traditional classroom lectures, web-based/hybrid (on-line), and IVN/live video internet streaming. Many faculty are actively involved in student life. Dr. Jamkhandi is involved in every aspect of international student advising and exchange, including the International Student Organization and the emerging Rotaract and Engineers without Borders organizations. Dr. Connolly is developing a new book project and has been an active member of Gamma Beta Phi Honors Society in years past, which has positively impacted the community through community service. He has also taken a Humanities graduate to present her research at West Liberty University at the West Virginia Undergraduate Research Conference and continues to be an active member of the Conference Committee. Dr. Reese has been actively involved in the Broadcasting Guild and theatre/performance production at the college. Dr. Smith is the faculty sponsor of the BSC Fishing Team. Former foreign-language faculty member Dr. Luciano Picanco was actively involved in Faculty Senate and LGBTQA student group. With their diverse backgrounds, Humanities faculty members are able to advise students on a variety of different career paths and educational goals after graduation. The faculty of humanities have successfully supported many students after graduation with their professional and educational goals, helping them find employment and enter graduate studies.

Weaknesses: The institution suffers from a severe lack of funding resources to hire necessary tenure-track faculty and incentivize current faculty to engage in disciplinary research and professional development. There is currently no performance pay, and funding for professional development and travel is scarce. Teaching overloads are common at the institution, with faculty often teaching one-to-three overload courses per year; this is the only way for faculty to earn extra income and fund other professional initiatives. Existing resources at the college similarly make it difficult to remain research-active, so faculty place more emphasis on teaching, administration, student life, and service, or else seek out alternative forms of professional development. Budget and enrollment issues over the past five years have forced the program to constantly revise and reschedule what were formally standard upper-division course offerings, a factor that has also forced revisions to the program scale and scope. There is little ability to diversify or to experiment with new curricular offerings that might attract students to the program or address the Exit Survey evaluative criteria 6.2, variety of courses offered, and 6.10, course scheduling and availability. We now exclusively use adjuncts for our fine arts offerings; however, two of the current faculty have Ph.D.’s and high educational pedigrees (see Section 2 above).

9. Opportunities for Growth

We see many opportunities for growth both in the long and short term. Bluefield State College is putting an emphasis on working with local high schools to offer credit bearing dual-enrollment courses. These students are high academic achievers who come to campus to take classes, which provides an opportunity to recruitment them. Dr. Connolly and Dr. Czarnecki have taught several of these credit-bearing dual enrollment courses and have successfully drawn several students to the Bluefield State campus. The department is also currently in talks with the department of Social Sciences to create cross-listed and co-taught courses for upper-division students in both programs. With the help of HEPC International Education Outreach funding, Dr. Connolly was afforded the opportunity to develop a portion of his philosophy classes for the State University of New York's COIL Program (Collaborative Online International Learning). He has partnered with a colleague in Mexico at Universidad de Tecnológico de Monterrey to co-teach, internationally, online, an introductory philosophy course through Blackboard CMS. This co-taught course concerns ethical concepts taught in part through unique cultural narratives and experiences specific to Appalachian and Mexican students. Through the course, the students will not only learn about philosophy, but also how ethical theories and concepts might apply inter-culturally. Dr. Connolly and Dr. Jamkhandi are also interested in establishing a Summer Exchange Program with this university and its students. Furthermore, Dr. Jamkhandi has established Memoranda of Understanding (M.O.U.) agreements with several institutions and continually draws exchange students from these various universities.

10. Unique Qualities and Competitive Advantages

The Humanities Program at Bluefield State College holds a unique advantage over more traditional departments in English, Communications, or Arts by synergistically combining curricula in an interdisciplinary fashion among the fields of communications, writing, literature, language, and the arts. Students are able to both study and create artifacts in culture and communication with a mixture of courses both in applied and theoretical areas of study.

The Humanities Department, as a whole, also provides a qualitative advantage to the college as it services General Studies in the areas of Composition, Literature, Fine Arts, and Communication, as well as programs that require Foreign Languages. Moreover, there are numerous English courses required in the school of Education for both Elementary (K-6) and English/Language Arts (5-9). Since individual faculty teaching loads are normally three General Studies courses and only one upper level Humanities course per semester, the program attains added viability as it imposes little to no costs on the college in terms of faculty resources when viewed from this perspective.

11. Plans to Respond to Challenges

Declining enrollments, recruitment and retention of students in the program, are ongoing concerns which have been addressed in previous sections of this review (see Sections 5 and 6). Other than declining enrollment, one of the single greatest challenges to the program has been the lack of resources and funding at the college, due largely to ongoing state budget cuts to higher education. These budget cuts have impacted faculty recruitment and retention, professional development,

program diversification and growth. Such cuts notwithstanding, we are currently filling three faculty vacancies in areas vital to needs in both Programmatic and General Studies: Assistant Professor specializing in Composition and Rhetoric/Developmental English; Assistant or Associate Professor, specializing in Comparative Literature; Assistant Professor, specializing in Modern Languages. Hire committees have been formed and advertisements made in *The Chronicle of Higher Education*, and the interviews will begin in the spring of 2018.

APPENDICES

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**APPENDIX A:
HUMANITIES PROGRAM COMPREHENSIVE ASSESSMENT PLAN**

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HUMANITIES PROGRAM ASSESSMENT MATRIX

PROGRAMMATIC OUTCOMES	ASSESSED COURSES	EMBEDDED ASSESSMENT	STANDARDS/ PERFORMANCE GOAL	RESULT METRICS
<i>PO1: Write coherent, organized, well-developed arguments using the conventions of written English and source citation.</i>	ENGL 208	Research Proposal	Milestone 2	AACU Written Communication Rubric
	ENGL 292			
	ENGL 304	Framework Paper	Milestone 3	AACU Written Communication Rubric
	HUMN 222	Term Paper	Milestone 2	AACU Written Communication Rubric
	HUMN 223			
	HUMN 499	Capstone Paper	Milestone 3- Capstone 4	AACU Written Communication Rubric
<i>PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.</i>	ENGL 208	Powerpoint Presentation	Milestone 2	AACU Oral Communication Rubric
	ENGL 292			
	ENGL 304	Powerpoint Presentation	Milestone 3	AACU Oral Communication Rubric
	HUMN 499	Powerpoint Presentation	Milestone 3- Capstone 4	AACU Oral Communication Rubric
<i>PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and critical application in research.</i>	ENGL 208	Research Proposal	Milestone 2	AACU Information Literacy Rubric
	ENGL 292			
	ENGL 304	Framework Paper	Milestone 3	AACU Information Literacy Rubric
	HUMN 499	Capstone Paper	Milestone 3- Capstone 4	AACU Information Literacy Rubric

<i>PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.</i>	FREN 102	Comprehensive Exam	Benchmark 1 - Milestone 2	AACU Intercultural Knowledge Rubric
	SPAN 102	Comprehensive Exam	Benchmark 1 - Milestone 2	AACU Intercultural Knowledge Rubric
	HUMN 222	Term Paper	Milestone 2	AACU Intercultural Knowledge Rubric
	HUMN 223			
	ENGL 304	Framework Paper	Milestone 3	AACU Intercultural Knowledge Rubric
<i>PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.</i>	ENGL 208	Research Proposal	Milestone 2	AACU Critical Thinking Rubric
	ENGL 292			
	ENGL 304	Framework Paper	Milestone 3	AACU Critical Thinking Rubric
	HUMN 222	Term Paper	Milestone 2	AACU Critical Thinking Rubric
	HUMN 223			
	HUMN 499	Capstone Paper	Milestone 3- Capstone 4	AACU Critical Thinking Rubric
<i>PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.</i>	FREN 102	Comprehensive Exam	Benchmark 1 - Milestone 2	ACTFL Comprehensive Rubric
	SPAN 102	Comprehensive Exam	Benchmark 1 - Milestone 2	ACTFL Comprehensive Rubric

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmarks (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of works that does not meet benchmarks (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

INFORMATION LITERACY VALUE RUBRIC

for more information, please contact valrie@aaci.org



Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark. (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies; retrieves information from limited and similar sources.	Accesses information randomly; retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

*Corrected Dimension 3: Evaluate Information and its Sources Critically in July 2013

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact rubric@naac.org



Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110, Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero in any work, sample or collection of work that does not meet benchmark. (all are level performance.)

	Capstone 4	3	Milestones 2	Benchmark 1
Knowledge <i>Cultural self-awareness</i>	Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others)
Knowledge <i>Knowledge of cultural tradition, frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural worldviews.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspend judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact rubric@caam.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmarks (all one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/ hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.



ETHICAL REASONING VALUE RUBRIC

for more information, please contact valrie@aaacui.org

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student states both core beliefs and the origins of the core beliefs. Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student states either their core beliefs or articulates the origins of the core beliefs but not both. Student only names the major theory she/he uses.
Understanding Different Ethical Perspectives/Concepts	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Ethical Issue Recognition	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example).
Application of Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position).	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.
Evaluation of Different Ethical Perspectives/Concepts				

Standard 1.a. Demonstrating Language Proficiency Assessment

	Approaches Standard	Meets Standard	Exceeds Standard
Interpersonal communicative Speaking (1, 25%) ACTFL 2002.1.a.1 ACTFL 2002.1.a.2	<p>For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the Intermediate-High level on the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.</p> <p>For Arabic, Chinese, Japanese, and Korean, candidates speak at the Intermediate-Mid level on the ACTFL scale: they handle successfully a variety of uncomplicated communicative tasks in straightforward social situations; conversation is limited to concrete exchanges necessary for survival in the target culture (e.g., those including personal information covering self, family, home, daily activities, interests, and physical and social needs such as food, shopping, travel), they function reactively, by responding to direct questions or requests for information; they ask questions to obtain simple information to satisfy basic needs, such as directions, prices, services; they create with the language by recombining known elements to make utterances of sentence length and some strings of sentences, mostly in the present time frame; their speech may contain pauses, self-corrections, and inaccuracies in vocabulary, grammar, and pronunciation; they are generally understood by sympathetic interlocutors accustomed to dealing with non-natives, although misunderstandings can occur.</p>	<p>For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the Advanced-Low level on the ACTFL scale: they participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work current, public, and personal interest; they narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; they combine and link sentences into connected discourse of paragraph length; they handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement.</p> <p>For Arabic, Chinese, Japanese, and Korean, candidates speak at the Intermediate-High level on the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers unaccustomed to dealing with non-natives, although gaps in communication may occur.</p>	<p>For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the "Advanced Mid" level on the ACTFL scale (or higher): they participate actively in most informal and some formal exchanges on a variety of concrete topics relating to work, school, home, and leisure activities, as well as to events of current, public, and personal interest; they narrate and describe in present, past, and future time frames, by providing a full account, with good control of aspect; their narrations and descriptions relate relevant and supporting facts in connected, paragraph-length discourse; they handle successfully and with ease a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are readily understood by native speakers unaccustomed to dealing with non-natives.</p> <p>For Arabic, Chinese, Japanese, and Korean, candidates speak at the Advanced-Low level on the ACTFL scale: they participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work current, public, and personal interest; they narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; they combine and link sentences into connected discourse of paragraph length; they handle appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events; they are understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement.</p>
	<p>As listeners, candidates identify main ideas and most important details of the oral message, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates demonstrate a literal level of comprehension.</p>	<p>As listeners, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text.</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).</p>	<p>As listeners, candidates interpret the oral message on a number of levels, analyze it from a number of perspectives, and give a detailed personal interpretation of the text supported by a rich range of cultural knowledge.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates interpret the text on a number of levels, analyze it from a number of perspectives, and give a detailed personal interpretation of the text supported by a rich range of cultural knowledge. For readers of target languages that use a non-Roman alphabet or characters, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text.</p>
Presentational communicative Speaking (1, 25%) ACTFL 2002.1.a.4	<p>Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and they often read verbatim. They may speak in strings of sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience.</p>	<p>Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension (e.g., visuals).</p>	<p>Candidates deliver oral presentations on a wide variety of topics, including those of personal interest. They speak in extended discourse and use specialized vocabulary. They use a variety of strategies to tailor the presentation to the needs of their audience (e.g., circumlocution, selecting appropriate level of formality).</p>
Interpersonal and Presentational Communicative Writing (1, 25%) ACTFL 2002.1.a.5	<p>For target languages that use the Roman alphabet, candidates write at the Intermediate-High level on the ACTFL scale: they meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); they connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; they write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; their writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.</p> <p>For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-Mid level on the ACTFL scale: they write short, simple communications, compositions, descriptions, and requests for information in loosely connected texts that are based on personal preferences, daily routines, common events, and other topics related to personal experiences and immediate surroundings; their writing is framed in present time and is defined as a collection of discrete sentences and/or questions loosely strung together; their writing style resembles the grammar and lexicon of oral discourse; their writing can be understood readily by natives used to the writing of non-natives.</p>	<p>For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale: they write routine social correspondence, they write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; they combine sentences in texts of paragraph length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex structures syntactic structures; their writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text.</p> <p>For target languages that use a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale: they meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); they connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; they write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; their writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.</p>	<p>For target languages that use the Roman alphabet, candidates write at the Advanced-Mid level on the ACTFL scale (or higher): they write straightforward summaries and write about familiar topics relating to interests and events of current, public, and personal relevance by means of narrative and descriptions of a factual nature; they describe and narrate in all major time frames; their writing includes some variety of cohesive devices in texts of several paragraphs in length; their writing demonstrates good control of the most frequently used syntactic structures; their writing is understood readily by natives not used to the writing of non-natives.</p> <p>For target languages that use a non-Roman alphabet or characters, candidates write at the Advanced-Low level on the ACTFL scale: they write routine social correspondence, they write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; they combine sentences in texts of paragraph length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex structures syntactic structures; their writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text.</p>
	<p>Candidates make minimal use of resources such as readings and the internet in order to access the target language world beyond the classroom.</p>	<p>Candidates maintain and enhance their proficiency by interacting in the target language outside of the classroom, reading, and using technology to access target language communities.</p>	<p>Candidates have developed a systematic approach for enhancing their language proficiency on an ongoing basis by using a variety of effective materials, methodologies, and technologies.</p>
Dispositions for acquiring proficiency (1, 25%) ACTFL 2002.1.a.6			

BSC INSTITUTIONAL ASSESSMENT -- HUMANITIES

INSTITUTIONAL OUTCOMES	ASSESSED COURSES	EMBEDDED ASSESSMENT	STANDARDS/ PERFORMANCE GOAL	RESULT METRICS	
ILO1: Students will communicate effectively both orally and in writing.	ENGL 101 Fall 2013 Fall 2014 Fall 2015 Spring 2016 Fall 2016	APA Research Paper	Benchmark 1 (AACU Written Comm. Rubric)	Context and Purpose 2.6 2.1 2.6 2.8 2.5	
				Content Development 2.3 2.0 2.5 2.7 2.4	
				Disciplinary Convention 2.0 1.7 2.4 2.5 2.3	
				Sources and Evidence 2.2 1.9 2.4 2.6 2.3	
				Syntax and Mechanics 2.4 2.0 2.4 2.6 2.5	
		ENGL 101/102 [aggregate] Spring 2017	APA/MLA Research Paper	Benchmark 1- Milestone 2 (1.5 mean score AACU Written Comm. Rubric)	
					Context and Purpose 2.8
					Content Development 2.8
					Disciplinary Convention 2.6
					Sources and Evidence 2.5
		Syntax and Mechanics 2.8			
		COMM 208 Spring 2014 Spring 2015 Fall 2015 Spring 2016	Speech	Milestone 2 (AACU Oral Comm. Rubric)	Organization 2.5 3.7 2.9 2.9 3.2
					Language and Diction 2.6 3.5 3.0 3.1 3.3

	Fall 2016			
				Delivery 2.6 3.5 2.7 2.7 3.2
				Supporting Material 2.6 3.4 2.9 2.6 3.2
				Central Message 2.5 3.5 3.0 3.0 3.2
	COMM 201/208 [aggregate] Spring 2017	Speech	Milestone 2 (AACU Oral Comm. Rubric)	Organization 3.7
				Language and Diction 3.7
				Delivery 3.4
				Supporting Material 3.6
				Central Message 3.6
ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.	ENGL 101/102 COMM 201/208 [aggregate] Spring 2017	Research Paper/Speech	Benchmark 1.75 (AACU Information Literacy Value Rubric)	Determine Ext. of Info Needed 2.7
				Access Needed info. 2.7
				Evaluate Info/Sources 2.7
				Use Info Effectively 2.8

				Access/Use Ethically/Legal 2.7
	ENGL 102 Spring 2016	MLA Research Paper	Benchmark 1- Milestone 2 (1.5 mean score AACU Information Literacy Value Rubric)	Determine Ext. of Info Needed 2.4
				Access Needed info 2.4
				Evaluate Info/Sources 2.4
				Use Info Effectively 2.4
				Access/Use Ethically/Legal 2.4
	COMM 201 Fall 2016	Speech	Milestone 2 (AACU Information Literacy Value Rubric)	Determine Ext. of Info Needed 3.2
				Access Needed info 3.2

				Evaluate Info/Sources 3.3
				Use Info Effectively 3.2
				Access/Use Ethically/Legal 3.2
	COMM 208 Fall 2016	Speech	Milestone 2 (AACU Information Literacy Value Rubric)	Determine Ext. of Info Needed 2.8
				Access Needed info 2.9
				Evaluate Info/Sources 2.8
				Use Info Effectively 2.9
				Access/Use Ethically/Legal 2.9
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.	ENGL 101/102 COMM 201/208 [aggregate] Spring 2017	Research Paper/Speech	Benchmark 1.75 (AACU Value Rubric Information Technology)	Application of Information Literacy and Technology resources 2.8
				Evaluation of Web-based and Technology Resources 2.9

	COMM 201 Fall 2016	Speech	Milestone 2 (AACU Value Rubric Information Technology)	Application of Information Literacy and Technology resources 3.3
				Evaluation of Web-based and Technology Resources 3.2
	COMM 208 Fall 2016	Speech	Milestone 2 (AACU Value Rubric Information Technology)	Application of Information Literacy and Technology resources 3.0
				Evaluation of Web-based and Technology Resources 3.0
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.	N/A			
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.	SPAN 102/FREN 102 Spring 2017	Comprehensive Exam	Benchmark 1 - Milestone 2 (1.5 mean score on AACU Intercultural Knowledge Rubric)	Cultural Self-awareness 1.8
				Awareness of cultural worldviews 1.7
				Empathy 1.6

				Communication 1.9
				Curiosity 1.9
				Openness 1.7
			Benchmark 2 (AACU Intercultural Knowledge Rubric)	Cultural Self- awareness 3.0
				Awareness of cultural worldviews 3.0
				Empathy 3.0
				Communication 3.0
				Curiosity 3.0
				Openness 2.0
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.	N/A			
ILO7: Students will interpret, analyze, and construct ethical arguments.	COMM 208 Spring 2016 Fall 2016 Spring 2017	Speech/Oral presentation	Benchmark 2 (AACU Ethical Reasoning Value Rubric)	Ethical Self- Awareness 2.4 2.4 3.0
				Dif. Ethical Perspectives 2.1 2.5 2.8
				Issue Recognition 2.3 2.4 2.8

				Application 2.5 2.8
				Evaluation 2.4 3.0
	HUMN 222/223 Spring 2017	Term Paper	Benchmark 2 (AACU Ethical Reasoning Value Rubric)	Ethical Self-Awareness 3.0
				Dif. Ethical Perspectives 2.0
				Issue Recognition 3.0
				Application 3.0
				Evaluation 3.0

	HUMN 222/223 Spring 2017	Term Paper	(Benchmark 2 AACU Critical Thinking Rubric)	Explanation of Issues 1.9
				Evidence 2.0
				Influence of Context, Assumptions 2.9
				Position and Thesis 1.9
				Conclusions and Outcomes 1.9
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.	N/A			

HUMANITIES PROGRAM ASSESSMENT

HUMANITIES PROGRAM OUTCOME 1

PO1: Write coherent, organized, well-developed arguments using the conventions of written English and source citation.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/BENCHMARK	RESULTS METRIC	ANALYSIS/PLANNED ACTION
<i>PO1: Write coherent, organized, well-developed arguments using the conventions of written English and source citation.</i>	ENGL 208/292 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Research Proposal	Milestone 2 (2.0 mean score on AACU Written Communication Rubric)	Context and Purpose 3.3 3.25 3.3	Mean exceeded standard for ALL metric criteria.
				Content Development 3.3 3.25 3.3	
				Genre/Disciplinary Convention 3.3 3.25 3.3	No data - course cancelled.
				Sources and Evidence 3.3 3.25 3.3	Mean exceeded standard for ALL metric criteria.
				Syntax and Mechanics 3.3 3.25 3.3	
	ENGL 304 Fall 2013 Fall 2014 Fall 2015 Fall 2016	Framework Paper	Milestone 3 (3.0 mean score on AACU Written Communication Rubric)	Context and Purpose 3.5 4.0 4.0 3.0	Mean failed to meet standard for Content Development.
				Content Development 2.5 4.0 4.0 3.2	
				Genre/Disciplinary Convention 3.5 4.0 4.0 3.0	Mean met or exceeded standard for ALL metric criteria.
				Sources and Evidence 3.5 4.0 4.0 3.2	Mean met or exceeded standard for ALL metric criteria.
				Syntax and Mechanics 3.3 4.0 3.0 3.3	
	HUMN 222/223 Spring 2014	Term Paper	Milestone 2 (2.0 mean score on AACU Written Communication)	Context and Purpose 2.0 2.4 3.3 2.6	Mean failed to meet standard for Content Development and Disciplinary
				Content Development	

<p>Spring 2015</p> <p>Spring 2016</p> <p>Spring 2017</p>		<p>Rubric)</p>	<p>1.5 2.7 2.9 2.0</p> <p>Genre/Disciplinary Convention 1.5 2.8 2.7 1.8</p> <p>Sources and Evidence 2.0 2.7 2.8 2.0</p> <p>Syntax and Mechanics 2.25 2.7 3.1 1.6</p>	<p>Convention.</p> <p>Mean exceeded standard for ALL metric criteria.</p> <p>Mean exceeded standard for ALL metric criteria.</p> <p>Mean failed to meet standard for Disciplinary Convention and Syntax.</p>
<p>HUMN 499</p> <p>Spring 2014</p> <p>Spring 2015</p> <p>Spring 2016</p> <p>Spring 2017</p>	<p>Capstone Paper</p>	<p>Milestone 3- Capstone 4 (3.25 mean score on AACU Written Communication Rubric)</p>	<p>Context and Purpose 3.2 3.75 4.0 3.25</p> <p>Content Development 3.0 3.75 4.0 3.0</p> <p>Genre/Disciplinary Convention 3.2 3.5 4.0 3.0</p> <p>Sources and Evidence 3.4 3.75 4.0 2.5</p> <p>Syntax and Mechanics 2.8 3.5 4.0 3.0</p>	<p>Mean failed to meet standard for Context, Content Development, Disciplinary Convention, Syntax and Mechanics.</p> <p>Mean exceeded standard for ALL metric criteria.</p> <p>Mean exceeded standard for ALL metric criteria.</p> <p>Mean failed to meet standard for Content Development, Disciplinary Convention, Sources/Evidence, Syntax and Mechanics.</p>

HUMANITIES PROGRAM OUTCOME 2

PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/ BENCHMARK	RESULTS METRIC	ANALYSIS/ PLANNED ACTION
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.	ENGL 208/292 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Powerpoint Presentation	Milestone 2 (2.0 mean score on AACU Oral Communication Rubric)	Organization 3.2 3.3	No data reported.
				Language and Diction 3.2 3.3	
				Delivery 3.2 3.3	
				Supporting Material 3.2 3.3	No data--course cancelled.
				Central Message 3.2 3.3	Mean exceeded standard for ALL metric criteria.
	ENGL 304 Fall 2013 Fall 2014 Fall 2015 Fall 2016	Powerpoint Presentation	Milestone 3 (3.0 mean score on AACU Oral Communication Rubric)	Organization 3.0 4.0 4.0 3.3	Mean met or exceeded standard for ALL metric criteria.
				Language and Diction 3.0 4.0 3.5 2.7	
				Delivery 3.7 4.0 3.5 3.0	
				Supporting Material 3.3 4.0 4.0 2.7	Mean exceeded standard for ALL metric criteria.
				Central Message 3.0 4.0 3.5 2.7	
	HUMN 222/223 Spring 2014	Powerpoint Presentation	Milestone 2 (2.0 mean score on AACU Oral Communication Rubric)	Organization 2.0	Mean failed to meet standard for Supporting Material.
				Language and Diction	

	Spring 2015		Rubric)	2.25 Delivery 2.25 Supporting Material 1.75 Central Message 2.0	No data (removed from assessment matrix Spring 2015).
	HUMN 499 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Powerpoint Presentation	Milestone 3 - Capstone 4 (3.25 mean score on AACU Oral Communication Rubric)	Organization 3.2 3.0 4.0 3.5 Language and Diction 2.8 2.75 4.0 3.0 Delivery 3.4 3.0 4.0 3.25 3.25 Supporting Material 3.2 3.0 4.0 3.0 Central Message 3.0 3.25 4.0 3.25	Mean failed to meet standard for Organization, Language, Supporting Material, and Message. Mean failed to meet standard for Organization, Language, Delivery, Supporting Material. Mean met standard for all metrics. Mean failed to meet standard for Language, Supporting Material.

HUMANITIES PROGRAM OUTCOME 3

PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/ secondary source evaluation, and critical application in research.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/ BENCHMARK	RESULTS METRIC	ANALYSIS/ PLANNED ACTION
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/ secondary source evaluation, and critical application in research.	ENGL 208/292 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Research Proposal	Milestone 2 (2.0 mean score on AACU Information Literacy Rubric)	Extent of Information 3.3 3.2 3.3	Mean exceeded standard for ALL metric criteria.
				Access Information Needed 3.3 3.2 3.3	Mean met or exceeded standard for ALL metric criteria.
				Qualitative Evaluation 3.3 3.2 3.3	No data – course cancelled.
				Effective Use 3.3 3.2 3.3	Mean met or exceeded standard for ALL metric criteria.
				Legal Access and Use 3.3 3.2 3.3	
	ENGL 304 Fall 2013 Fall 2014 Fall 2015 Fall 2016	Framework Paper	Milestone 3 (3.0 mean score on AACU Information Literacy Rubric)	Extent of Information 4.0 4.0 3.0	No data reported.
				Access Information Needed 4.0 3.0 3.0	Mean exceeded standard for ALL metric criteria.
				Qualitative Evaluation 4.0 4.0 3.0	Mean met or exceeded standard for ALL metric criteria.
				Effective Use 4.0 4.0 3.0	Mean exceeded standard for ALL metric criteria.
				Legal Access and Use 4.0 4.0 4.0	
	HUMN 499 Spring 2014 Spring 2015 Spring 2016	Capstone Paper	Milestone 3 - Capstone 4 (3.25 mean score on AACU Information Literacy)	Extent of Information 3.2 3.0 4.0 3.0	Mean failed to meet standard for ALL metric criteria.
				Access Information Needed	Mean failed to

	Spring 2017		Rubric)	3.2 3.0 4.0 3.5	meet standard for Extent, Access, and Qualitative Evaluation of Information.
				Qualitative Evaluation 3.0 3.0 4.0 3.25	
				Effective Use 3.0 3.25 4.0 3.25	Mean met standard for all metrics.
				Legal Access and Use 3.2 3.5 4.0 2.75	Mean failed to meet standard for Extent and Legal Use of Information.

HUMANITIES PROGRAM OUTCOME 4

PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/ BENCHMARK	RESULTS METRIC	ANALYSIS/ PLANNED ACTION		
<p>PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.</p>	<p>FREN 102/ SPAN 102 Aggregate (same ILO/PO/CO) Spring 2014 Spring 2015 Spring 2016 Spring 2017</p>	<p>Comprehensive Exam</p>	<p>Benchmark 1 - Milestone 2 (1.5 mean score on AACU Intercultural Knowledge Rubric)</p>	<p>Cultural Self-awareness 1.7 1.6 1.8 1.8</p>	<p>Mean exceeded standard for ALL metric criteria.</p>		
				<p>Awareness of cultural worldviews 1.6 1.6 1.9 1.7</p>		<p>Mean met or exceeded for all metric criteria except for Curiosity.</p>	
				<p>Empathy 1.75 1.5 1.9 1.6</p>			
				<p>Communication 1.7 1.6 1.8 1.9</p>			<p>Mean exceeded standards for all metric criteria.</p>
				<p>Curiosity 1.6 1.4 1.9 1.9</p>			
				<p>Openness 1.7 1.5 1.9 1.7</p>			
	<p>HUMN 222/223 Spring 2014 Spring 2015 Spring 2016 Spring 2017</p>	<p>Term Paper</p>	<p>Milestone 2 (2.0 mean score on AACU Intercultural Knowledge Rubric)</p>	<p>Cultural Self-awareness 2.4 2.8 3.0</p>	<p>No data reported (added to assessment matrix Spring 2015).</p>		
				<p>Awareness of cultural worldviews 2.6 2.7 3.0</p>		<p>Mean exceeded standards for ALL metric criteria.</p>	
				<p>Empathy 2.4 2.8 3.0</p>			
				<p>Communication 2.4 2.8 3.0</p>			<p>Mean exceeded standards for ALL metric criteria.</p>
				<p>Curiosity 2.4 2.7 3.0</p>			
				<p>Openness 2.3 2.9 2.0</p>			
	<p>ENGL 304 Fall 2013 Fall 2014</p>	<p>Framework Paper</p>	<p>Milestone 3 (3.0 mean score on AACU Intercultural Knowledge</p>	<p>Cultural Self-awareness 3.3 4.0 3.5 3.3</p>	<p>Mean met or exceeded standard for ALL metric criteria.</p>		
				<p>Awareness of cultural worldviews</p>			

	Fall 2015		Rubric)	3.0 4.0 3.5 3.5	Mean exceeded standard for ALL metric criteria.
	Fall 2016			Empathy 4.0 4.0 4.0 4.0	
				Communication 3.3 4.0 4.0 3.8	Mean exceeded standard for ALL metric criteria.
				Curiosity 3.6 4.0 4.0 3.8	Mean exceeded standard for ALL metric criteria.
				Openness 4.0 4.0 4.0 4.0	

HUMANITES PROGRAM OUTCOME 5

PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/ BENCHMARK	RESULTS METRIC	ANALYSIS/ PLANNED ACTION
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.	ENGL 208/292 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Research Proposal	Milestone 2 (2.0 mean score on AACU Critical Thinking Rubric)	Explanation of Issues 3.3 3.2 3.3	Mean exceeded standard for ALL metric criteria.
				Evidence 3.3 3.2 3.3	Mean exceeded standard for ALL metric criteria.
				Influence of Context, Assumptions 3.3 3.2 3.3	No data - course cancelled.
				Position and Thesis 3.3 3.2 3.3	Mean met or exceeded standard for ALL metric criteria.
				Conclusions and Outcomes 3.3 3.2 3.3	
	ENGL 304 Fall 2013 Fall 2014 Fall 2015 Fall 2016	Framework Paper	Milestone 3 (3.0 mean score on AACU Critical Thinking Rubric)	Explanation of Issues 2.75 4.0 3.5 2.7	Mean failed to meet standards for Explanation, Evidence, and Thesis.
				Evidence 2.75 4.0 3.5 3.0	Mean exceeded standard for ALL metric criteria.
				Influence of Context, Assumptions 3.66 4.0 4.0 3.0	Mean exceeded standard for ALL metric criteria.
				Position and Thesis 2.67 3.0 4.0 2.8	Mean failed to meet standards for Explanation and Thesis.
				Conclusions and Outcomes 3.3 4.0 3.5 3.3	
HUMN 222/223 Spring 2014	Term Paper	Milestone 2 (2.0 mean score on AACU Critical	Explanation of Issues 2.3 2.1 2.8 1.9	Mean failed to meet standard for Conclusions.	

	Spring 2015 Spring 2016 Spring 2017		Thinking Rubric)	Evidence 2.0 2.3 2.6 2.0	Mean exceeded standard for ALL metric criteria.
Influence of Context, Assumptions 2.0 2.2 2.5 2.8					Mean exceeded standard for ALL metric criteria.
Position and Thesis 2.3 2.6 2.7 1.9					Mean failed to meet Explanation, Thesis, and Conclusion
Conclusions and Outcomes 1.7 2.6 2.6 1.9					
	HUMN 499 Spring 2014 Spring 2015 Spring 2016 Spring 2017	Capstone Paper	Milestone 3- Capstone 4 (3.25 mean score on AACU Critical Thinking Rubric)	Explanation of Issues 2.8 3.0 4.0 2.75	Mean failed to meet standard for ALL metric criteria.
Evidence 3.0 2.75 4.0 2.75					Mean failed to meet standard for Explanation of Issues and Evidence.
Influence of Context, Assumptions 2.8 3.25 4.0 2.5					Mean met standard for ALL metric criteria.
Position and Thesis 2.8 3.5 4.0, 2.75					Mean failed to meet standard for Explanation of Issues, Evidence, Context, and Thesis.
Conclusions and Outcomes 2.8 3.5 4.0 3.25					

HUMANITIES PROGRAM OUTCOME 6

PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.

PROGRAM OUTCOME	COURSE	EMBEDDED ASSESSMENT	STANDARDS/BENCHMARK	RESULTS METRIC	ANALYSIS/PLANNED ACTION	
<i>PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.</i>	FREN 102/ SPAN 102 Aggregate (same ILO/PO/CO) Spring 2014 Spring 2015 Spring 2016 Spring 2017	Comprehensive Exam	Benchmark 1 - Milestone 2 (1.5 mean score on ACTFL Comprehensive Rubric)	Interpersonal Speaking	2.2 1.6 1.8 1.9	Mean exceeded standard for ALL metric criteria.
				Listening and Reading	2.2 1.6 1.8 1.9	Mean failed to meet standard for three of the five criteria: Presentational Speaking, Written Communication, and Language Acquisition Disposition.
				Presentational Speaking	2.1 1.4 1.8 1.7	
				Written Communication	2.2 1.4 1.6 1.8	
				Language Acquisition Disposition	2.2 1.4 1.7 1.8	Mean exceeded standard for all metric criteria.
					Mean exceeded standard for all metric criteria.	

Bluefield State College

Report of Assessment

October 2017

School: Arts and Sciences

Program: Humanities

Degree level: BA

Academic Year: 2016-17

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome	Met or Not Met	Evidence
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	<p>Met</p> <p>Met</p> <p>Not Met</p> <p>Not Met</p>	<p>ENGL 292: Spring 2017 Research Proposal (AACU Written Communication Rubric— met standard for all criteria).</p> <p>ENGL 304: Fall 2016 Framework Paper (AACU Written Communication Rubric— met standard for all criteria).</p> <p>HUMN 223: Spring 2017 Term Paper (AACU Written Communication Rubric— mean did not meet standards for all criteria).</p> <p>HUMN 499: Spring 2017 Capstone Project (AACU Written Communication Rubric— mean did not meet standard for all criteria). *Sample size <5</p>
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	<p>Met</p> <p>Not Met</p>	<p>ENGL 292: Spring 2017 Presentation (AACU Oral Communication Rubric— met standard for all criteria).</p> <p>ENGL 304: Fall 2016 Presentation (AACU Oral Communication Rubric--</p>

	Not Met	mean did not meet standard for ALL metric criteria). HUMN 499: Spring 2017 Presentation (AACU Oral Communication Rubric—mean did not meet standards for all metric criteria). *Sample size of <5
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	Met Met Not Met	ENGL 292: Spring 2017 Research Proposal (AACU Information Literacy Rubric — met standard for all criteria). ENGL 304: Fall 2016 Term Paper (AACU Information Literacy Rubric--met or exceeded standard for all metric criteria). HUMN 499: Spring 2016 Capstone Project (AACU Information Literacy Rubric—mean did not meet standard for all metric criteria.) *Sample size of <5
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Met Met Met	SPAN 102/FREN 102: Spring 2017 Final Exam (AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria). HUMN 223: Spring 2017 Term Paper (AACU Intercultural knowledge Rubric – mean exceeded standard for all metric criteria). ENGL 304: Fall 2016 Framework paper (AACU Intercultural Knowledge Rubric--met or exceeded standard for all metric criteria).
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions	Met Not Met	ENGL 292: Spring 2017 Research Proposal (AACU Critical Thinking Rubric — met standard for all criteria). ENGL 304: Fall 2016 Framework Paper (AACU Critical Thinking Rubric—mean

	Not Met	did not meet standard for ALL metric criteria).
	Not Met	HUMN 223: Spring 2017 term Paper (AACU Critical Thinking Rubric—mean did not meet standard or all metric criteria).
	Not Met	HUMN 499: Spring 2017 Capstone Project (AACU Critical Thinking Rubric—did not meet standard for ALL metric criteria).
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Met	SPAN 102/FREN 102: Spring 2017 Final Exam (ACTFL Comprehensive Rubric)--mean exceeded standards for ALL metric criteria.

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	Performance goals NOT met in all courses. Added ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	Performance goals NOT met in all courses. Added ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty

PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	Performance NOT goals met in all courses. Added ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Performance goals met in all courses.	Humanities Dept. faculty
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.	Performance goals NOT met in all courses. Added ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Performance goals met in all courses.	Humanities Dept. faculty

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	Met Met	ENGL 101/102 [Aggregate]: Research Paper (AACU Written Communication Rubric—mean met or exceeded 1.5 for all metric criteria). COMM 201/COMM 208 [Aggregate]: Speech (AACU Oral Communication Rubric—mean met or exceeded 2.0 for all metric criteria).
ILO2 : Students will select appropriate resources, prioritize information in terms of relevance and	Met	ENGL 101/ENGL 102; COMM 201/208 [Aggregate]: Research Paper AACU

reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		Information Literacy Value Rubric— mean met or exceeded 2.0 for all metric criteria).
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.	Met	ENGL 101/ENGL 102; COMM 201/208 [Aggregate]: Research Paper (AACU Information Literacy Value Rubric— mean met or exceeded 2.0 for all metric criteria).
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.	N/A	
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.	Met Met	SPAN 102/FREN 102: Final Exam (AACU Intercultural Knowledge Rubric mean met or exceeded 1.5 for all metric criteria). HUMN 223: Term Paper (AACU Intercultural Knowledge Rubric – mean met or exceeded 2.0 for all metric criteria).
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.	N/A	
ILO7: Students will interpret, analyze, and construct ethical arguments.	Not Met Met Met	HUMN 223: Term Paper (AACU Critical Thinking Rubric – mean did not exceed 2.0 for all metric criteria). HUMN 223: Term Paper (AACU Ethical Reasoning Rubric – mean met or exceeded 2.0 for all metric criteria). COMM 208: Speech/oral presentation (AACU Ethical Reasoning Rubric – mean met or exceeded 2.0 for all metric

		criteria).
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.	N/A	

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	Added COMM 201 Spring 2017 Added ENGL 102 Spring 2017	Humanities Dept. faculty
ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.	Added COMM 201/208 Fall 2016 Added ENGL 101 Spring 2017	Humanities Dept. faculty
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.	Added COMM 201/208 Fall 2016 Added ENGL 101/102 Spring 2017	Humanities Dept. faculty
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.	N/A	
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.	Added SPAN 102/FREN 102 and ENGL 222/223 Spring 2017	Humanities Dept. faculty
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.	N/A	

ILO7: Students will interpret, analyze, and construct ethical arguments.	Added HUMN 222/223 Spring 2017	Humanities Dept. faculty
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.	N/A	

Describe how General Studies student learning outcomes are assessed at the program level.

Humanities Matrices align ILO/PO/CO

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared. Dept. Faculty/Dean/Director of Institutional Assessment

Bluefield State College

Report of Assessment

October 2016

School: Arts and Sciences

Program: Humanities

Degree level: BA

Academic Year: 2015-16

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome	Met or Not Met	Evidence
<p>PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.</p>	<p>N/A</p> <p>Met*</p> <p>Met</p> <p>Met *</p>	<p>ENGL 208: Course Cancelled</p> <p>ENGL 304: Fall 2015 Framework Paper (AACU Written Communication Rubric—met standard for all Criteria. *Sample size of <5</p> <p>HUMN 222: Spring 2016 Term Paper (AACU Written Communication Rubric—met standards for all criteria</p> <p>HUMN 499: Spring 2016 Capstone Project (AACU Written Communication Rubric— met standard for all criteria. *Sample size <5</p>
<p>PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.</p>	<p>N/A</p> <p>Met</p> <p>Met*</p>	<p>ENGL 208: Course Cancelled</p> <p>ENGL 304: Fall 2015 Presentation (AACU Oral Communication Rubric--mean exceeded standard for ALL metric criteria). *Sample size of <5</p> <p>HUMN 499: Spring 2016 Presentation</p>

		(AACU Oral Communication Rubric—met standard for all metric criteria.) *Sample size of <5
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	N/A Met* Met*	ENGL 208: Course Cancelled ENGL 304: Fall 2015 Framework paper (AACU Information Literacy Rubric) met or exceeded standard for all metric criteria. *Sample size of <5 HUMN 499: Spring 2016 Capstone Project (AACU Information Literacy Rubric—mean met standard for all metric criteria.) *Sample size of <5
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Met Met Met*	SPAN 102/FREN 102: Spring 2016 Final Exam (AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria). HUMN 222: Spring 2016 Term Paper (AACU Intercultural knowledge Rubric – mean exceeded standard for all metric criteria). ENGL 304: Fall 2015 Framework Paper (AACU Intercultural Knowledge Rubric—mean met standard for all metric criteria). *Sample size of <5
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions	N/A Met* Met	ENGL 208: Course Cancelled ENGL 304: Fall 2015 Framework Paper (AACU Critical Thinking Rubric—mean met standard for all metric criteria). *Sample size of <5 HUMN 222: Spring 2016 Term Paper

	Met	(AACU Critical Thinking Rubric—mean exceeded standard or all metric criteria). HUMN 499: Spring 2016 Capstone Project (AACU Critical Thinking Rubric—mean met standard for ALL metric criteria).
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Met	SPAN 102/FREN 102: Spring 2016 Final Exam (ACTFL Comprehensive Rubric)--mean exceeded standards for ALL metric criteria.

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	Performance goals met in all courses. One course (ENGL 208) not assessed. Add ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	Performance goals met in all courses. One course (ENGL 208) not assessed. Add ENGL 292 (Advanced Composition) for Spring 2017. HUMN 222 – Oral presentation removed for Spring 2016. Rubric will be	Humanities Dept. faculty

	included for assessment in HUMN 223 SP 2017.	
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	Performance goals met in all courses. One course (ENGL 208) not assessed. Add ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Performance goals met in all courses.	Humanities Dept. faculty
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.	Performance goals met in all courses. One course (ENGL 208) not assessed. Add ENGL 292 (Advanced Composition) for Spring 2017.	Humanities Dept. faculty
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Performance goals met in all courses.	Humanities Dept. faculty

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	Met	ENGL 101: Fall 2015 Research Paper (AACU Written Communication Rubric—mean exceeded 1.0 for all metric criteria).
	Met	COMM 208: Spring 2016 (AACU Oral Communication Rubric—mean exceeded

	Met	2.0 for all metric criteria). HUMN 499: Spring 2016 Capstone Project (AACU Written Communication Rubric—mean exceeded 3.0 for all criteria/ AACU Oral Communication Rubric—mean exceeded 3.0 for all metric criteria).
ILO2 : Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.	Met Met	ENGL 102: Spring 2016 Research Paper (AACU Information Literacy Value Rubric.—mean exceeded 1.0 for all metric criteria). HUMN 499. Spring 2016 Research Paper (AACU Information Literacy Value Rubric – mean exceeded 3.0 for all metric criteria.
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.	N/A	
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.	N/A	
ILO7: Students will interpret, analyze, and construct ethical arguments.	Met	COMM 208 – Spring 2016.Speech/oral presentation (AACU Ethical Reasoning Rubric – mean exceeded standards on all metrics.)

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	ENGL 499 no longer assessed for GS beginning Spring 2017	Humanities faculty
ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.	ENGL 499 no longer assessed for GS beginning Spring 2017	
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.	N/A	
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.	N/A	
ILO7: Students will interpret, analyze, and construct ethical arguments.		
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.	N/A	

Describe how General Studies student learning outcomes are assessed at the program level.

Humanities Matrices align ILO/PO/CO

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared. Dept. Faculty/Dean/Director of Institutional Assessment

Bluefield State College

Report of Assessment

October 2015

School: Arts and Sciences

Program: Humanities

Degree level: BA

Academic Year: 2014-15

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome	Met or Not Met	Evidence
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	Met	ENGL 208: Spring 2015 Research Proposal (AACU Written Rubric--mean exceeded standard for ALL metric criteria).
	Met*	ENGL 304: Fall 2014 Framework Paper (AACU Written Communication Rubric—mean exceeded standard for ALL metric criteria). *Sample size of <5
	Met	HUMN 222: Spring 2015 Term Paper (AACU Written Communication Rubric—mean exceeded standard for ALL metric criteria).

	Met*	HUMN 499: Spring 2015 Capstone Project (AACU Written Communication Rubric—mean exceeded standard for ALL metric criteria). *Sample size of <5
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	Met	ENGL 208 Spring 2015 Presentation (AACU Oral Communication Rubric--mean exceeded standard for ALL metric criteria)
	Met*	ENGL 304: Fall 2014 Presentation (AACU Oral Communication Rubric--mean exceeded standard for ALL metric criteria). *Sample size of <5
	Not Met*	HUMN 499: Spring 2014 Presentation (AACU Oral Communication Rubric—Mean failed to meet standard for Organization, Language, Delivery, Supporting Material). *Sample size of <5
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	Met	ENGL 208: Spring 2015 Research Proposal (AACU Information Literacy Rubric—mean exceeded standard for ALL metric criteria).
	Met*	ENGL 304: Spring 2015 Framework Paper (AACU Information Literacy Rubric—mean exceeded standard for ALL metric criteria).
	Not Met*	HUMN 499: Spring 2015 Capstone Project (AACU Information Literacy Rubric—mean failed to meet standard for Extent, Access, and Qualitative Evaluation of Information). *Sample size of <5

<p>PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.</p>	<p>Met*</p> <p>Met</p> <p>Not Met</p>	<p>ENGL 304: Fall 2014 Framework Paper (AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria). *Sample size of <5</p> <p>HUMN 222: Spring 2015 Term Paper (AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria).</p> <p>SPAN 102/FREN 102: Spring 2015 Final Exam (AACU Intercultural Knowledge Rubric). Met for all but Curiosity.</p>
<p>PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.</p>	<p>Met</p> <p>Met*</p> <p>Met</p> <p>Not Met*</p>	<p>ENGL 208: Spring 2015 Research Proposal (AACU Critical Thinking Rubric--mean exceeded standard for ALL metric criteria).</p> <p>ENGL 304: Fall 2014 Framework Paper (AACU Critical Thinking Rubric—mean exceeded standard for ALL metric criteria”). *Sample size of <5</p> <p>HUMN 222: Spring 2015 Term Paper (AACU Critical Thinking Rubric—mean exceeded standard for ALL metric criteria).</p> <p>HUMN 499: Spring 2015 Capstone Project (AACU Critical Thinking Rubric—mean failed to meet standard for Explanation of Issues and Evidence). *Sample size of <5</p>
<p>PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.</p>	<p>Not Met</p>	<p>SPAN 102/FREN 102: Spring 2015 Final Exam (ACTFL Comprehensive Rubric). Not met for 3 of 5 standards.</p>

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	Met performance goals in all courses.	Humanities Faculty
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	HUMN 499: Course restructured as well as more emphasis on preparing Power Point presentations suggested in ENGL 409 (pre-requisite).	Humanities Faculty
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	HUMN 499: Course restructured as well as more practice on evaluating and using sources suggested in ENGL 409 (pre-requisite).	Humanities Faculty
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Met performance goals in all courses past two years except for foreign language for current year (SP 102, FR 102). No changes recommended at this time.	Humanities faculty
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.	HUMN 499: Course restructured as well as more emphasis on integrating critical source material suggested in ENGL 409 (pre-requisite).	Humanities Faculty
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Did not met performance goals in all courses for current year but did previous year. No changes recommended.	Foreign Language faculty.

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	Met	ENGL 101: Fall 2014 Research Paper (AACU Written Communication Rubric—mean exceeded 1.7 for all metric criteria)
	Met	COMM 208: Spring 2015 (AACU Oral Communication Rubric—mean exceeded 3.4 for all metric criteria)
	Not Met	HUMN 499: Spring 2015 Capstone Project (AACU Written Communication Rubric—mean exceeded 3.5 for all criteria/ AACU Oral Communication Rubric—mean exceeded 2.75 for all metric criteria)
ILO2 : Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		

ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7: Students will interpret, analyze, and construct ethical arguments.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	<p>COMM 208: scores improved this year from last; made new hire for Fall 2015.</p> <p>HUMN 499: For Spring, 2016, course restructured utilizing supportive and collaborative cohort system and independent study with faculty from Humanities department.</p>	Humanities Faculty
ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		

ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7: Students will interpret, analyze, and construct ethical arguments.		
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

“Curriculum mapped” the student learning outcomes at the course, program, and institutional levels. Humanities syllabi align ILO/PO/CO. Embedded assessments are scored in LiveText using AAC&U rubrics with benchmarks set in the Humanities matrices.

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared. Dept. Faculty/Dean/Director of Institutional Assessment

Bluefield State College

Report of Assessment

October 2014

School: Arts and Sciences

Program: Humanities

Degree level: BA

Academic Year: 2013-14

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome	Met or Not Met	Evidence
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	Not Met*	ENGL 304: Fall 2013 Framework Paper (AACU Written Communication Rubric—failed to meet standard for “Content Development”). *Sample size of <5
	Met	ENGL 208: Spring 2014 Research Proposal (AACU Oral Written Rubric--mean exceeded standard for ALL metric criteria).
	Not Met*	HUMN 222: Spring 2014 Standard Form Paper (AACU Written Communication Rubric—mean failed to meet standard for “Content Development” and “Disciplinary Convention”). *Sample

	Not Met	size of <5 HUMN 499: Spring 2014 Capstone Project (AACU Written Communication Rubric— mean failed to meet standard for Context, Content Development, Disciplinary Convention, Syntax and Mechanics).
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	Met* Not Met* Not Met	ENGL 304: Fall 2013 Presentation (AACU Oral Communication Rubric-- mean exceeded standard for ALL metric criteria). *Sample size of <5 HUMN 222: Spring 2014 Standard Form Paper (AACU Oral Communication Rubric—failed to meet standard for “Supporting Material”). *Sample size of <5 HUMN 499: Spring 2014 Presentation (AACU Oral Communication Rubric— mean failed to meet standard for Organization, Language, Supporting Material, and Message).
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.	Met Not Met	ENGL 208: Spring 2014 Research Proposal (AACU Information Literacy Rubric—mean exceeded standard for ALL metric criteria). HUMN 499: Spring 2014 Capstone Project (AACU Information Literacy Rubric—mean failed to meet standard for ALL metric criteria).
PO4: Demonstrate intercultural knowledge and	Met*	ENGL 304: Fall 2013 Framework Paper

<p>competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.</p>	<p>Met</p>	<p>(AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria). *Sample size of <5</p> <p>SPAN 102/FREN 102: Spring 2014 Final Exam (AACU Intercultural Knowledge Rubric--mean exceeded standard for ALL metric criteria).</p>
<p>PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions</p>	<p>Not Met*</p> <p>Met</p> <p>Not Met*</p> <p>Not Met</p>	<p>ENGL 304: Fall 2013 Framework Paper (AACU Critical Thinking Rubric—mean failed to meet standard for “Explanation,” “Evidence,” and “Thesis”). *Sample size of <5</p> <p>ENGL 208: Spring 2014 Research Proposal (AACU Critical Thinking Rubric--mean exceeded standard for ALL metric criteria).</p> <p>HUMN 222: Spring 2014 Standard Form Paper (AACU Critical Thinking Rubric—mean failed to meet standard for “Conclusion”). *Sample size of <5</p> <p>HUMN 499: Spring 2014 Capstone Project (AACU Critical Thinking Rubric—mean failed to meet standard for ALL metric criteria).</p>
<p>PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.</p>	<p>Met</p>	<p>SPAN 102/FREN 102: Spring 2014 Final Exam (ACTFL Comprehensive Rubric)--mean exceeded standards for ALL metric criteria.</p>

Identify any changes, revisions, or improvements regarding programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or	Constituents involved in
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	improvements	decision making
PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.	<p>ENGL 304/HUMN 222/HUMN 499</p> <p>("Content Development" is only overlapping problem metric criteria for all three courses. HUMN 499 and HUMN 222 also overlap with "Disciplinary Convention").</p> <p>ENGL 304: Lessons and assignments will apply more use of key word vocabulary and course concepts in future.</p> <p>Need more than one year of data to compare.</p>	Humanities Faculty
PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.	<p>HUMN 222/HUMN 499</p> <p>("Supporting Material" is only overlapping problem metric criteria for both courses.)</p> <p>Need more than one year of data to compare.</p> <p>Deleted embedded assessment (PPT) from the Matrix for HUMN 222 and added term paper as embedded assessment for PO 4. Title, focus, and description of HUMN 222 changed in syllabus and course catalog.</p>	Humanities Faculty
PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in	<p>HUMN 499</p> <p>Need more than one year of</p>	Humanities Faculty

scholarly research.	data to compare.	
PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.	Performance goals met in all courses. Added HUMN 222 embedded assessment (Term paper) for subsequent year.	N/A.
PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.	ENGL 304/HUMN 222/HUMN 499 (No problem metric criteria overlap for all three courses. HUMN 499 overlaps with both for "Explanation," "Evidence," "Thesis," and "Conclusion.") Need more than one year of data to compare.	Humanities Faculty
PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.	Performance goals met in all courses.	N/A

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	Met	ENGL 101: Fall 2013 Research Paper (AACU Written Communication Rubric—mean exceeded 1.0 for all metric criteria).
	Met	COMM 208: Spring 2014 (AACU Oral Communication Rubric—mean exceeded 2.0 for all metric criteria).

	Met	HUMN 499: Spring 2014 Capstone Project (AACU Written Communication Rubric—mean exceeded 1.0 for all criteria/ AACU Oral Communication Rubric—mean exceeded 2.0 for all metric criteria).
ILO2 : Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7: Students will interpret, analyze, and construct ethical arguments.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<i>ILO1: Students will communicate effectively both orally and in writing.</i>	ENGL 101 – Aligned course outcomes with programmatic and institutional outcomes.	Humanities Faculty met, developed course objectives consistent across sections.
ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7: Students will interpret, analyze, and construct ethical arguments.		
ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

Humanities Matrices align ILO/PO/CO

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared. Dept. Faculty/Dean/Director of Institutional Assessment

PROGRAMMATIC ASSESSMENT OUTCOMES AND SYLLABI

In the effort to uniformly integrate and assess course, programmatic, and institutional outcomes for department courses and their content, and in the effort to support the American Association of Colleges and Universities Assessment rubrics, the following coded "outcome matrices" can be applied to the classification of course learning outcomes and course assignments in the department

An "outcome matrix" is a code that enables simplified outcome and assessment tracking across courses, curricula, programs, and departments.

Bluefield State College Institutional Learning Outcomes:

ILO1: Students will communicate effectively both orally and in writing.

ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.

ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.

ILO4: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.

ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.

ILO6: Students will understand and apply scientific concepts and develop science inquiry and research skills.

ILO7: Students will interpret, analyze, and construct ethical arguments.

ILO8: Students will be able to apply skills necessary to maintain physical and mental wellness.

Humanities Programmatic Learning Outcomes:

PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.

PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.

PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.

PO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions

PO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.

Course Learning Outcomes

Depending on the course taught, its specific content, and its specific learning outcomes, course-specific matrices align course outcomes with programmatic and institutional outcomes. These should be clearly indicated in the assignment description when delivered to students either in class or digitally via course management system.

A course outcome alignment for SPAN 102 might, therefore, look like this:

CLO 4: Read brief texts about familiar topics. (Aligns with *ILO5-PO6*)

When applied, for example, to a specific assessment such as a Final Exam in SPAN 102, the following alignment of outcomes would result: CLO 1 through CLO8/PO4-PO6/ILO5.

*By aligning these outcomes, institutional and programmatic assessment planning documents can be created to guide department's assessment practices. (See sample syllabi below).

Professor Luciano C. Picanço

Office: BS 321 Ph: 1 (304) 327– 4340

Bluefield State College – Humanities
lpicanco@bluefieldstate.edu - Spring 2014

SPANISH 102 #20277 - TR 12:30 – 1:45
Office Hours: TR8-9:30 / T2-4 / W8-4 & by appt.

General Information-Spanish 102

Course description - Spanish 102 is a continuation to Spanish 101. It is designed as an introduction to listening, reading, speaking and writing in Spanish. It is directed at students who wish to develop skills in Spanish language and hispanophone cultures in general.

Course Learning Outcomes (CLOs) (ACTFL Comprehensive Rubric):

CLO 1: Learn the basics of the target language pronunciation.

CLO 2: Understand the grammatical construction of language.

CLO 3: Recognize all and master most of a basic vocabulary.

CLO 4: Read brief texts about familiar topics.

CLO 5: Write brief compositions about familiar topics.

CLO 6: Understand and interpret the written and spoken target language on a variety of topics by analyzing, summarizing, and discussing edited and non-edited aural and written texts.

CLO 7: Carry on a brief conversation about any of the topics, provide and obtain basic information, express feelings and emotions, and exchange opinions.

CLO 8. Compare and contrast the target culture, both Western and non-Western, with your own.

Humanities Programmatic Learning Outcomes (PLOs) (AACU Intercultural Knowledge Rubric / ACTFL Comprehensive Rubric):

PLO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PLO6: Demonstrate foreign language competency through reading, writing, speaking, and listening.

Bluefield State College Institutional Learning Outcomes (ILOs) (AACU Intercultural Knowledge Rubric):

ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.

The Comprehensive Exam will align the following learning outcomes (CLO 1 through CLO8/PLO4-PLO6/ILO5)

Texts - a. Dos Mundos. 7th Ed., McGraw Hill, 2010. / b. A good dictionary

Attendance - After 5 absences, there is a reduction of five percent of the final grade, and after 7 absences a reduction of one letter grade. After 9 absences, a student shall be assigned a grade of F.

Classroom procedure - You are expected to have read previously to class time the pages indicated in the syllabus and to have done the exercises. **Conduct:** Students are expected to behave respectfully. Behavior that interferes with the orderly functioning of the class, interferes with an individual's pursuit of education, or disrupts the learning environments is prohibited. All electronic devices must be turned off and put away.

LiveText - An active LiveText account is required for this course because at least one assignment must be submitted electronically using this online platform. Bluefield state College uses LiveText to demonstrate the

quality of its academic programs and improve teaching and learning. The College has already purchased an account for you that can be accessed at www.livetext.com. You will be asked to enter your unique key code. The College will provide your unique code by mail. If you already have an active LiveText account you do not need another one. LiveText will be a required resource in several different courses throughout your enrollment. You can use the same account for any course that requires it for up to five years.

Grade Calculation

Students in Spanish 102 earn points for class participation as well as for their performance on written assignments, tests, and examinations according to the chart below:

Class attendance and Participation	= 10%	Tests (4 quizzes at 10% each)	= 40%
Preparation	= 10%	Final Examination	= 40%
Total	= 100 %		

Class Attendance and Participation - Grade for class participation is formed not only by fulfilling enthusiastically all class requirements, but also by an active participation.

Preparation - A number of written assignments are collected and graded over the course of the semester. These assignments are based on exercises from the course textbook.

Tests - Students of Spanish 102 take 5 tests during the semester. These tests are based on material from the course text as well as on assigned exercises and class discussions. There are no make-up tests.

Final Examination - There is one final exam in Spanish 102. There is no make-up final examination.

You can determine the university grade points you earn by locating your final numerical grade:

A = 100-90 B = 89.9-80 C = 79.9-70 D = 69.9-60 F = below 60.

If you have any questions, be sure to see your professor during regular office hours or after class.

POLICIES:

Student Honor Code

Any student enrolling in this course hereby abides the Honor Code Statement, shown below: "I affirm that I have read and understand the Bluefield State College General Catalog statements on academic integrity and academic dishonesty, and the Student Handbook/ Planner statements on plagiarism and records. I am responsible for the work that I submit herewith. I am also ethically responsible for maintaining the academic integrity statement by reporting any instances of academic dishonesty to the appropriate faculty member or administrator." Incidents of academic dishonesty will be reported to the Dean of Arts and Sciences and Provost of Academic Affairs.

Academic Honesty and Integrity

Plagiarism and cheating are completely unacceptable in an institution of higher education and learning. Such behavior deprives the student involved of the desired education and development of an appropriate value system. It is extremely unfair to other students, and it severely diminishes the value and integrity of a University degree.

Plagiarism occurs whenever another's work is submitted as one's own. This includes the use of information from an Internet site or from a published author's ideas and words without proper attribution or documentation. It also includes the copying of term papers, other unpublished works, homework, case reports, computer programs and spreadsheets, and any other course assignments which are submitted for course credit as the student's own effort. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge to the reader or the field of study. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

A student must give credit to the originality of others and acknowledge an indebtedness whenever:|

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections

The instructor has final responsibility for assessing the penalty in such cases regarding the course grade. All cases of plagiarism and cheating will be referred to the Vice President for Academic Affairs and Dean for possible further action. Additional penalties may be imposed for the egregious cases of plagiarism and cheating.

Charges of academic dishonesty on the part of a student may be filed by any member of the academic community. Such charges shall be reviewed first at the departmental and/or school level by the Dean, faculty member, and student involved with a maximum penalty of a grade of "F" in the course. If the penalty is "F" then the student does not have the option to withdraw from the course. The faculty member must notify the Registrar so the "F" grade can be placed on the student's academic record.

If the student denies guilt, or the Dean feels the penalties at this step are insufficient for a specific act, the case shall be forwarded in writing to the Vice President for Academic Affairs. The case may be resolved at this level, or if considered by the Vice President for Academic Affairs or requested in writing by the student, the case shall be forwarded to the Academics Committee.

The Academics Committee shall present to the accused student and the person making the accusation written notification of the charges which shall include:

A statement that a hearing will be held before the Academics Committee, together with the notice of the date, time, and place of the hearing.

A clear statement of the facts and evidence to be presented in support of the charges made.

A recommendation by the Academics Committee for imposition of sanctions in a case of academic dishonesty is final. The

Academics Committee may also recommend that the imposition of sanctions be held in abeyance where appropriate.

Academic Appeals

Appeals of a final course grade assigned by an instructor: student rights and responsibilities, with regard to these appeals, are addressed here and in the West Virginia Higher Education Policy Commission Rules Series 60. If, after discussion with the instructor, a student wishes to establish that a recorded grade was reported arbitrarily, capriciously, or prejudicially, he/she registers within 10 school days of the beginning of the next semester the complaint with the Dean of the School within which the grade was received. The Dean will attempt an informal reconciliation and may schedule a meeting of the school or a committee of the school to consider the complaint and present its recommendation in writing to the instructor and the student within 5 school days. If the student is not satisfied with, or if the instructor fails to act on the school recommendation, the student may appeal in writing to the Vice President for Academic Affairs. If it is not reconciled at this level, it may be appealed to the Academics Committee within 5 school days from the written response of the appeal by the Vice President for Academic Affairs. To convene a meeting of the Academics Committee, the student must complete the request form available in the office of the chief academic officer. The faculty member and the student shall be informed of the decision of the Academics Committee in writing within 5 working days of the hearing on the appeal. In cases where the Academics Committee determines that a grade has been improperly assigned, the Committee will direct the Registrar to modify the grade in accordance with the findings of the Committee. Grade appeals shall end at the institutional level. Under no circumstances will grade appeals initiated by a student be considered after the lapse of one semester beyond the semester in which the grade was received.

Drops and Withdrawals

Withdrawing from courses prior to the deadline date for withdrawal as published within the academic calendar is accomplished by securing a change in schedule form and having it signed by appropriate persons. Blank copies of the change in schedule form are available in the offices of the Registrar, the Vice President for Academic Affairs, the Dean and the advisor. The signatures required on a change in schedule form are the advisor and course instructor; in addition to the advisor and course instructor(s), approval of the Vice President for Academic Affairs is required for schedule changes occurring after the end of the registration/add/drop period. After obtaining the required signatures, the student must submit, prior to the deadline date, the change in schedule form to the Office of the Registrar.

Attention

Schedule changes (course adds or drops or withdrawal from college) are effective only if processed properly by the student. It is the responsibility of the student to see that proper documentation is completed and processed for such actions, rather than relying on verbal notification to instructors or to others within the College.

A student withdrawing from the College on or before the twelfth Friday after the first class day of the semester will receive a grade of "W". During the summer semesters, the withdraw period ends on the Friday immediately following the fourth week (eighth week for a 10 week term) of the summer semester. A student who does not meet attendance requirements and/or who fails to turn in assignments in a timely fashion as specified in the course syllabus may be withdrawn from class and receive a grade of "W". Withdrawing from

courses after the withdraw deadline date may be approved only through action by the Vice President for Academic Affairs. The Registrar will accept and process change in schedule forms during the period only as authorized by the Vice President for Academic Affairs.

Disability Support and Special Accommodations

Bluefield State College conducts its courses and policies in compliance with the Americans with Disabilities Act. If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Student Support Services. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. To become a participant in Student Support Services, a student must meet at least one of the following three federal criteria: 1) be a first generation college student; 2) have a physical or learning disability, or; 3) meet specified income guidelines.

Student Support Services is funded to serve BSC students. The goals of the program are to improve academic performance and to increase retention and graduation rates of project participants. To determine if a student is eligible for assistance from Student Support Services, he/she can complete an application in the counselor's office in Basic Science room G-05 from 8:00 a.m. to 4:00 p.m. daily.

Humanities 499: Senior Project

Dr. Smith G-19 Mahhood 304-327-4026

msmith@bluefieldstate.edu

BSC Mission Statement

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

Course Description

Approved projects requiring student research culminating in a written report and oral presentation. PR: Upper-level standing and instructor's permission.

This course should prove challenging and at the same time enlightening and fun. You will have the freedom to do your own research while working closely with faculty to meet the deadlines and to prepare an excellent paper and presentation. During class time we will share information and discuss ideas, presentation formats and methods.

Course Focus

This capstone course integrates your appreciation and understanding of the humanities. By now you should be able to demonstrate your knowledge of the fundamental concepts of the humanities sufficiently to write a paper and to make a presentation to a group of humanities students and faculty. Additionally, since this degree program is constantly being assessed, your insights about its effectiveness are appreciated and taken into account in an *exit survey*. Your ideas and comments will be used to monitor the program and refine it in the future.

Texts

Hult, *Research and Writing Across the Curriculum*

Live Text

An active LiveText account is required for this course because at least one assignment must be submitted electronically using this online platform. Bluefield State College uses LiveText to demonstrate the quality of its academic programs and improve teaching and learning. The College has already purchased an account for you that can be accessed at www.livetext.com. You will be asked to

enter your unique key code. The College will provide your unique code by email. If you already have an active LiveText account, you do not need another one. LiveText will be a required resource in several different courses throughout your enrollment. You can use the same account for any course that requires it for up to five years.

Institutional Learning Outcomes

ILO1: Students will communicate effectively, both orally and in writing.

ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information

ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.

ILO5: Students will analyze and compare diverse social and cultural patterns, text, and performances, and will evaluate them from a global perspective.

ILO7: Students will interpret, analyze, and construct ethical arguments.

Course/Program Objectives

CO1/PO1: Write coherent, organized, well-developed arguments using the conventions of written English and source citation.

CO2/PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.

CO3/PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and critical application in research.

CO4/PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

Evaluation

Seminar Participation	20%	[ILO1/CO2/PO2]
Written Project	40%	[ILO1-ILO2-ILO5-ILO7/CO1-CO3-CO4/PO1-PO3-PO5]
Presentation	40%	[ILO1-ILO3-ILO5-ILO7/CO2-CO3-CO4/PO2-PO3-PO5]
	100%	

Statement on Academic Honesty and Academic Honesty Procedures

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

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

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

Plagiarism includes but is not limited to:

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

Cheating includes but is not limited to:

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

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

Course Requirements

Seminars: These required class meetings will be devoted to general discussion and constructive critique of student papers. All students are required to participate.

Committees: Each student will ask two full-time professors in humanities areas in addition to the instructor of record for assistance. The student will furnish each a copy of the syllabus, a research proposal sheet and copy of the capstone grading rubric. The student will arrange three meetings with his or her committee, with two meetings devoted to review of the written draft. (See committee evaluation sheet). Upon signing the student's proposal sheet, faculty members agree to the topic and thesis proposal indicated and agree to follow through the project and to submit their scored capstone grading rubric to the professor of record after the student's presentation for consideration in grading.

Written Projects must demonstrate a level of research synthesis and original analysis appropriate to a senior level expository thesis. Required length will be a minimum of 20 pages, typed on word processor, with standard margins and Times New Roman 12 font size (or similar). The required format is MLA as explained in the current handbook. The grading rubrics are guides to writing the paper. An outline based on preliminary research and two written drafts will be submitted to the committee members during the semester for perusal and feedback. A copy of the draft must also be provided to other classmates for *seminar discussion* after spring break and should include a Works Cited page. No changes in topic or thesis will be permitted after committee approval. (See scheduled of deadlines for submission).

Presentations will reflect the work done during the semester and should be at least 30 minutes in delivery. It will be adapted to the student-faculty audience and generally includes some discussion of methods and results. Powerpoint and/or use of various media is required (e.g. such as film excerpts, photographs, songs, etc.).

ENGLISH 208

Course Syllabus and Schedule for Tuesday and Thursday Class

School:	Writing in the Professions
Course:	
Term:	Spring 2014
Instructor:	Name: Sudhakar R Jamkhandi, Ph.D. Email Address: sjamkhandi@bluefieldstate.edu Phone Number: 304-327-4036 Office Hours: MWF: 8-11; 1:00 – 4:00p.m. TTH: 8-9:30; 3:15 – 4:00 p.m. W: 8 – 11 a.m. Office Location: BS 123
Catalog Description:	Applied study in technical communications—written, oral, and visual media. Includes writing abstracts, proposals, research design and methodology, editing, proofing, and discipline-specific projects.
Prerequisites	ENGL 102.
Course Level Learning Outcomes:	The student is enabled to CLO1: collect, record, analyze, interpret and transmit objectively scientific data; CLO2: write business letters, outlines, abstracts, informal and formal reports and special types of technical papers, including a research paper oriented to the student's specialization; CLO3: correlate knowledge and materials learned in the student's field of specialization with the subject matter taught in the course; CLO4: express ideas directly and effectively through written and oral communication;

<p>INSTITUTIONAL STUDENT LEARNING OUTCOMES</p> <p>HUMANITIES PROGRAMMATIC</p>	<p>CLO5: evaluate and write various types of business letters and technical reports;</p> <p>CLO6: apply various rhetorical elements in specimen reports;</p> <p>CLO7: study the special techniques needed to present clearly and emphatically the options of a logically arranged report;</p> <p>CLO8: apply expository principles to the presentation and documentation of scientific data in manuscript form;</p> <p>CLO9: interpret and apply the significant elements of technical writing by completing a research project (PROPOSAL) related to student's field of specialization;</p> <p>CLO10: use the techniques involved in the presentation of oral reports;</p> <p>CLO11: use the computer in completing assignments.</p> <p>ISLO1: Students will communicate effectively both orally and in writing</p> <p>ISLO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of information in an ethical manner.</p> <p>ISLO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.</p> <p>PO1: Write coherent, organized, well-developed arguments using the</p>
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<p>ASSESSMENT MATRIX</p>	<p>conventions of written English and source citation.</p> <p>PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and verbal participation.</p> <p>PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/ secondary source evaluation, and critical application in research.</p> <p>PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions</p>
<p>CONTENTS:</p>	<ol style="list-style-type: none"> I. Introduction to the necessity for efficiently communicating technical information. II. Application of expository principles in writing business letters, memoranda, and technical reports. III. Intensive study in the basic guiding principles involved in the interpretation and evaluation of data relative to the reconstruction of an investigation. IV. Emphasis on the expository principles involved in the preparation and documentation of data manuscript form. V. Interpretation and application of significant elements of technical writing by completing a supervised Research project related to student's field of specialization. VI. Emphasis on the techniques involved in the presentation of oral reports. VII. Emphasis on document format and appearance. VIII. Application of computer skills. IX. Emphasis on statistical data, questionnaires and research design.

Materials:	Technical Communication, 10h Edition. Mike Markel
Grading:	<p>All written and oral assignments will be graded to obtain a final composite grade for the course. Oral presentations will be assessed by the instructor and peers to obtain a grade for all oral assignments.</p> <p>Letter grades will be assigned by the instructor for the following written assignments and oral presentations:</p> <ul style="list-style-type: none"> I. Memo (Interoffice: note to employees about meeting and purpose of meeting; External: inform customer about changes at your company)—10 % ISLO1; CLO2, CLO4, CLO5, CLO7; PO1, PO5 II. Progress/Status Report—10% ISLO1, ISLO2; CLO4, CLO6, CLO7; PO1, PO5 III. Recommendation Report—20% ISLO1, ISLO2; CLO4, CLO6, CLO7; PO1, PO5 IV. Product/Service/Process Description and Specifications (Mid-Term Exam)—10%

	<p>ISLO1, ISLO2; CLO1, CLO4, CLO7, CLO8; PO1, PO5</p> <p>V. Instructions for product assembly—10%</p> <p>ISLO1, ISLO2; CLO4, CLO7; PO1, PO5</p> <p>VI. Proposals—process and types: planning proposal, research proposal, sales proposal, contract proposal—20%</p> <p>ISLO1, ISLO2; CLO2, CLO4, CLO7, CLO9; PO1, PO3, PO5</p> <p>VII. Power Point Presentation--10%</p> <p>ISLO2, ISLO3; CLO4, CLO7, CLO10; PO1, PO2, PO3, PO5</p> <p>VIII. Share Power Point Presentation Proposal (Final Exam)—10%</p> <p>ISLO1; ISLO3; CLO4, CLO7, CLO10; PO1, PO2, PO5</p> <p>Grading Scale: 90-100 = A; 80- 98 = B; 70- 79 = C; 60 -69 = D; 59 or below = F</p> <p>FINAL COURSE GRADES: Final course grades will be mailed to the students by the Registrar after final examinations have been completed. In general, most every student should know that the final grade will be based on work done prior to the final examination.</p>
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Classroom Conduct , Class Policies and Procedures:	Plagiarism: Academic dishonesty will not be tolerated. We will discuss the guidelines for avoiding plagiarism. Using someone's work as your own or using information without giving proper credit to the author will result in an F for the course.
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Attendance: Missing class is serious and attendance is essential to mastering the course content. You are allowed 3 unexcused absences. Students with more than 3 unexcused absences will be dropped from the course. It is the responsibility of the student to provide the instructor with proper explanation for the institutional or unavoidable absence and failure to do so immediately upon return to class will automatically make the absence unexcused. Please see the current catalog for Attendance Policy.

CLASSROOM DECORUM and Code of Behavior: No tobacco products are to be used in the classroom. Students are expected to be attentive, courteous and act in a respectful manner as mature adults. No chewing of gum is allowed, and cell phones must be in the vibrate mode. Rude behavior is unacceptable because it infringes upon others' right to learn, so you will not be allowed to remain in the class if you behave in ways that disrupt others. You are expected to treat everyone with respect and kindness, especially during writing sessions. Professionalism, integrity, respect and learning are the foundation of your education and are sacred.

ADA Statement: If you have a documented disability requiring accommodation, please let me know before the end of the second week of class.

Late Assignments: Essay grades drop by one letter for each day late. Submitting Assignments and Drafts/Revision Policy: Always set up backup files for assignments.

Consultations: Please consult with me if you encounter difficulty with a major graded assignment. I respond to e-mail daily, and welcome your visits during scheduled office hours. If you want quality feedback, do not wait until the day before an assignment is due. After you have had some time to digest comments, I am always happy to further explain a grade or change it. Together we will discuss what grade your paper deserves and thereby arrive at a consensus.

<p>LiveText</p>	<p>Attendance: Attending all classes is a necessity and attendance will be kept. Missed work may be submitted only after the presentation of satisfactory evidence of good cause for missing class. Such evidence must be presented after that class following the day(s) missed. It is the student's responsibility, not the instructor's, to take care of missed work. The instructor reserves the right to withhold course credit to any student missing more than three hours of class without cause. Attendance and class participation will be considered in the determination of the final grade for the course.</p> <p>CLASS PREPARATION:</p> <p>Students are expected to spend at least two or three hours in study for every hour spent in the classroom. English 208 is a three-hour credit course; therefore, students are expected to spend at least six to nine hours in study for this course per week.</p> <p>Technical Communication presupposes that students have studied the following in lower level English courses: Expository Writing and Research Paper Writing</p> <p>ACADEMIC DISHONESTY:</p> <p>Please read the pertinent section in the Bluefield State College Student Handbook which defines academic dishonesty and plagiarism. Also read the sections on ethics and plagiarism in the text book. Page numbers are indicated under "Ethics" in the index.</p> <p>Make-up Work: The student is responsible for arranging with the instructor to make up papers.</p> <p>An active LiveText account is required for this course because at least one assignment must be submitted electronically using this online platform. Bluefield State College uses LiveText to demonstrate the quality of its academic programs and improve teaching and learning.</p>
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	<p>The College has already purchased an account for you that can be accessed at www.livetext.com. You will be asked to enter your unique key code. The College will provide your unique code by email. If you already have an active LiveText account, you do not need another one. LiveText will be a required resource in several different courses throughout your enrollment. You can use the same account for any course that requires it for up to five years.</p>
<u>Contact Hours:</u>	<p>Classes will be held on days and times indicated. If a class is to be cancelled, students will be notified after approval has been obtained.</p>

ENGL 304: APPROACHES TO LITERATURE

Instructor: Sean P. Connolly, Ph.D.

Location:

Email: sconnolly@bluefieldstate.edu

Description:

Examines the analytical study of literature and other cultural texts, with emphasis on practical criticism. The student will be introduced to advanced methods of textual analysis for the critical examination of cultural artifacts, including literature, film, and visual/print culture. Major theoretical frameworks will be explored and applied, including structuralism, formalism, semiotics, narratology, Marxism, and identity theory. Also to be explored will be the limits, advantages, and shared concerns of each critical framework in the critical study and understanding of culture.

Bluefield State Institutional Outcomes:

ILO1: Students will communicate effectively, both orally and in writing.

ILO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information

ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances, and will evaluate them from a global perspective.

ILO7: Students will interpret, analyze, and construct ethical arguments.

Humanities Program Outcomes:

PLO1: Write coherent, organized, and well-developed arguments using the conventions of written English and source citation.

PLO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.

PLO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and critical application in research.

PLO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PLO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

Course Program Outcomes:

CLO1: Identify, assess, and apply critical methodologies in the research and analysis of diverse social and cultural patterns, texts, and performances.

CLO2: Apply critical nomenclature in the in the analysis of diverse social and cultural patterns, texts, and performances.

CLO3: Argue complex critical positions and situate them among and against other positions both orally and in writing.

Technology Requirements (Blackboard/Word Processing/Turnitin/LiveText)

Students should determine that they have the following for this course:

- Regular access to a computer
- Internet Connection through an Internet Service Provider (ISP)
- A compatible updated Internet browser such as Internet Explorer, Apple Safari, Google Chrome, or Mozilla Firefox
- A word-processor program such as Microsoft Word, Google Docs, Apple iWork, or OpenOffice
- The following free software: Adobe Acrobat Reader, Flash Player, Java Virtual Machine, iTunes

- Access to myBSC, BSC Blackboard CMS, Turnitin.com, BSC Live Email, and LiveText.
- Students are required to check the course **Blackboard** site *twice per week* to stay informed of course plans, announcements, and procedures. You can access your **Blackboard** account through the **myBSC Portal**, available at <https://mycampus.bluefieldstate.edu/>.
- Also accessible via the myBSC Portal is your **BSC Live** email account, which you must also check twice per week for assignments and instructions. For technical assistance with campus technologies, call #304.327.4201 or visit URL: <http://bit.ly/19gP0IK>.
- To register for the course at Turnitin.com, please use the following **Class ID: 8356097** and **Password: theory**. For tutorials and getting started on Turnitin.com, you may get started here: <http://bit.ly/168QugP>
- An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Bluefield State to demonstrate the quality of our academic programs, and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. For more information and registration, go to the following URL: <http://bit.ly/1h6Sqef>
- Students will be required to use the online free SmartThinking tutorial service for reading and writing at the following URL: <http://bit.ly/15YHrLO> and on Blackboard.

Course Texts:

Readings and short response questions will be distributed electronically via Blackboard.

Assessments:

Your final grade will be assessed according to the following criteria:

- *Critical Methodology Paper I (draft+revision, 7-10): 25%*
(Outcomes: ILO 1,2,5,7; PLO 1,2,3,4,5; CLO 1,2,3)
- *Critical Methodology Paper II (draft+revision, 7-10): 25%*
(Outcomes: ILO 1,2,5,7; PLO 1,2,3,4,5; CLO 1,2,3)
- *Final Exam on Keywords: 25%*
(Outcomes: ILO 5; PLO 2,4; CLO 1,2)
- *Class Presentation: 25%*
(Outcomes: ILO 1,2,5,7; PLO 1,2,3,4,5; CLO 1,2,3)
- The final exam will test knowledge of critical vocabularies learned throughout the semester.
- The critical methodology papers will offer a thorough critical analysis on some text--literary, visual, or other--of the student's choice in consultation with the instructor. A rubric will be used to assess the paper grade based on argumentation, critical framework, style, and correctness. A penalty 2/3 of a letter grade will be deducted from the letter grade for every day the paper is late.

Policies

Performance Expectations: All reading, writing, and viewing assignments will be due on or before the date assigned. Students are responsible for the timely completion of all assignments; no assignments are optional. Late quizzes will not be accepted. Late writing assignments will receive a penalty of one letter-grade/day late. Writing assignments may be resubmitted for a better grade only if both the first and final drafts are submitted on time. When the number of weeks since any student's submission of a required assignment exceeds the number of semester hours of credit for the course (3), the instructor may notify the Registrar that the student has not responded and should be withdrawn from the course. Instructors may make exceptions to the responsiveness regulations, but only under extreme circumstances warranting such exceptions. In no case shall the instructor's responsiveness regulations exceed those stated above, conflict with the Bluefield State College Attendance Policy, or penalize responsive students by exception.

Attendance Policy: Attendance to every class is mandatory. When the number of student absences exceeds the number of semester hours of credit for the course (3), the instructor may notify the Registrar that the student has not responded and should be withdrawn from the course. Absences will be excused at the instructor's discretion for a) documented religious observances, b) official documented institutional functions, or c) cases of medical necessity. In such cases, absences will be granted only with 1) supporting official documentation and/or 2) the submission of a two-page, double-spaced, written

summary of the course content or lesson for that day. Those who attend all classes, without tardiness or exception, will receive an automatic 10% final weighted grade increase. This can possibly be the difference between a 'C' and a 'B'.

Student Honor Code: Each student is expected to read and sign the Honor Code Statement, shown below, as instructed, for each course in which he or she is enrolled: "I affirm that I have read and understand the Bluefield State College General Catalog statements on academic integrity and academic dishonesty, and the Student Handbook/ Planner statements on plagiarism and records. I am responsible for the work that I submit herewith. I am also ethically responsible for maintaining the academic integrity statement by reporting any instances of academic dishonesty to the appropriate faculty member or administrator." Any student not signing the Honor Code Statement will be asked to meet with the course instructor to discuss the reason(s) why the student refuses to sign. It is the student's responsibility to read the BSC General Catalog and the Student Handbook/Planner.

Academic Appeals: Appeals of a final course grade assigned by an instructor: student rights and responsibilities, with regard to these appeals, are addressed here and in the West Virginia Higher Education Policy Commission Rules Series 60. If, after discussion with the instructor, a student wishes to establish that a recorded grade was reported arbitrarily, capriciously, or prejudicially, he/she registers within 10 school days of the beginning of the next semester the complaint with the Dean of the School within which the grade was received. The Dean will attempt an informal reconciliation and may schedule a meeting of the school or a committee of the school to consider the complaint and present its recommendation in writing to the instructor and the student within 5 school days. If the student is not satisfied with, or if the instructor fails to act on the school recommendation, the student may appeal in writing to the Vice President for Academic Affairs. If it is not reconciled at this level, it may be appealed to the Academics Committee within 5 school days from the written response of the appeal by the Vice President for Academic Affairs. To convene a meeting of the Academics Committee, the student must complete the request form available in the office of the chief academic officer. The faculty member and the student shall be informed of the decision of the Academics Committee in writing within 5 working days of the hearing on the appeal. In cases where the Academics Committee determines that a grade has been improperly assigned, the Committee will direct the Registrar to modify the grade in accordance with the findings of the Committee. Grade appeals shall end at the institutional level.

Academic Honesty and Integrity: Plagiarism and cheating are completely unacceptable in an institution of higher education and learning. Such behavior deprives the student involved of the desired education and development of an appropriate value system. It is extremely unfair to other students, and it severely diminishes the value and integrity of a University degree. Plagiarism occurs whenever another's work is submitted as one's own. This includes the use of information from an Internet site or from a published author's ideas and words without proper attribution or documentation. It also includes the copying of term papers, other unpublished works, homework, case reports, computer programs and spreadsheets, and any other course assignments which are submitted for course credit as the student's own effort. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge to the reader or the field of study. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections

The instructor has final responsibility for assessing the penalty in such cases regarding the course grade. All cases of plagiarism and cheating will be referred to the Vice President for Academic Affairs for possible further action. Additional penalties may be imposed for the egregious cases of plagiarism and cheating. Charges of academic dishonesty on the part of a student may be filed by any member of the academic community. Such charges shall be reviewed first at the departmental and/or school level by the Dean, faculty member, and student involved with a maximum penalty of a grade of "F" in the course. If the

penalty is "F" then the student does not have the option to withdraw from the course. The faculty member must notify the Registrar so the "F" grade can be placed on the student's academic record.

If the student denies guilt, or the Dean feels the penalties at this step are insufficient for a specific act, the case shall be forwarded in writing to the Vice President for Academic Affairs. The case may be resolved at this level, or if considered by the Vice President for Academic Affairs or requested in writing by the student, the case shall be forwarded to the Academics Committee. The Academics Committee shall present to the accused student and the person making the accusation written notification of the charges which shall include:

1. A statement that a hearing will be held before the Academics Committee, together with the notice of the date, time, and place of the hearing.
2. A clear statement of the facts and evidence to be presented in support of the charges made.
3. A recommendation by the Academics Committee for imposition of sanctions in a case of academic dishonesty is final. The Academics Committee may also recommend that the imposition of sanctions be held in abeyance where appropriate.

Drops and Withdrawals: Withdrawing from courses prior to the deadline date for withdrawal as published within the academic calendar is accomplished by securing a change in schedule form and having it signed by appropriate persons. Blank copies of the change in schedule form are available in the offices of the Registrar, the Vice President for Academic Affairs, the Dean and the advisor. The signatures required on a change in schedule form are the advisor and course instructor; in addition to the advisor and course instructor(s), approval of the Vice President for Academic Affairs is required for schedule changes occurring after the end of the registration/add/drop period. After obtaining the required signatures, the student must submit, prior to the deadline date, the change in schedule form to the Office of the Registrar. Schedule changes (course adds or drops or withdrawal from college) are effective only if processed properly by the student. It is the responsibility of the student to see that proper documentation is completed and processed for such actions, rather than relying on verbal notification to instructors or to others within the College

Disability Support and Special Accommodations: Bluefield State College conducts its courses and policies in compliance with the Americans with Disabilities Act. If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Student Support Services. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. To become a participant in Student Support Services, a student must meet at least one of the following three federal criteria: 1) be a first generation college student; 2) have a physical or learning disability, or; 3) meet specified income guidelines Student Support Services is funded to serve BSC students. The goals of the program are to improve academic performance and to increase retention and graduation rates of project participants. To determine if a student is eligible for assistance from Student Support Services, he/she can complete an application in the counselor's office in Basic Science room G-05 from 8:00 a.m. to 4:00 p.m. daily.

Nota Bene: A student withdrawing from the College on or before the twelfth Friday after the first class day of the semester will receive a grade of "W". During the summer semesters, the withdraw period ends on the Friday immediately following the fourth week (eighth week for a 10 week term) of the summer semester. A student who does not meet attendance requirements and/or who fails to turn in assignments in a timely fashion as specified in the course syllabus may be withdrawn from class and receive a grade of "W". Withdrawing from courses after the withdraw deadline date may be approved only through action by the Vice President for Academic Affairs. The Registrar will accept and process change in schedule forms during the period only as authorized by the Vice President for Academic Affairs.

Writing Assessments: Though the precise requirements for assigned compositions will vary depending on assignment genres and goals, all compositions will be assessed according to rubrics and descriptions analogous to those given below.

- The "A" Paper is characterized by the freshness, ambition, maturity, coherence, and complexity of its content. Its claims are stated clearly and effectively, supported well, with relevant nuances interpreted and delineated in ways that go beyond the obvious. It situates itself thoroughly among relevant readings and information. It is organized well, and it effectively balances the specific and the general, the compelling details and the larger point; its claims, insights, analyses, and/or conclusions are sound and its evidence is reliable, sufficient, and relevant. It not only fulfills the assignment, but forcefully uses stylistic principles and persuasive appeals to excel rhetorically. Its only errors, if any,

are purely typographical and quite rare. It has no grammatical or usage errors. Finally, it manifests a certain stylistic or intellectual flair – the bon mot, the well-turned phrase, or the profound insight– that helps to make it, for the reader, memorable. • The "B" Paper is characterized by content that is a relatively familiar, less daring, less integrated or a little simpler than one might hope. Its claims could use more support or more exploration, or could perhaps be stated more clearly and effectively. There may be moments of apparent disorganization. It could create a better balance between specific and general, evidence and argument, detail and larger claim. It fulfills the assignment, but in a way slightly perfunctory. It shows no systematic misunderstanding of the fundamentals of grammar, mechanics, or punctuation, but errors in these areas may exist. There may also be other challenges in the organization or presentation of ideas, the sufficiency/relevance of evidence, or cogency of reasoning. Stylistically, it may benefit from further concision, emphasis, transition, lexical/syntactic variety. Finally, it could benefit from more large-scale revision and from more careful attention to argumentation and style.

• The "C" Paper is characterized by overmuch generalization and/or self-evident claims, is dotted with cliché, and is inadequately informative, revealing, differential, or convincing. Its essential point is not revealing or differentiated from others, or only hazily set forth or developed without sufficient reasoning and evidence. It has no particular voice, nor any significant sense of context or

audience, nor sufficient critical/analytical engagement with the evidence or topic. In terms of the dynamics between argument and evidence, it seems to lose the forest-for-the-trees or vice versa. It fulfills the assignment but does so in a way wholly perfunctory. It has grammatical, mechanical, or usage errors that significantly disrupt the reading experience. It has not been sufficiently revised or is incomplete.

• The "D" Paper is characterized by minimal thought and effort, which shows through the absence of a meaningful, central idea or the lack of any controlled development of that idea. The argument is extraordinarily weak or absent. It fails to fulfill some key aspect of the assignment. It makes no meaningful use of evidence nor ever situates itself in any sort of context. Its claims are disorganized and/or underdeveloped with necessary reasoning and evidence. Its sentences and paragraphs are both built around rigidly repeated formula and soon become predictable. It is riddled with error. It has apparently never been revised.

• The "F" Paper is characterized by plagiarism or lateness or a total misunderstanding of the assignment or is simply incomprehensible owing to a plethora of error or desperately poor organization. It has not only not been revised – it really hasn't been begun.

WRITING ASSESSMENT GRID Excellent Good Needs Work Unsatisfactory

ARGUMENTATION (40%)

Thesis/Position (differential and/or revealing)

Methodology (premises, logic, and conclusions)

Evidence (sufficient, credible, relevant)

Coherence (organization, procedure, thoroughness)

STYLE (40%)

Clarity (comprehensibility, transitions, details)

Paragraph quality (unity, development, contiguity)

Sentence quality (variety, emphasis, concision)

Lexical quality (accuracy, variety, maturity, register)

CORRECTNESS (20%)

Reference and citation (MLA or APA format)

Grammar/syntax (agreement, placement, structure)

Punctuation (commas, semi-colons, quote marks)

Mechanics (spelling, titles, capitalization)

Mission Statement:

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

Core Values Statement:

Excellence - We value and are dedicated to excellence in our faculty, staff, and students, programmatic offerings,

support services, research, and service to our world.

Community – We value and are dedicated to the development and enhancement of a sense of community, mutual

respect, and collaboration among our faculty, staff, students, and the greater community we serve.

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

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

HUM 222: Philosophy

Instructor: Sean P. Connolly, Ph.D.!

Office Phone: 304.327.4511!

Email: sconnolly@bluefieldstate.edu!

“Friendship is unnecessary, like philosophy, like art... It has no survival value; rather it is one of those things that give value to survival.”

-C.S. Lewis

“Because philosophy arises from awe, a philosopher is bound in his way to be a lover of myths and poetic fables. Poets and philosophers are alike in being big with wonder.”

-Thomas Aquinas

Description:

HUM 222 introduces the student to formal logic and its systematic application to major philosophical areas of inquiry, including logic, ethics, politics, and the philosophy of religion. The goal of the course is to introduce the student to rigorous logical analysis of essential, but often unexamined, questions in everyday life: What is it to be “good”? What should government do? What is freedom? Does God exist? How do we know? To answer these questions, we will draw widely from science, history, and everyday experience to highlight the perennial impact and significance of these questions. More specifically, we will 1) survey the major perennial philosophical questions 2) comparatively survey major answers to these questions, and 3) apply logical analysis and critical thinking to evaluate the validity and strength of these answers. Short assignments on targeted reading questions will be given in addition to a class presentation, a paper, and a final exam on keywords.

Bluefield State Institutional Outcomes:

ILO1: Students will communicate effectively, both orally and in writing.!

ILO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.!

ILO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances, and will evaluate them from a global perspective.!

ILO7: Students will interpret, analyze, and construct ethical arguments.

Humanities Program Outcomes:

PLO1: Write coherent, organized, and well-developed arguments using the conventions of written English and source citation.

PLO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.!

PLO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

Course Outcomes:

CLO1: Identify, analyze, and critique the logical structure of arguments, including the strength and validity of first principles, premises, and conclusions!

CLO2: Acquire and apply appropriate philosophical keywords and concepts in written and oral communication.!

CLO3: Identify, analyze, and critique historically significant philosophical arguments in moral theory, political theory, and the philosophy of religion.!

CLO4: Identify, analyze, and critique philosophical positions and frameworks in everyday political, religious, and ethical experience.

Policies!

Attendance: When a student absence results from serious illness, injury, or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed four unexcused absences over the course of the semester. After these four, that student automatically is withdrawn from the course. Excused absences are given only for religious observances, mandatory university functions, and/or other reasons supported by a note from the student's Advisor.!

Participation: Attendance and verbal participation in class are required. Students are required to check the Blackboard online course site twice per week to stay informed on course policies and procedures. Students are also encouraged to use the online SmartThinking tutorial service (free of charge) at the following URL for their writing assignments:

<http://services.smarthinking.com/login/login.php?> Students should also make use of the writing resources provided on Blackboard. !

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Committee determines that a grade has been improperly assigned, the Committee will direct the Registrar to modify the grade in accordance with the findings of the Committee. Grade appeals shall end at the institutional level. !

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The instructor has final responsibility for assessing the penalty in such cases regarding the course grade. All cases of plagiarism and cheating will be referred to the Vice President for Academic Affairs for possible further action. Additional penalties may be imposed for the egregious cases of plagiarism and cheating. Charges of academic dishonesty on the part of a student may be filed by any member of the academic community. Such charges shall be reviewed first at the departmental and/or school level by the Dean, faculty member, and student involved with a maximum penalty of a grade of "F" in the course. If the penalty is "F" then the student does not have the option to withdraw from the course. The faculty member must notify the Registrar so the "F" grade can be placed on the student's academic record.!

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1. A statement that a hearing will be held before the Academics Committee, together with the notice of the date, time, and place of the hearing.
2. A clear statement of the facts and evidence to be presented in support of the charges made.
3. A recommendation by the Academics Committee for imposition of sanctions in a case of academic dishonesty is final. The Academics Committee may also recommend that the imposition of sanctions be held in abeyance where appropriate.!

Drops and Withdrawals: Withdrawing from courses prior to the deadline date for withdrawal as published within the academic calendar is accomplished by securing a change in schedule form and having it signed by appropriate persons. Blank copies of the change in schedule form are available in the offices of the Registrar, the Vice President for Academic Affairs, the Dean and the advisor. The signatures required on a change in schedule form are the advisor and course instructor; in addition to the advisor and course instructor(s), approval of the Vice President for

Academic Affairs is required for schedule changes occurring after the end of the registration/add/drop period. After obtaining the required signatures, the student must submit, prior to the deadline date, the change in schedule form to the Office of the Registrar. Schedule changes (course adds or drops or withdrawal from college) are effective only if processed properly by the student. It is the responsibility of the student to see that proper documentation is completed and processed for such actions, rather than relying on verbal notification to instructors or to others within the College

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Nota Bene: A student withdrawing from the College on or before the twelfth Friday after the first class day of the semester will receive a grade of "W". During the summer semesters, the withdraw period ends on the Friday immediately following the fourth week (eighth week for a 10 week term) of the summer semester. A student who does not meet attendance requirements and/or who fails to turn in assignments in a timely fashion as specified in the course syllabus may be withdrawn from class and receive a grade of "W". Withdrawing from courses after the withdraw deadline date may be approved only through action by the Vice President for Academic Affairs. The Registrar will accept and process change in schedule forms during the period only as authorized by the Vice President for Academic Affairs.

Mission Statement:

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Core Values Statement:

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

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

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

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

Course Texts:

Readings and short response questions will be distributed electronically via Blackboard.

Assessment:

Your final grade will be assessed according to the following criteria:

- *Short Assignments (10x): 40% (ILO 1, 3, 5, 7; PLO 1, 4, 5; CLO 1, 2, 3, 4)*
 - *Term Paper (6-8 pp.): 20% (ILO 1, 3, 5, 7; PLO 1, 4, 5; CLO 1, 2, 3, 4)*
 - *Keyword Midterm Exam: 20% (ILO 3, 5, 7; PLO 4, 5; CLO 1, 2, 3, 4)*
 - *Keyword Final Exam: 20% (ILO 3, 5, 7; PLO 4, 5; CLO 1, 2, 3, 4)*
- Your class participation grade will be evaluated on an A-F scale, not simply on the frequency of verbal engagement, but your readiness in class and your close reading of course texts. !
 - Short response questions (three to five) will be given weekly in response to reading assignments on a ten-point scale using the following five criteria: *accuracy, thoroughness, illustration, clarity, style*. A twopoint penalty will be given for every day the short assignment is late.!
 - The final exam will test knowledge of philosophical vocabularies learned throughout the semester.
 - The analysis paper will offer a thorough exposition on some philosophical question, argument, or debate given in response to course readings. A rubric will be used to assess the analysis paper grade based on argumentation, style, and correctness. A penalty 2/3 of a letter grade will be deducted from the letter grade for every day the paper is late.!

Technology Requirements (Blackboard/McGraw Hill Connect/Word Processing/Turnitin/LiveText)

Students should determine that they have the following for this course:!

- Regular access to a computer!
 - Internet Connection through an Internet Service Provider (ISP)!
 - A compatible updated Internet browser such as Internet Explorer, Apple Safari, Google Chrome, or Mozilla Firefox!
 - A word-processor program such as Microsoft Word, Google Docs, Apple iWork, or OpenOffice, or Office365!
 - The following free software: Adobe Acrobat Reader, Flash Player, Java Virtual Machine, iTunes!
 - Access to myBSC, BSC Blackboard CMS, McGraw Hill Connect, Turnitin.com, BSC Live Email, and LiveText. !
 - Students are required to check the course **Blackboard** site twice per week to stay informed of course plans, announcements, and procedures. You can access your Blackboard account through the **myBSC Portal**, available at <https://mycampus.bluefieldstate.edu/> Also accessible via the myBSC Portal is your **BSC Live** email account, which you must also check twice per week for assignments and instructions. For technical assistance with campus technologies, call #304.327.4201 or visit URL: <http://bit.ly/19gP0IK>!
 - You must also login to **McGraw Hill Connect** for Fiero, *The Humanistic Tradition* to complete assignments and use study materials. Please log into it regularly and keep up with the assignments. Go to this URL to get started: <http://bit.ly/15B9d0A>. Go to this URL to register for our online course: <http://bit.ly/1aCFj3e>. Go to this URL to sign in:<http://bit.ly/15Ba3uv>. Go to this URL for technical support: <http://mpss.mhhe.com>! To register for the course at Turnitin.com, please use the following **Class ID: 7466108** and **Password: philosophy**.
- For tutorials and getting started on Turnitin.com, you may get started here: <http://bit.ly/168QugP>!
- An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Bluefield State to demonstrate the quality of our academic programs, and to improve teaching and learning. As a student, you have the

option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. For more information and registration, go to the following URL: <http://bit.ly/1h6Sgef> If you do not already have a LiveText account, one will be emailed to your Bluefield State email account. You will be expected to activate the account immediately. LiveText will be a required resource in many different courses throughout your program, and you can use the same account for any course that requires it for a full five years, so you only need one account. If you already have an active LiveText account, you do not need another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.!

- Students are also encouraged to use the online free **SmartThinking** tutorial service for reading and writing .

HUMN 223: Intro to Ethics

Instructor: Sean P. Connolly, Ph.D.

Location: Basic B105

Office Phone: 304.327.4511

Email: sconnolly@bluefieldstate.edu

Schedule: To be offered every fourth semester

Description:

"HUMN 223: Introduction to Ethics" introduces the student to propositional logic and its application in different fields of moral philosophy, including normative ethics, applied ethics, and value theory. The goal of the course is to introduce the student to rigorous logical analysis of foundational questions concerning moral concepts, arguments, and actions: What are "morality" and "the good"? Should morality be based primarily on beneficial principles, outcomes, or both? Why? Are there objective moral truths, or merely subjective moral values? To this end, we will 1) survey the major perennial ethical concepts and questions 2) comparatively survey major answers to these questions, and 3) apply logical analysis and critical thinking to evaluate the strength of these answers. Short assignments on targeted reading questions will be given in addition to keyword exams and a final project, which may be a presentation or paper. Special emphasis will be placed on argumentation and critique in oral and written assignments.

Bluefield State Institutional Outcomes:

ILO1: Students will read, write, and speak effectively.

ILO3: Students will understand diverse societal practices and patterns.

ILO6: Students will describe artistic, literary, and human creativity products

ILO7: Students will interpret, analyze, and construct arguments.

Humanities Program Outcomes:

PLO1: Write coherent, organized, and well-developed arguments using the conventions of written English and source citation.

PLO4: Demonstrate intercultural knowledge and competence, including cultural self-awareness, different cultural worldviews, empathy, curiosity, and openness.

PLO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.

Course Outcomes:

CLO1: Identify, analyze, and critique the logical structure of arguments including the strength and validity of principles, premises, and conclusions using standard form argumentation.

CLO2: Acquire and apply in written and oral communication appropriate philosophical keywords and concepts in logic and moral philosophy.

CLO3: Identify, analyze, and critique historically significant philosophical arguments in moral theory.

CLO4: Identify, analyze, and critique philosophical problems, positions, and concepts in everyday experience and popular culture.

Course Materials:

Required: Thiroux, Charles and Kieth Kraseman. *Ethics: Theory and Practice*. 11th ed. Pearson, 2015.

Selections: Pojman, Louis and Lewis Vaughn. *Classics of Philosophy*. 3rd ed. Oxford Press, 2011.

Nota Bene: A student withdrawing from the College on or before the twelfth Friday after the first class day of the semester will receive a grade of "W". During the summer semesters, the

withdraw period ends on the Friday immediately following the fourth week (eighth week for a 10 week term) of the summer semester. A student who does not meet attendance requirements and/or who fails to turn in assignments in a timely fashion as specified in the course syllabus may be withdrawn from class and receive a grade of "W". Withdrawing from courses after the withdraw deadline date may be approved only through action by the Vice President for Academic Affairs. The Registrar will accept and process change in schedule forms during the period only as authorized by the Vice President for Academic Affairs.

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Course Texts:

Readings and short response questions will be distributed electronically via Blackboard.

Assessment:

Your final grade will be assessed according to the following criteria:

- *Short Assignments (10x): 40%* (ILO 1, 3, 5, 7; PLO 1, 4, 5; CLO 1, 2, 3, 4)
- *Term Paper (6-8 pp.): 20%* (ILO 1, 3, 5, 7; PLO 1, 4, 5; CLO 1, 2, 3, 4)
- *Keyword Midterm Exam: 20%* (ILO 3, 5, 7; PLO 4, 5; CLO 1, 2, 3, 4)
- *Keyword Final Exam: 20%* (ILO 3, 5, 7; PLO 4, 5; CLO 1, 2, 3, 4)

• Short written assignments will be given weekly in response to reading assignments on a eight-point scale using the following three criteria: *responsiveness, accuracy, thoroughness, and prose quality.*

Answers must be written in the students original voice and language and draw from the activities. •

Responsiveness concerns the answer to the question staying relevant and on-point. *Accuracy* concerns the correctness of terms and ideas as presented in the materials. *Thoroughness* concerns the completeness and inclusiveness of the response to the question. *Prose quality* concerns the standards of grammar, punctuation, spelling, and sentence structure of formal written English.

- The final exam will test knowledge of philosophical vocabularies learned throughout the semester.
- The standard form paper will offer a thorough exposition on some philosophical question, argument, or debate given in response to course readings. A rubric will be used to assess the paper grade based on formal argumentation, logical standard form, and the standards of English written prose. A penalty 2/3 of a letter grade will be deducted from the letter grade for every day the paper is late.

Technology Requirements (Blackboard/McGraw Hill Connect/Word Processing/Turnitin/LiveText)

Students should determine that they have the following for this course:

- Regular access to a computer
- Internet Connection through an Internet Service Provider (ISP)
- A compatible updated Internet browser such as Internet Explorer, Apple Safari, Google Chrome, or Mozilla Firefox
- A word-processor program such as Microsoft Word, Google Docs, Apple iWork, or OpenOffice, or Office365
- The following free software: Adobe Acrobat Reader, Flash Player, Java Virtual Machine, iTunes
- Access to myBSC, BSC Blackboard CMS, McGraw Hill Connect, Turnitin.com, BSC Live Email, and LiveText.
- Students are required to check the course **Blackboard** site twice per week to stay informed of course plans, announcements, and procedures. You can access your Blackboard account through the **myBSC Portal**, available at <https://mycampus.bluefieldstate.edu/>. Also accessible via the myBSC Portal is your **BSC Live** email account, which you must also check twice per week for assignments and instructions. For technical assistance with campus technologies, call #304.327.4201 or visit URL: <http://bit.ly/19gP0IK>.
- To register for the course at Turnitin.com, please use the following **Class ID: 9242584** and **Password: philosophy**. For tutorials and getting started on Turnitin.com, you may get started here: <http://bit.ly/168QugP>
- An active LiveText account is a required resource for this course because at least one assignment must be submitted electronically using this online platform. LiveText is used by Bluefield State to demonstrate the quality of our academic programs, and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. For more information and registration, go to the following URL: <http://bit.ly/1h6Sqef> If you do not already have a LiveText account, one will be emailed to your Bluefield State email account. You will be expected to activate the account immediately. LiveText will be a required resource in many different courses throughout your program, and you can use the same account for any course that requires it for a full five years, so you only need one account. If you already have an active LiveText account, you do not need another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use.
- Students are also encouraged to use the online free **SmartThinking** tutorial service for reading and writing at the following URL: <http://services.smarthinking.com/login/login.php?> and on Blackboard.

Policies

Attendance: When a student absence results from serious illness, injury, or a critical personal problem, that student must notify the instructor and arrange to complete any missed work in a timely fashion. Students are allowed four unexcused absences over the course of the semester. After these four, that student automatically is withdrawn from the course. Excused absences are given only for religious observances, mandatory university functions, and/or other reasons

supported by a note from the student's Advisor.

Participation: Attendance and verbal participation in class are required. Students are required to check the Blackboard online course site twice per week to stay informed on course policies and procedures. Students are also encouraged to use the online SmartThinking tutorial service (free of charge) at the following URL for their writing assignments:

<http://services.smarthinking.com/login/login.php?> Students should also make use of the writing resources provided on Blackboard.

Student Honor Code: Each student is expected to read and sign the Honor Code Statement, shown below, as instructed, for each course in which he or she is enrolled: "I affirm that I have read and understand the Bluefield State College General Catalog statements on academic integrity and academic dishonesty, and the Student Handbook/Planner statements on plagiarism and records. I am responsible for the work that I submit herewith. I am also ethically responsible for maintaining the academic integrity statement by reporting any instances of academic dishonesty to the appropriate faculty member or administrator." Any student not signing the Honor Code Statement will be asked to meet with the course instructor to discuss the reason(s) why the student refuses to sign. It is the student's responsibility to read the BSC General Catalog and the Student Handbook/Planner.

Academic Appeals: Appeals of a final course grade assigned by an instructor: student rights and responsibilities, with regard to these appeals, are addressed here and in the West Virginia Higher Education Policy Commission Rules Series 60. If, after discussion with the instructor, a student wishes to establish that a recorded grade was reported arbitrarily, capriciously, or prejudicially, he/she registers within 10 school days of the beginning of the next semester the complaint with the Dean of the School within which the grade was received. The Dean will attempt an informal reconciliation and may schedule a meeting of the school or a committee of the school to consider the complaint and present its recommendation in writing to the instructor and the student within 5 school days. If the student is not satisfied with, or if the instructor fails to act on the school recommendation, the student may appeal in writing to the Vice President for Academic Affairs. If it is not reconciled at this level, it may be appealed to the Academics Committee within 5 school days from the written response of the appeal by the Vice President for Academic Affairs. To convene a meeting of the Academics Committee, the student must complete the request form available in the office of the chief academic officer. The faculty member and the student shall be informed of the decision of the Academics Committee in writing within 5 working days of the hearing on the appeal. In cases where the Academics Committee determines that a grade has been improperly assigned, the Committee will direct the Registrar to modify the grade in accordance with the findings of the Committee. Grade appeals shall end at the institutional level.

Academic Honesty and Integrity: Plagiarism and cheating are completely unacceptable in an institution of higher education and learning. Such behavior deprives the student involved of the desired education and development of an appropriate value system. It is extremely unfair to other students, and it severely diminishes the value and integrity of a University degree. Plagiarism occurs whenever another's work is submitted as one's own. This includes the use of information from an Internet site or from a published author's ideas and words without proper

attribution or documentation. It also includes the copying of term papers, other unpublished works, homework, case reports, computer programs and spreadsheets, and any other course assignments which are submitted for course credit as the student's own effort. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge to the reader or the field of study. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections

The instructor has final responsibility for assessing the penalty in such cases regarding the course grade. All cases of plagiarism and cheating will be referred to the Vice President for Academic Affairs for possible further action. Additional penalties may be imposed for the egregious cases of plagiarism and cheating. Charges of academic dishonesty on the part of a student may be filed by any member of the academic community. Such charges shall be reviewed first at the departmental and/or school level by the Dean, faculty member, and student involved with a maximum penalty of a grade of "F" in the course. If the penalty is "F" then the student does not have the option to withdraw from the course. The faculty member must notify the Registrar so the "F" grade can be placed on the student's academic record. If the student denies guilt, or the Dean feels the penalties at this step are insufficient for a specific act, the case shall be forwarded in writing to the Vice President for Academic Affairs. The case may be resolved at this level, or if considered by the Vice President for Academic Affairs or requested in writing by the student, the case shall be forwarded to the Academics Committee. The Academics Committee shall present to the accused student and the person making the accusation written notification of the charges which shall include:

1. A statement that a hearing will be held before the Academics Committee, together with the notice of the date, time, and place of the hearing.
2. A clear statement of the facts and evidence to be presented in support of the charges made.
3. A recommendation by the Academics Committee for imposition of sanctions in a case of academic dishonesty is final. The Academics Committee may also recommend that the imposition of sanctions be held in abeyance where appropriate.

Drops and Withdrawals: Withdrawing from courses prior to the deadline date for withdrawal as published within the academic calendar is accomplished by securing a change in schedule form and having it signed by appropriate persons. Blank copies of the change in schedule form are available in the offices of the Registrar, the Vice President for Academic Affairs, the Dean and the advisor. The signatures required on a change in schedule form are the advisor and course instructor; in addition to the advisor and course instructor(s), approval of the Vice President for Academic Affairs is required for schedule changes occurring after the end of the registration/add/drop period. After obtaining the required signatures, the student must submit,

prior to the deadline date, the change in schedule form to the Office of the Registrar. Schedule changes (course adds or drops or withdrawal from college) are effective only if processed properly by the student. It is the responsibility of the student to see that proper documentation is completed and processed for such actions, rather than relying on verbal notification to instructors or to others within the College.

Disability Support and Special Accommodations: Bluefield State College conducts its courses and policies in compliance with the Americans with Disabilities Act. If you have a physical, psychological, medical or learning disability that may impact your coursework, please contact Student Support Services. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential. To become a participant in Student Support Services, a student must meet at least one of the following three federal criteria: 1) be a first generation college student; 2) have a physical or learning disability, or; 3) meet specified income guidelines. Student Support Services is funded to serve BSC students. The goals of the program are to improve academic performance and to increase retention and graduation rates of project participants. To determine if a student is eligible for assistance from Student Support Services, he/she can complete an application in the counselor's office in Basic Science room G-05 from 8:00 a.m. to 4:00 p.m. daily.

Course Schedule

OUTCOMES AND ASSIGNMENTS

1: The Nature of Morality

1. Define philosophy and explain the relationship of ethics to it.
2. Define key terms concerning ethics or morality.
3. Explain the various approaches to the study of morality.
4. Understand what morality is and how it differs from aesthetics, nonmoral behavior, and manners.
5. Understand to whom morality applies.
6. Have some idea of where morality comes from.
7. Distinguish between morality and the law.
8. Distinguish between morality and religion.
9. Understand why human beings should be moral.

2: Moral Reasoning

1. Understand the definition of the following : values, principles, decision, actions
2. Define what is meant by "range" of a moral principle
3. Define what is meant by the "conflict of principles"
4. Understand relationship of principles to propositional logic statements
5. Distinguish between deductive, inductive, analogical, and defeasible logic
6. Distinguish between valid, invalid, strong, and weak conclusions

3: Consequentialism

1. Define the consequentialist (teleological) and non-consequentialist (deontological) views of morality.
2. Differentiate psychological egoism from ethical egoism, and explain both theories.
3. Distinguish the three types of ethical egoism.
4. Describe and critically analyze the two main consequentialist theories, ethical egoism and utilitarianism.
5. Distinguish between the two types of utilitarianism.

4: Consequentialism JS Mill, *Utilitarianism* (selections); Ayn Rand, *The Virtue of Selfishness* (selections)

5: Deontology /

Nonconsequentialism

1. Describe nonconsequentialist theories of morality, showing how they differ from the consequentialist theories.
2. Differentiate between act and rule nonconsequentialism and show how they differ from act and rule utilitarianism.
3. Describe and critically analyze act nonconsequentialism, and the Divine Command Theory, Kant's Duty Ethics, Ross's Prima Facie Duties (the main examples of rule nonconsequentialism).
4. Define and analyze such important terms and concepts as universalizability, Categorical Imperative, reversibility, human beings as ends rather than means, and prima facie duties

6: Deontology /

Nonconsequentialism

Immanuel Kant, *Groundwork for the Metaphysics of Morals* (selection)

7: Virtue Ethics 1. Describe Virtue Ethics theories showing how they differ from consequentialist or nonconsequentialist ethical theories.

2. Define and analyze such important terms and concepts as virtue, the virtues, vice, and vices.
3. Describe Aristotle's *Nicomachean Ethics* and how the virtues are central to living a good life.
4. Describe the ethics of Confucius in the *Analects* and explain the virtues in light of the Confucian notion of self-cultivation.
5. Explain the advantages and disadvantages of virtue ethics in the context of an overall theory of ethics.

8: Virtue Ethics Aristotle, *Nicomachean Ethics* (selections); Confucius, *The Analects* (selections)

9: Absolutism and Relativism

1. Define the following terms: absolutism, relativism, proposition, truth, falsity, and states of affairs.
2. Know the so-called anthropological "facts" about absolutism and relativism, and understand the criticism of these "facts."
3. Describe different types of propositions (forensic, deliberative, epideictic) and show how truth and knowledge relate to them.
4. Understand that absolutes can exist and show how human beings can apply them to their moral lives.
5. Understand how basic principles, as "near" or "almost" absolutes, are important to morality.

10: Absolutism and Relativism

Nietzsche, *The Genealogy of Morals* (selection)

11: Justice, Punishment, and Reward

1. Understand the relationship between reward and punishment and justice.
2. Understand the meanings and differences among the three theories of reward and punishment: retribution, utilitarianism, and restitution.
3. Identify and understand the many criteria for rewarding and punishing.
4. Identify and understand the arguments for and against all three theories.
5. Describe John Rawls's *Theory of Justice*.
6. Define human rights and explain the relationship of rights to moral duties.

12: Justice, Punishment, and Reward

Rawls, *A Theory of Justice* (selection)

13: Justice, Punishment, and Reward

Nozick, *Anarchy, State, and Utopia* (selection)

14: Conclusion Final paper revision; exam review

ENGLISH 292

Course Syllabus and Schedule for Tuesday and Thursday Class

School:	Advanced Composition
Course:	
Term:	Spring 2017
Instructor:	<p>Name: Sudhakar R Jamkhandi, Ph.D.</p> <p>Email Address: sjamkhandi@bluefieldstate.edu</p> <p>Phone Number: 304-327-4036</p> <p>Office Hours: MWF: 8-11; 1:00 – 4:00p.m.</p> <p style="padding-left: 40px;">TTH: 8-9:30; 1:00 – 4:00 p.m.</p> <p style="padding-left: 40px;">Office Location: BS 123</p>
Catalog Description:	Intensive practice in specialized writing skills such as the Popular Article, the Professional Article, the Personal Essay, the Formal Essay, and the Critical Review.
BRIEF COURSE DESCRIPTION:	
Prerequisites	ENGL 102.
Course Level Learning Outcomes:	<p>CO1: The development of linguistic skills necessary for effective understanding and use of English and/or other languages.</p> <p>CO2: The ability to write lucid, accurate, effective composition.</p> <p>CO3: Recognize and demonstrate effective written communication by delineating the types and elements of effective expository and creative writing, personally demonstrating such writing. The students will be able to:</p> <p>a. Review grammatical and mechanical aspects necessary for effective</p>

communication.

b. Analyze the importance of stance (writer-audience-purpose) in the communication process.

c. Choose a subject, narrow a topic, formulate a thesis statement, and develop topic sentences.

d. Recognize the importance of the general organization (arrangement of material) in the writing process.

e. Demonstrate paragraphing skills by writing various types of paragraphs such as introductory, transitional, concluding, etc.

f. Assess the importance of improving content through utilization of facts, specificity, and inductive generalization.

g. Select a dominant strategy (definition, cause-effect, process analysis, analogy, classification, and comparison-contrast) and write a coherent, unified, well-developed essay.

CO4: Develop an awareness that effective creative expository writing consists of a high level of sensitivity to the way words convey meaning, and to the way style is affected by reader, purpose, and form.

CO5: Illustrate effective writing by working with models such as revising writing models, analyzing examples of student and professional concerns in local, state, and national journals, writing creatively, and sharing one's own experiences. The students will be able to:

a. Determine the effectiveness of the stylistic construction relative to the writing process.

b. Write with sensitivity to the elements of style: diction (denotation-connotation), syntax, organizational patterns and rhetorical devices as determined by audience, purpose and form.

c. Illustrate effective writing by analyzing and revising examples and by writing and revising original paragraphs, essays, letters, etc.

CO6: Delineate and describe the concepts underlying the use of language

levels and patterns for a variety of purposes. The students will be able to:

- a. Recognize the dynamic, organic nature of language.
- b. Use appropriately the various levels of usage according to purpose, audience, and occasion.
- c. Evaluate the application of language in terms of semantic factors: context, abstraction, figurative language, tone, intent, and situation.

CO7: Recognize that language use (levels of usage) varies with purpose, audience, and occasion. The student will be able to:

- a. Recognize accurate and appropriate levels of usage (with cognizance of dialectical differences).
- b. Analyze the nature of language and its semantic evolution.

CO8: Develop the concept that language changes.

CO9: Develop the concept that language is not inert and static but a growing organism created by man, changing when his demand(s) upon it change.

CO10: Develop teaching strategies and techniques which will enable students to see the development of the English language within its cultural and social context.

CO11: Enable students to trace the etymological and semantic history of words. The students will be able to:

- a. Describe strategies and techniques for discerning the development of the language by the effective use of dictionaries through knowledge of their

<p>INSTITUTIONAL STUDENT LEARNING OUTCOMES</p>	<p>types, development, and format.</p> <p>b. Use effectively the appropriate references to trace the etymologic and semantic history of words.</p> <p>ISLO1: Students will communicate effectively both orally and in writing.</p> <p>ISLO2: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.</p> <p>ISLO3: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision-making.</p> <p>ISLO5: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.</p> <p>ISLO7: Students will interpret, analyze, and construct ethical arguments.</p> <p>PO1: Write coherent, organized, well-developed arguments using the conventions of standard written English and source citation.</p> <p>PO2: Demonstrate effective oral communication, including meaningful organization, delivery, diction, and supporting materials in class presentations and participation.</p> <p>PO3: Demonstrate information literacy, including the extent of information needed, strategies for information retrieval, primary/secondary source evaluation, and selective critical application in scholarly research.</p> <p>PO4: Demonstrate intercultural knowledge and competence, including cultural</p>
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<p>HUMANITIES PROGRAMMATIC ASSESSMENT MATRIX</p>	<p>self-awareness, different cultural worldviews, empathy, curiosity, and openness.</p> <p>PO5: Demonstrate critical thinking through the clear explanation of issues, critical use of evidence, recognition of assumptions, taking informed positions, and making logical conclusions.</p>
<p>Materials:</p>	<p>New Strategy of Style, Winston Weathers and Otis Winchester, McGraw Hill, Inc. 1978 [Excerpts from relevant chapters will be shared with students electronically since the book is out of print.]</p>
<p>CONTENTS</p>	<p>I. A brief review of grammar, mechanics, paragraphing, types and uses of dictionaries, etc.</p> <p>II. A review of the writing process stressing the writer's stance (writer-audience-purpose relationship), formulation of a thesis, and general organization (arrangement of material).</p> <p>III. Write one of each of the following:</p> <p>Popular article: CO 1 – 11; ISLO1 – ISLO7; PO1 – PO5</p> <p>Formal essay: CO1 – 11; ISLO1 – ISLO7; PO1 – PO5</p> <p>Personal essay: CO1 – 11; ISLO1 – ISLO7; PO1 – PO5</p>

<p>EVALUATION METHODS</p>	<p>Professional paper: CO1 – 11; ISLO1 – ISLO7; PO1 – PO5</p> <p>Critical review: CO1 – 11; ISLO1 – ISLO7; PO1 – PO5</p> <p>While writing each of these, students will</p> <ul style="list-style-type: none"> • practice development strategies (definition, cause-effect, process analysis, analogy, classification, and comparison-contrast); • utilize facts, specificity, and inductive generalizations; • focus on accurate and appropriate levels of usage (with cognizance of dialectical differences), the nature of language, and semantic language; and, • Edit and revise drafts of own and other students' writing. <p>I. Writing assignments demonstrating the various strategies and techniques emphasized at various points throughout the course.</p> <p>II. Student participation in evaluation of writing.</p> <p>III. Instructor's evaluation of student writing and participation in discussion with emphasis on comprehension of rhetorical methods, organizational patterns, and thematic points of the assigned readings.</p> <p>Written assignments will be worth 100 percent, THAT IS, 20 PER CENT FOR EACH ASSIGNMENT.</p>
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GRADING SYSTEM:	<p>FINAL COURSE GRADES: Final course grades will be mailed to the students by the Registrar after final examinations have been completed. In general, most every student should know that the final grade will be based on work done prior to the final examination.</p>
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<p>Classroom Conduct, Class Policies and Procedures:</p>	<p>Attendance: Missing class is serious and attendance is essential to mastering the course content. You are allowed 3 unexcused absences. Students with more than 3 unexcused absences will be dropped from the course. It is the responsibility of the student to provide the instructor with proper explanation for the institutional or unavoidable absence and failure to do so immediately upon return to class will automatically make the absence unexcused. Please see the current catalog for Attendance Policy.</p> <p>CLASSROOM DECORUM and Code of Behavior: No tobacco products are to be used in the classroom. Students are expected to be attentive, courteous and act in a respectful manner as mature adults. No chewing of gum is allowed, and cell phones must be in the vibrate mode. Rude behavior is unacceptable because it infringes upon others' right to learn, so you will not be allowed to remain in the class if you behave in ways that disrupt others. You are expected to treat everyone with respect and kindness, especially during writing sessions. Professionalism, integrity, respect and learning are the foundation of your education and are sacred.</p> <p>ADA Statement: If you have a documented disability requiring accommodation, please let me know before the end of the second week of class.</p> <p>Late Assignments: Essay grades drop by one letter for each day late. Submitting Assignments and Drafts/Revision Policy: Always set up back up files for assignments.</p> <p>Consultations: Please consult with me if you encounter difficulty with a major graded assignment. I respond to e-mail daily, and welcome your visits during scheduled office hours. If you want quality feedback, do not wait until the day before an assignment is due. After you have had some time to digest comments, I am always happy to further explain a grade or change it. Together</p>
-----------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

we will discuss what grade your paper deserves and thereby arrive at a consensus.

CLASS PREPARATION:

Students are expected to spend at least two or three hours in study for every hour spent in the classroom. English 290 is a three-hour credit course; therefore, students are expected to spend at least six to nine hours in study for this course per week.

Advanced Composition presupposes that students have studied the following in lower level English courses: Expository Writing and Research Paper Writing.

ACADEMIC DISHONESTY:

Please read the pertinent section in the Bluefield State College Student Handbook which defines academic dishonesty and plagiarism. Also read the sections on ethics and plagiarism in the text book. Page numbers are indicated under "Ethics" in the index.

Plagiarism: Academic dishonesty will not be tolerated. We will discuss the guidelines for avoiding plagiarism. Using someone's work as your own or using information without giving proper credit to the author will result in an F for the course.

Make-up Work: The student is responsible for arranging with the instructor to make up papers.

Livertext: An active Livertext account MAY BE required for this course because at least one assignment must be submitted electronically using this online platform. Bluefield State College uses Livertext to demonstrate the quality of its academic programs and improve teaching and learning. The College has already purchased an account for you that can be accessed at www.livertext.com. You will be asked to enter your unique key code. The

	<p>College will provide your unique code by email. If you already have an active Livetext account, you do not need another one. Livetext will be a required resource in several different courses throughout your enrollment. You can use the same account for any course that requires it for up to five years.</p>
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APPENDIX B
Humanities Curricular Assessment Map for General Studies

HUMANITIES CURRICULAR ASSESSMENT MAP FOR GENERAL EDUCATION INSTITUTIONAL OUTCOMES

AY Implement Institutional Outcome Rubric	2013-2014				2014-2015				2015-2016				2016-2017				2017-2018				2018-2019			
	ILO1: Communication		ILO2: Information Literacy		ILO3: Technology Literacy		ILO4: Mathematical Literacy		ILO5: Social, Artistic, and Cultural Literacy		ILO6: Scientific Literacy		ILO7: Critical and Ethical Reasoning		ILO8: Wellness									
	AAC&U Written Communication	AAC&U Oral Communication	Information and Technology Literacy	Information and Technology Literacy	Quantitative Literacy	Global Learning	AAC&U Intercultural Knowledge	Inquiry and Analysis	Critical Thinking	Ethical Reasoning	Wellness													
Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed	Identified	Semester Assessed									
ARTS 205	x																							
ARTS 208																								
COMM 201		x		F/S																				
COMM 208		x		F/S																				
ENGL 101	x	F/S	x	F/S	x																			
ENGL 102	x	F/S	x	F/S	x																			
ENGL 201	x																							
ENGL 205	x																							
FREN 101																								
FREN 102																								
HUMN 150	x																							
HUMN 222	x	F																						
HUMN 223	x	S																						
MUSC 150	x																							
MUSC 200	x																							
SPAN 101																								
SPAN 102																								
THEA 200			x																					

* =Programmatic assessment as well

- ILO1: Communication: Students will communicate effectively both orally and in writing.
- ILO2: Information Literacy: Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.
- ILO3: Technology Literacy: Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.
- ILO4: Mathematical Literacy: Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.
- ILO5: Social, Artistic, and Cultural Literacy: Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.
- ILO6: Scientific Literacy: Students will understand and apply scientific concepts and develop science inquiry and research skills.
- ILO7: Critical and Ethical Reasoning: Students will interpret, analyze, and construct ethical arguments.
- ILO8: Wellness: Students will be able to apply skills necessary to maintain physical and mental wellness.

APPENDIX C
Humanities Exit Surveys 2013-2017



Bluefield State College Surveys (as private and confidential)

Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,

This email contains evaluation results for SP 2013 HUMAN EXIT / EXIT-HUMAN:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

- In completing your academic program, please indicate your level of agreement to the following statements. I am able to
- Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

In the second part of the analysis the average values of all individual questions are listed.

Your Class Climate Administrator

Bluefield State College Surveys
 SP 2013 HUMAN EXIT ()
 No. of responses = 3

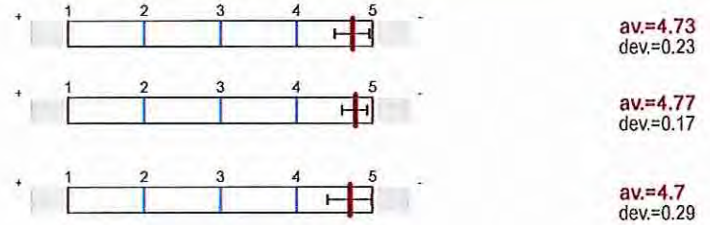


Overall indicators

Global Index

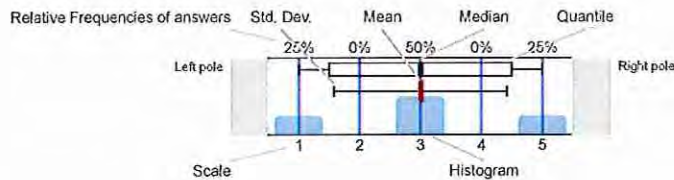
5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to ($\alpha = 0.63$)

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below. ($\alpha = 0.25$)



Legend

Question text



n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. Background Information

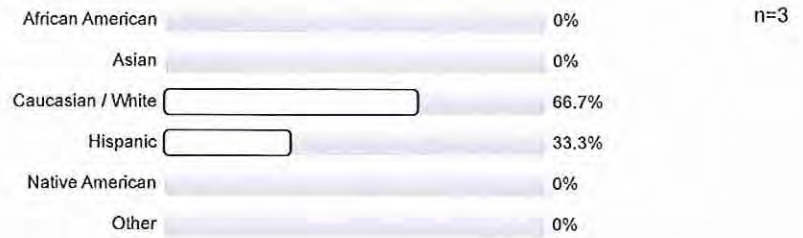
1.1) For how many years have you attended BSC?



1.2) Current Age



1.3) Ethnicity



1.4) Indicate your overall college grade point average (GPA) at BSC.



1.5) Gender

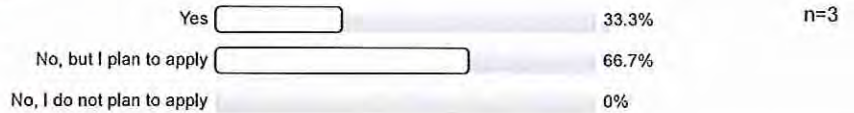


1.6) Indicate your primary status at BSC.

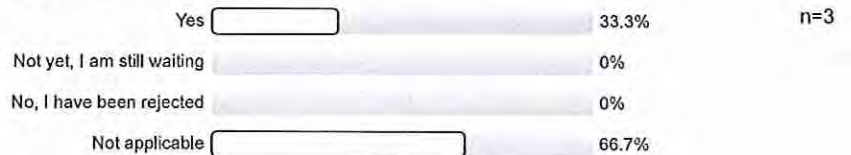


2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

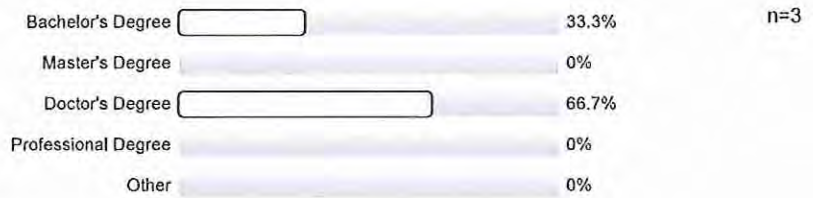
2.1) Have you applied to a college graduate program?



2.2) If you have applied to a graduate program, have you been accepted?



2.3) Indicate the highest degree you plan to obtain.

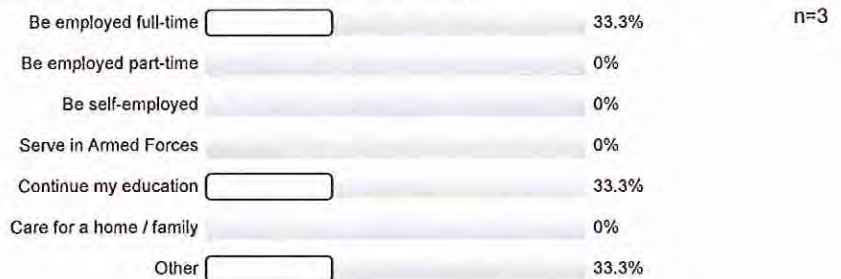


2.4) Please indicate your planned area of future study.

Linguistics, Language Learning, Comp Lit, International Relations
English Language & Literature
ESL Studies or Literature

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)



3.2) If employed, how closely related is your job to the major / field in which you are graduating?

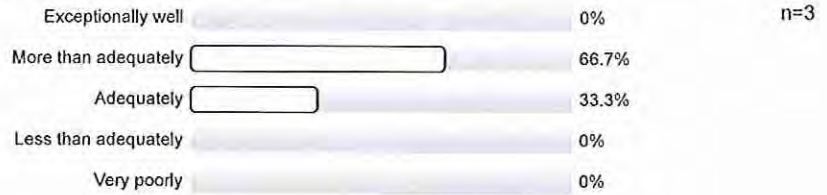


4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Humanities program at BSC.

4.1) Overall, how would you rate the Humanities program at BSC?

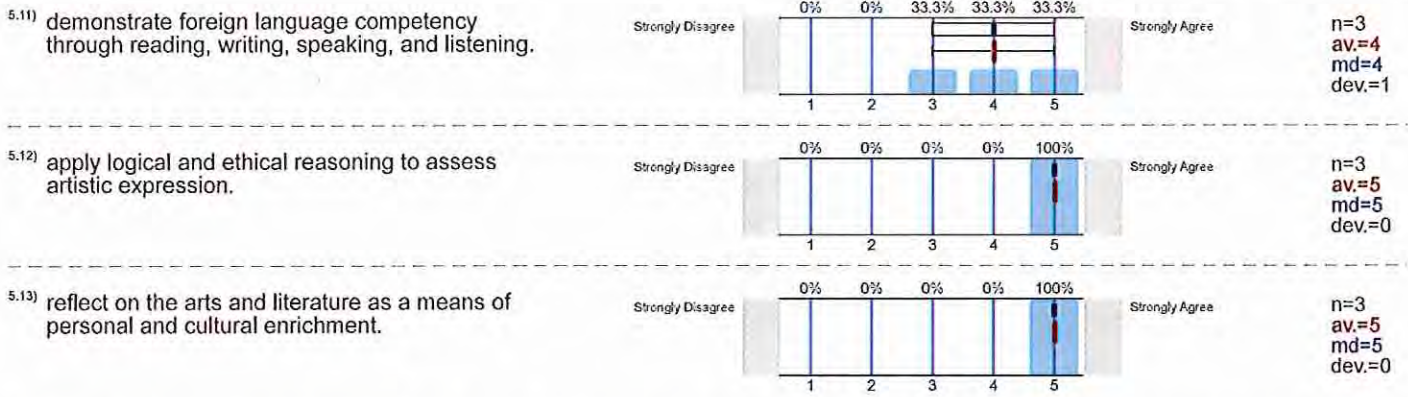


4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

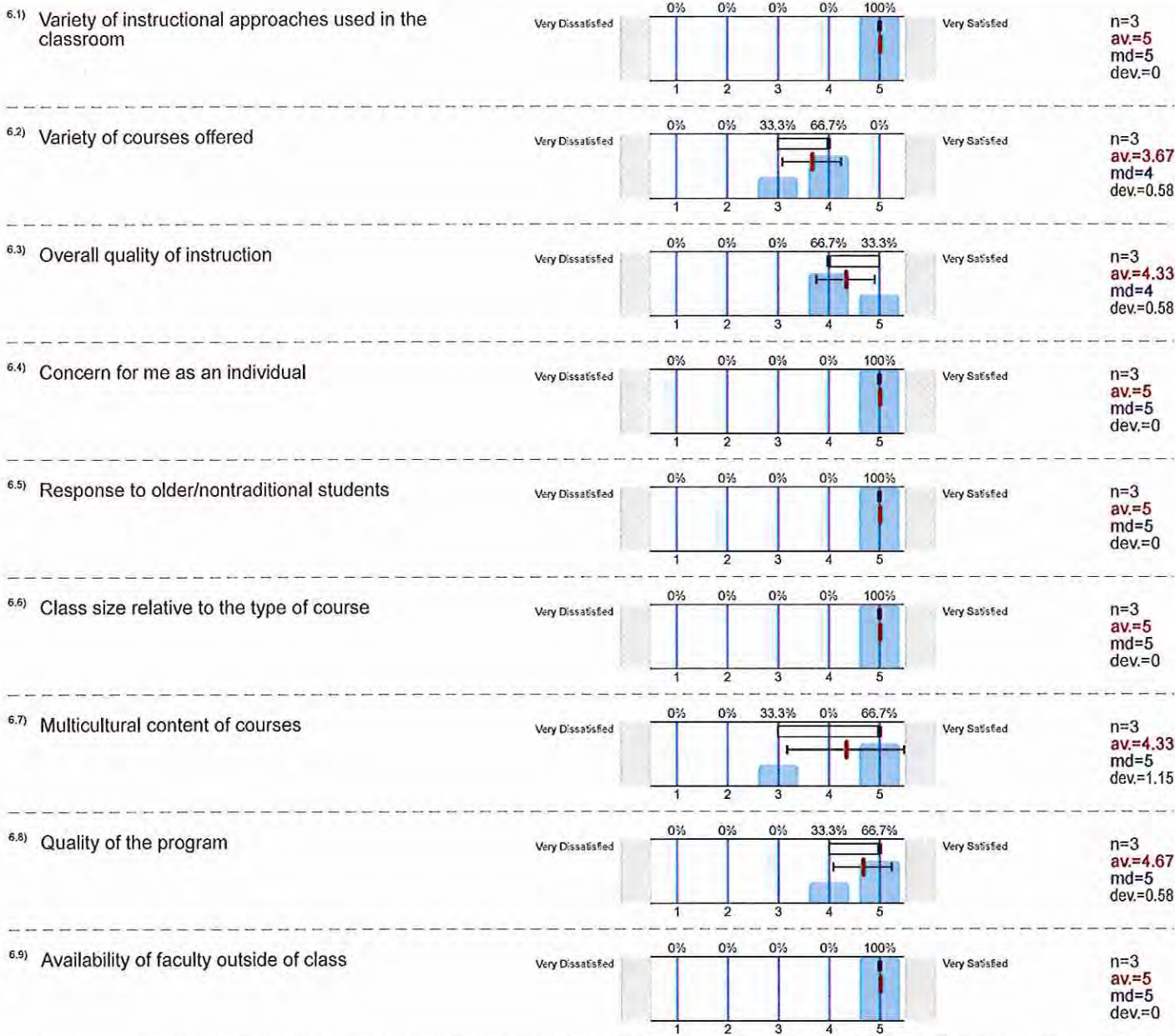


5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

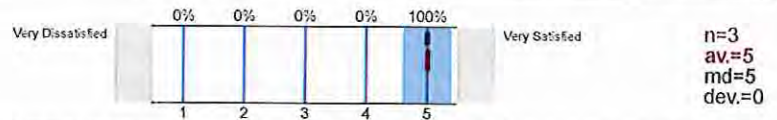




6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



6.10) Course scheduling and/or availability

6.11) Please provide any comments or suggestions related to the Humanities program at Bluefield State College
(please keep comments inside the box)

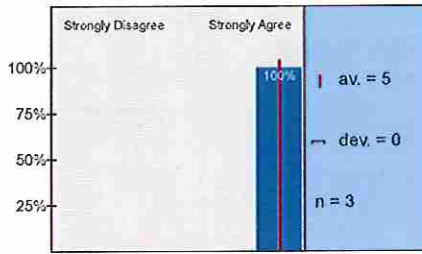
More foreign languages, (Fulbrights or otherwise) -
 More versatile History courses, literature focuses
 More aggressive recruitment of students

Would suggest a element of grad school prep. (GRE prep, workshops on publishing/submitting)

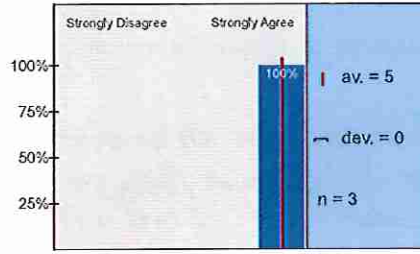
Comfortable class sizes and an excellent and involved faculty make the Humanities Department at Bluefield State an absolutely part of this institution.

Histogram for scaled questions

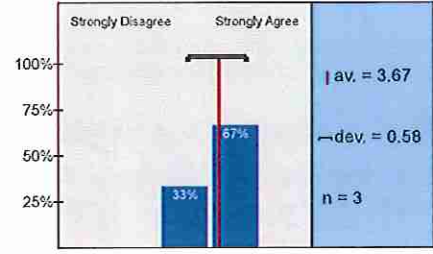
read, write, and speak effectively



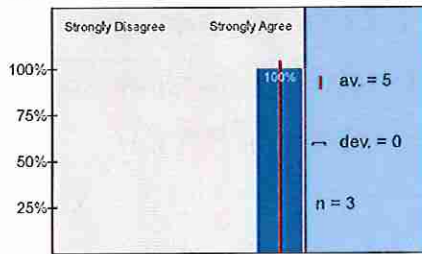
demonstrate information literacy through the use of technology.



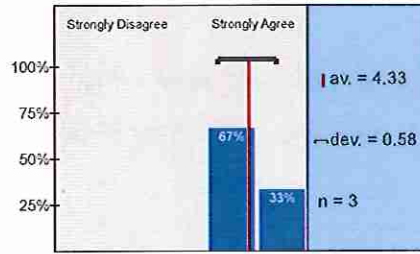
demonstrate basic mathematical problem solving skills.



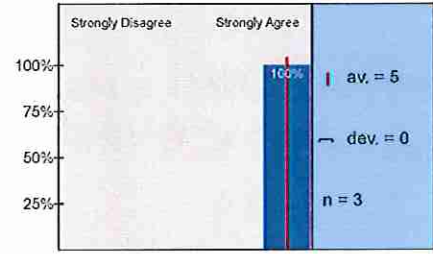
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



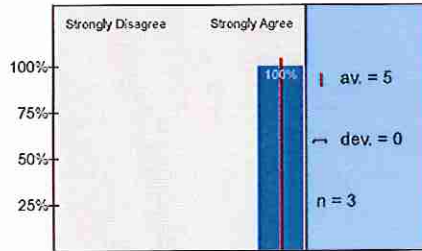
identify, explain, and apply scientific concepts and methods.



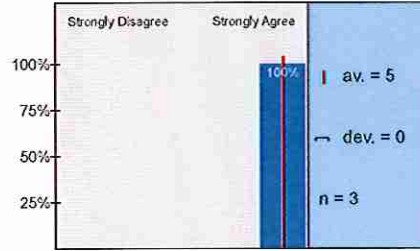
describe artistic, literary, and human creativity.



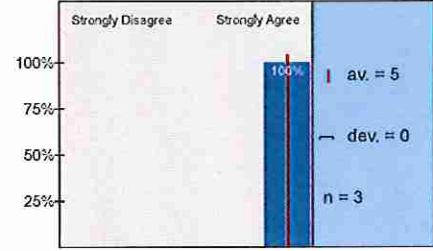
interpret, analyze, and construct arguments.



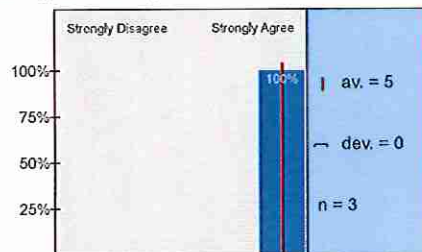
write coherent, organized, well-developed arguments using the conventions of standard written English.



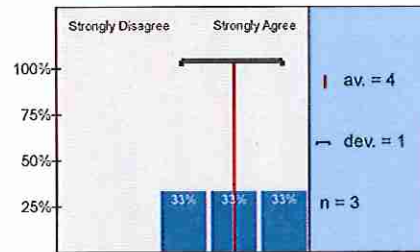
interpret and analyze texts from various cultural perspectives, historical periods, and genres.



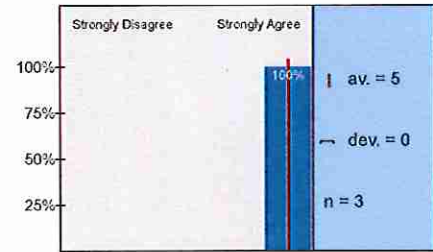
incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral



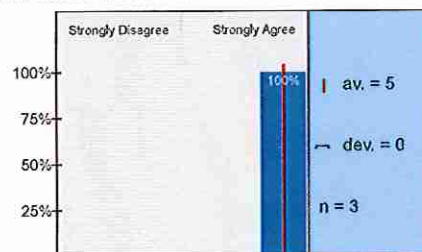
demonstrate foreign language competency through reading, writing, speaking, and listening.



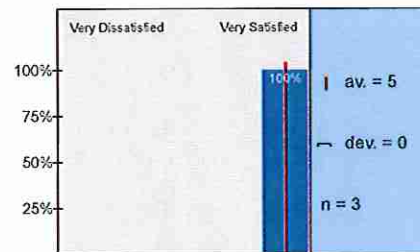
apply logical and ethical reasoning to assess artistic expression.



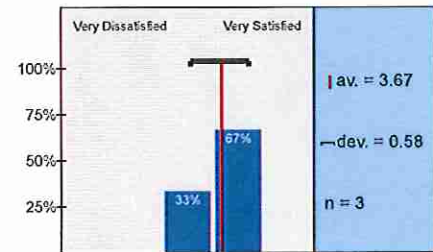
reflect on the arts and literature as a means of personal and cultural enrichment.



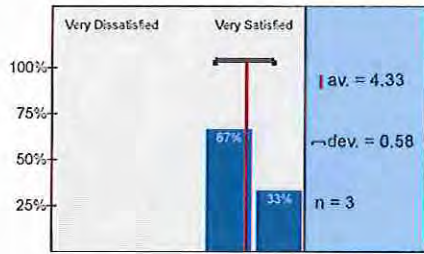
Variety of instructional approaches used in the classroom



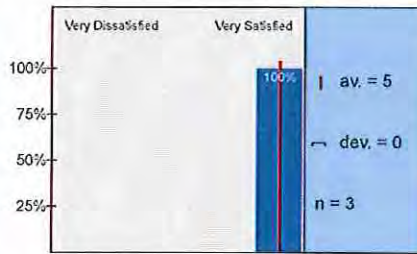
Variety of courses offered



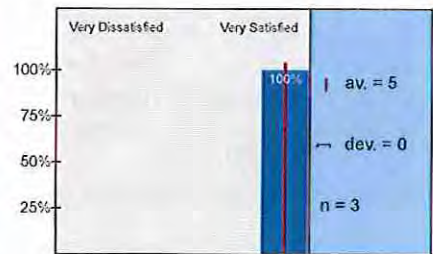
Overall quality of instruction



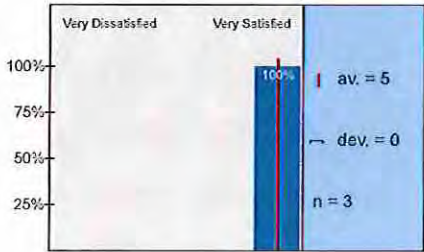
Concern for me as an individual



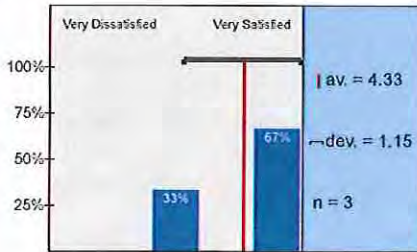
Response to older/nontraditional students



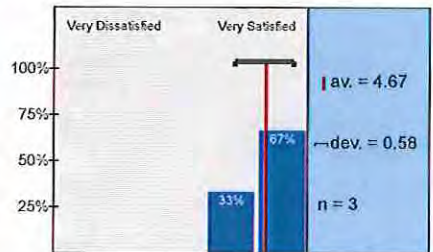
Class size relative to the type of course



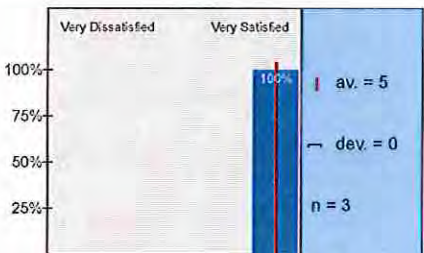
Multicultural content of courses



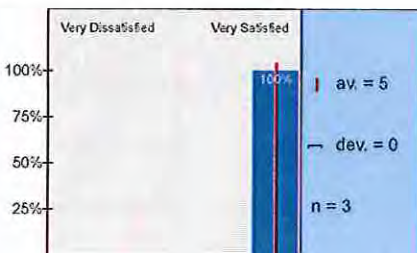
Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

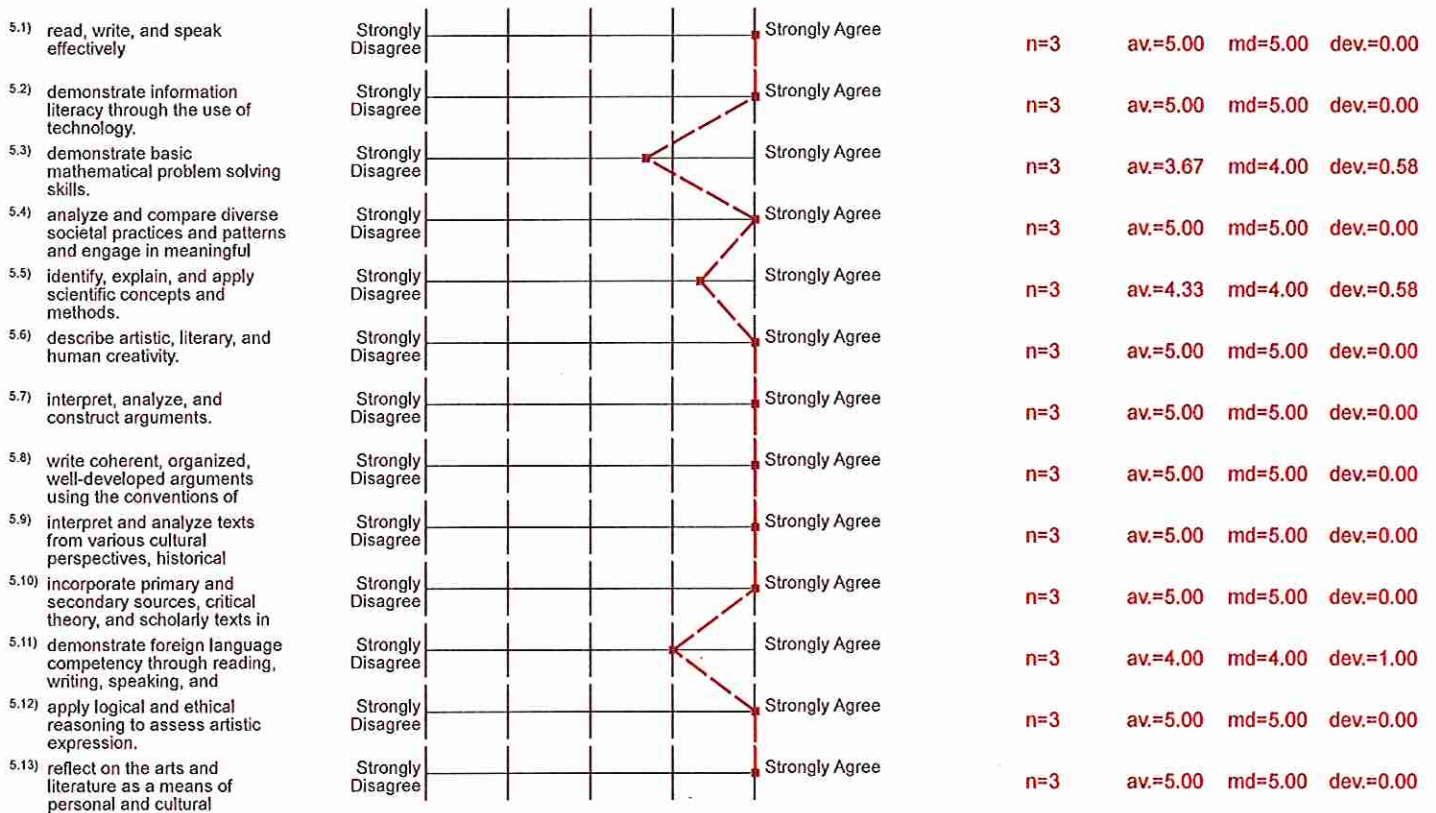


Profile

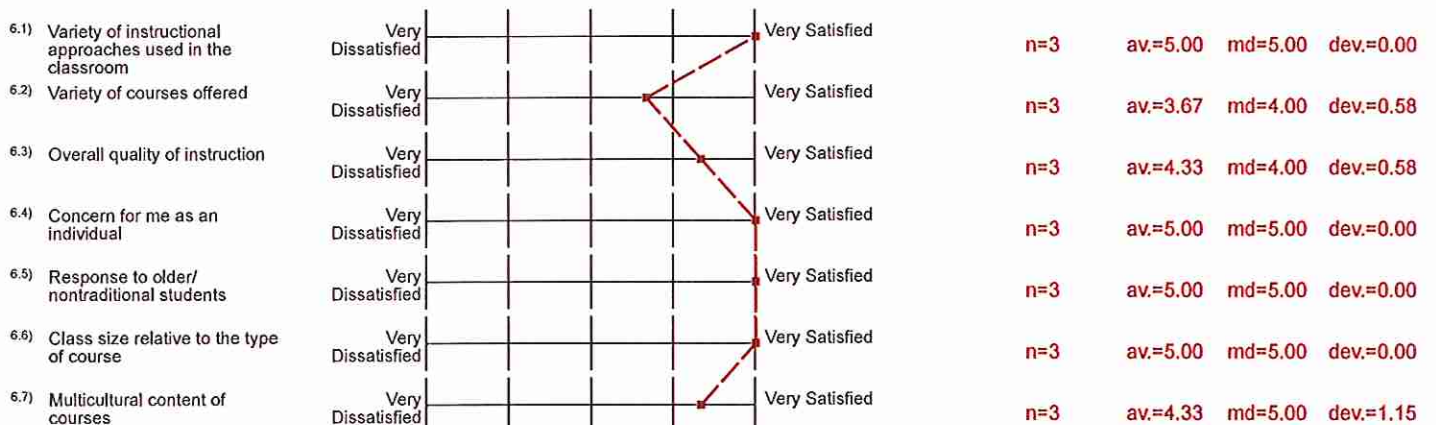
Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: SP 2013 HUMAN EXIT
 (Name of the survey)




Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



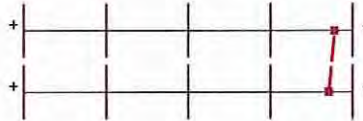
6.8) Quality of the program	Very Dissatisfied					Very Satisfied	n=3	av.=4.67	md=5.00	dev.=0.58
6.9) Availability of faculty outside of class	Very Dissatisfied					Very Satisfied	n=3	av.=5.00	md=5.00	dev.=0.00
6.10) Course scheduling and/or availability	Very Dissatisfied					Very Satisfied	n=3	av.=5.00	md=5.00	dev.=0.00

Profile

Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: SP 2013 HUMAN EXIT
 (Name of the survey)

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



av.=4.77

dev.=0.17

av.=4.70

dev.=0.29

Bluefield State College Surveys

Humanities Exit Survey ()
No. of responses = 4

Year 2014

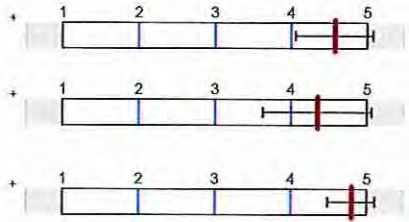


Overall indicators

Global Index

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to ($\alpha = 0.98$)

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below. ($\alpha = 0.76$)



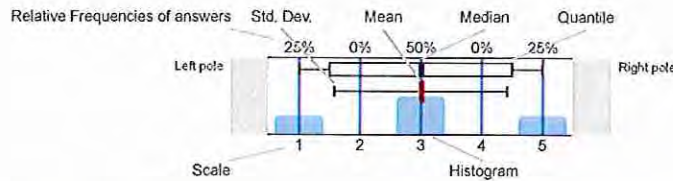
av.=4.57
dev.=0.51

av.=4.35
dev.=0.71

av.=4.79
dev.=0.31

Legend

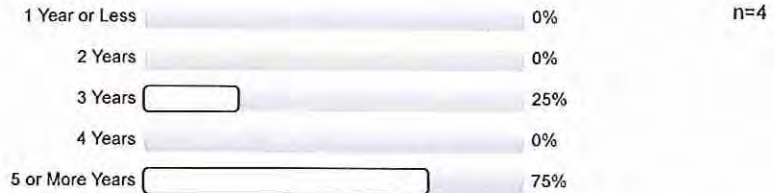
Question text



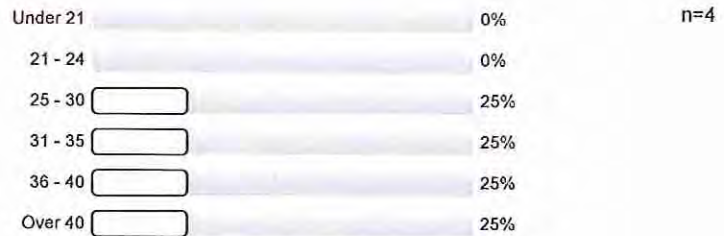
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Background Information

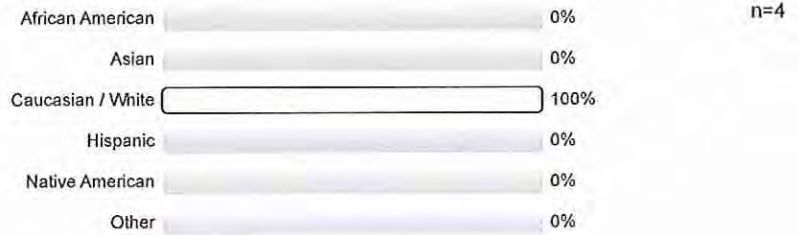
^{1.1)} For how many years have you attended BSC?



^{1.2)} Current Age



1.3) Ethnicity



1.4) Indicate your overall college grade point average (GPA) at BSC.



1.5) Gender

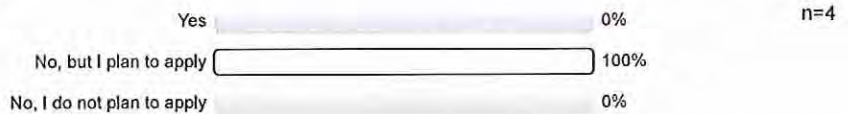


1.6) Indicate your primary status at BSC.

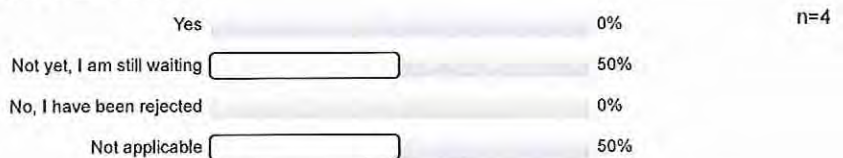


2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

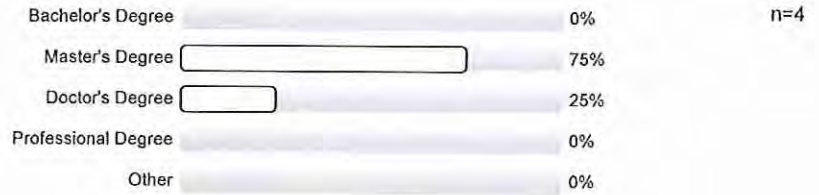
2.1) Have you applied to a college graduate program?



2.2) If you have applied to a graduate program, have you been accepted?



2.3) Indicate the highest degree you plan to obtain.



2.4) Please indicate your planned area of future study.

I want to attend Old Dominion and get a master's Degree in Special Education.

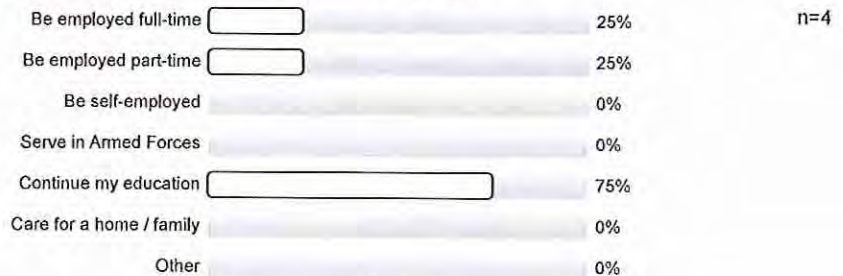
Master's degree in Education

English

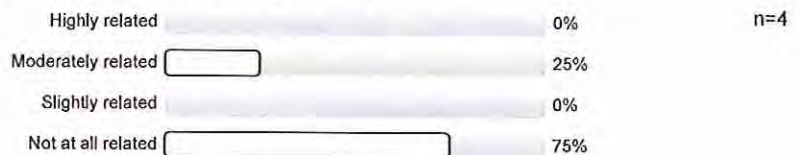
English

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

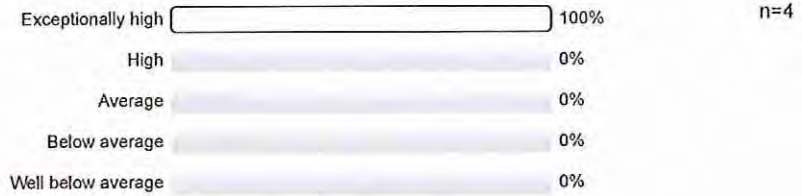


3.2) If employed, how closely related is your job to the major / field in which you are graduating?



4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Humanities program at BSC.

4.1) Overall, how would you rate the Humanities program at BSC?

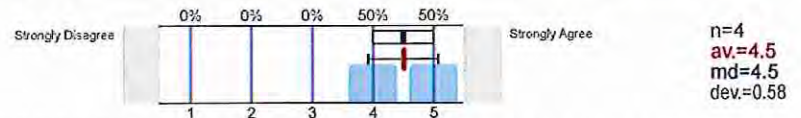


4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

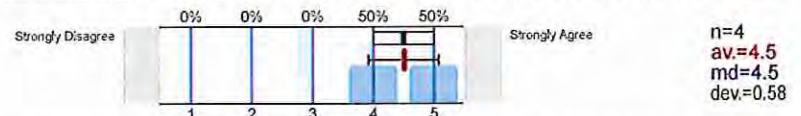


5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

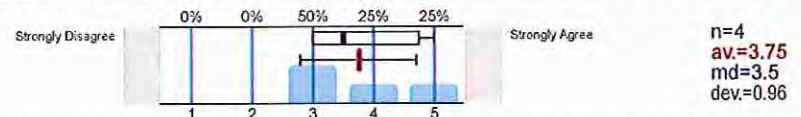
5.1) read, write, and speak effectively



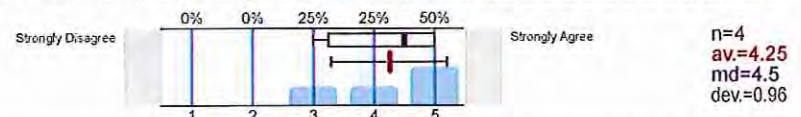
5.2) demonstrate information literacy through the use of technology.



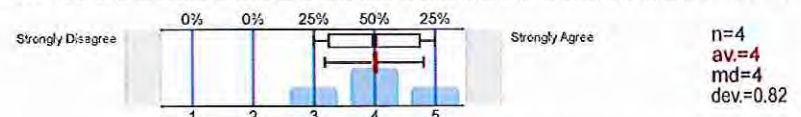
5.3) demonstrate basic mathematical problem solving skills.



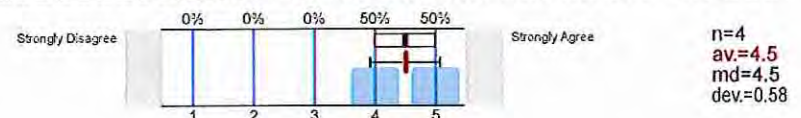
5.4) analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



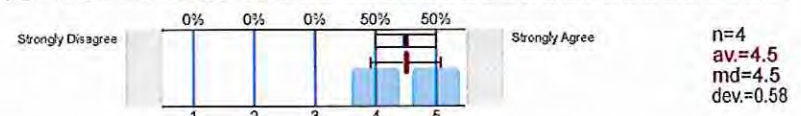
5.5) identify, explain, and apply scientific concepts and methods.



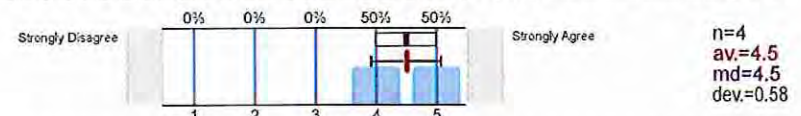
5.6) describe artistic, literary, and human creativity.

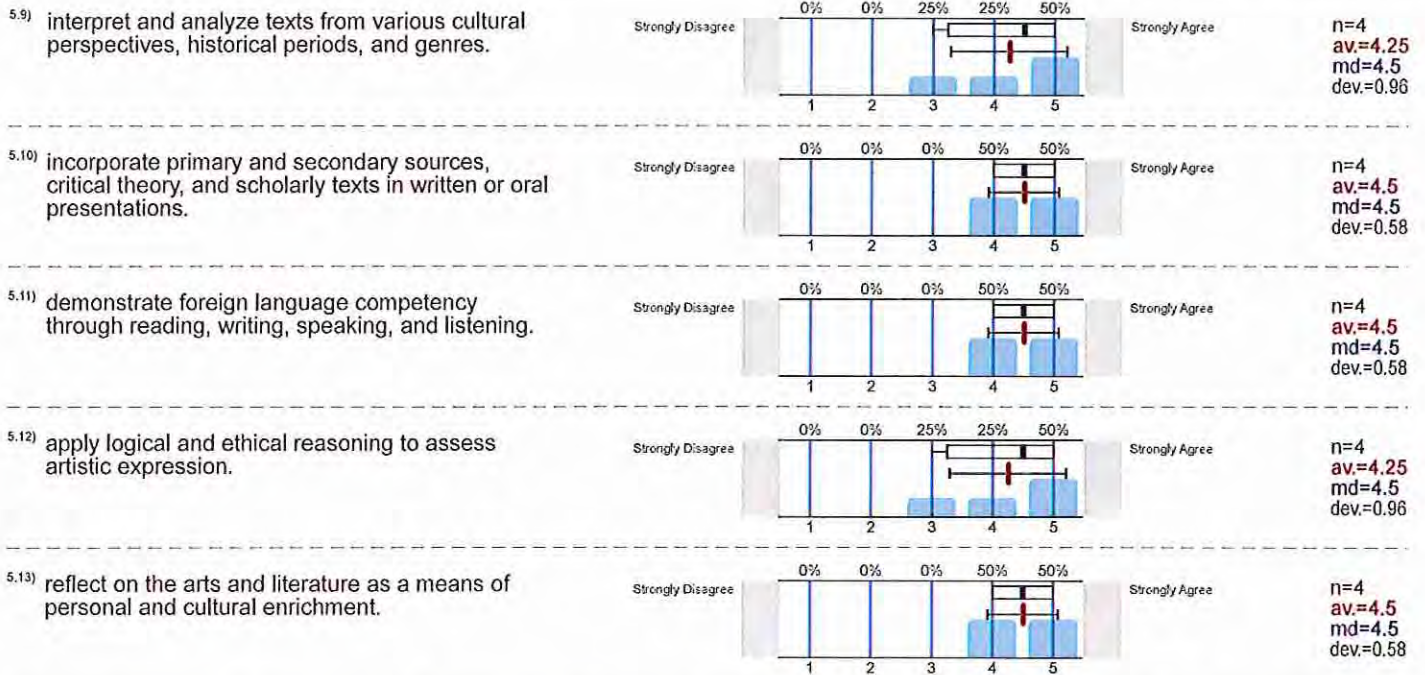


5.7) interpret, analyze, and construct arguments.

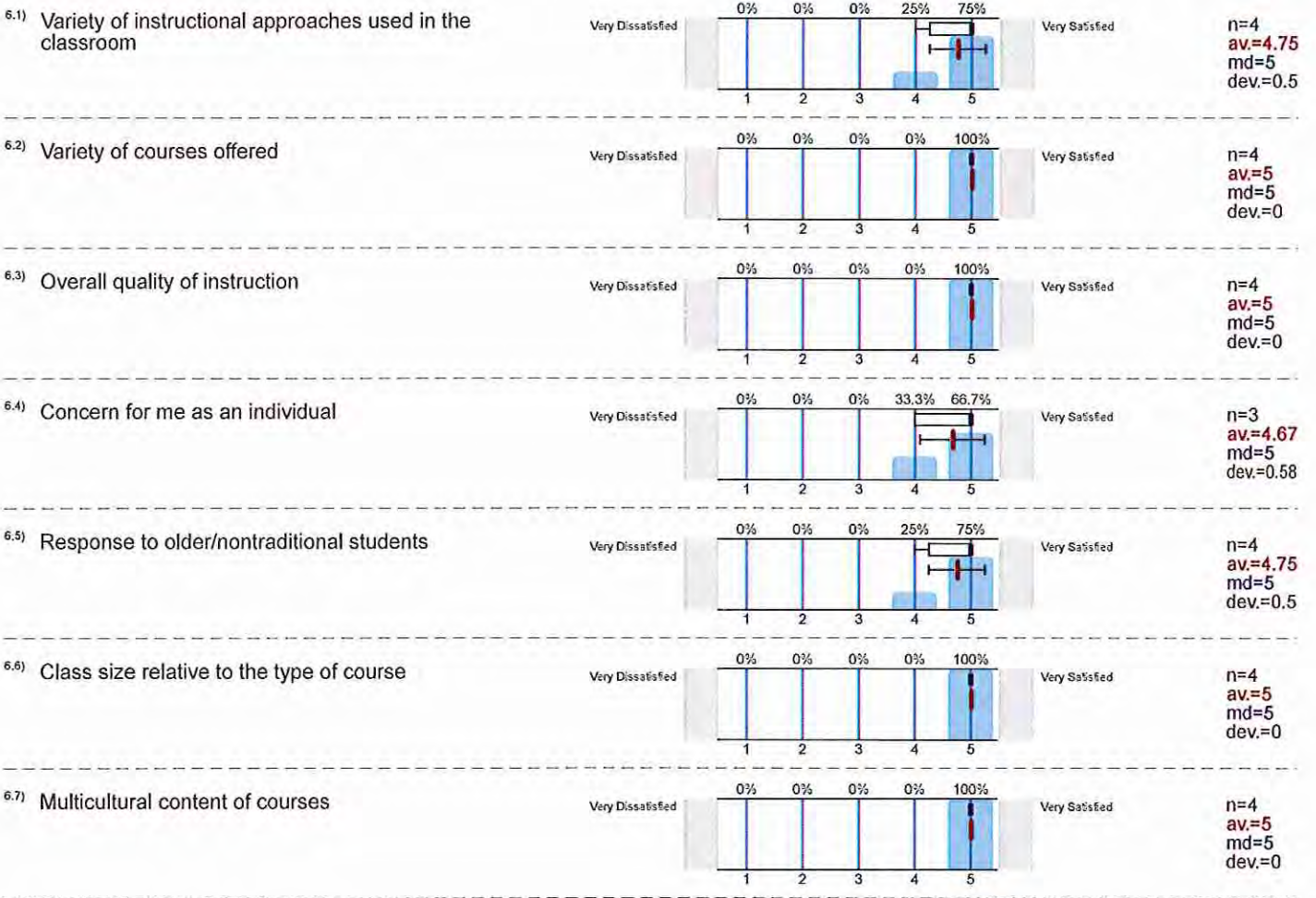


5.8) write coherent, organized, well-developed arguments using the conventions of standard written English.

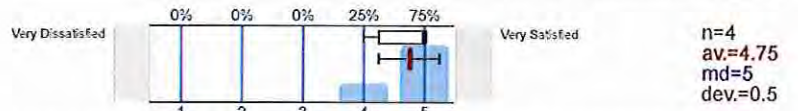




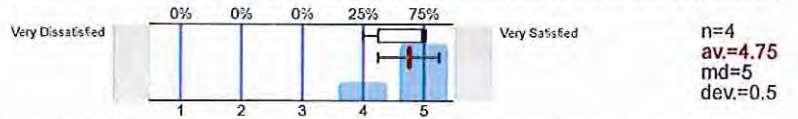
6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



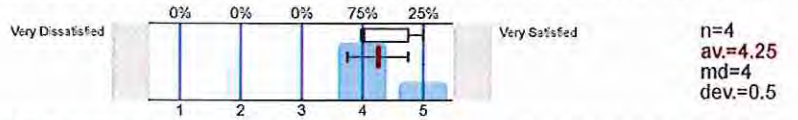
6.8) Quality of the program



6.9) Availability of faculty outside of class



6.10) Course scheduling and/or availability



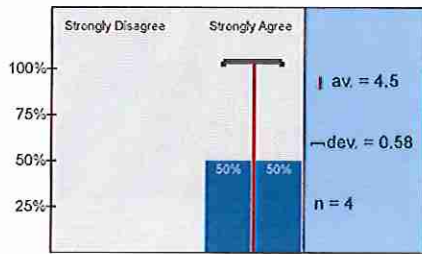
6.11) Please provide any comments or suggestions related to the Humanities program at Bluefield State College
(please keep comments inside the box)

The Humanities program at BSC is awesome!
I have learned so much!

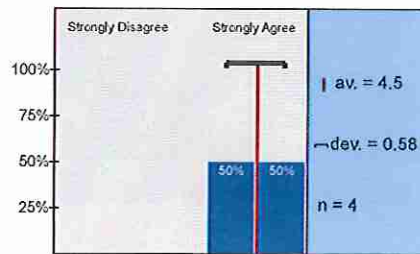
Formalism and writing

Histogram for scaled questions

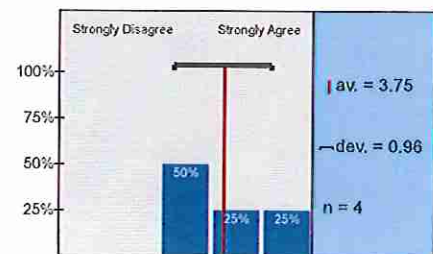
read, write, and speak effectively



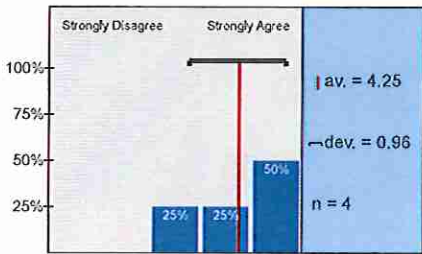
demonstrate information literacy through the use of technology.



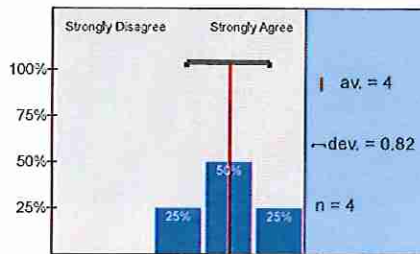
demonstrate basic mathematical problem solving skills.



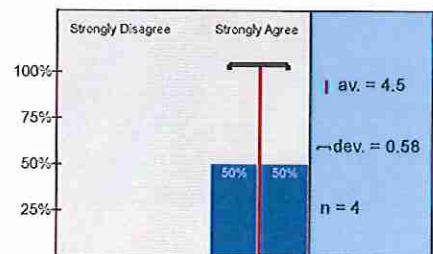
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



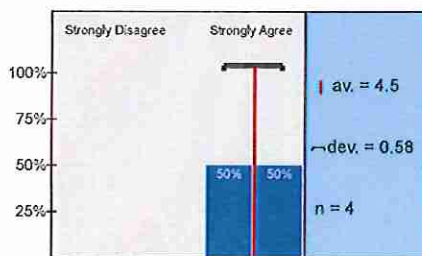
identify, explain, and apply scientific concepts and methods.



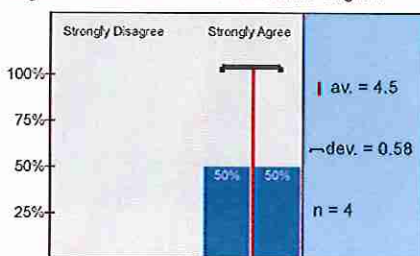
describe artistic, literary, and human creativity.



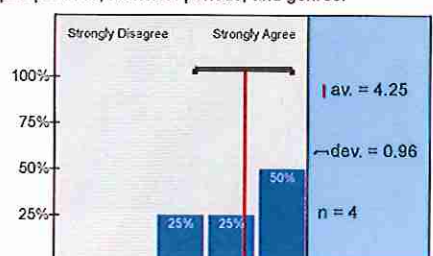
interpret, analyze, and construct arguments.



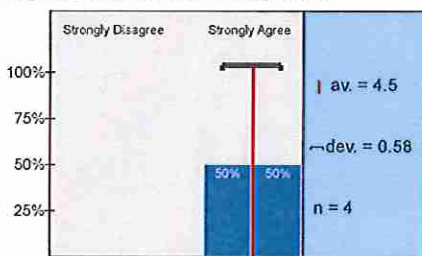
write coherent, organized, well-developed arguments using the conventions of standard written English.



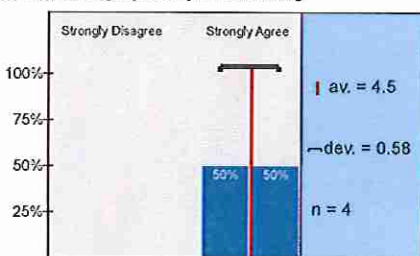
interpret and analyze texts from various cultural perspectives, historical periods, and genres.



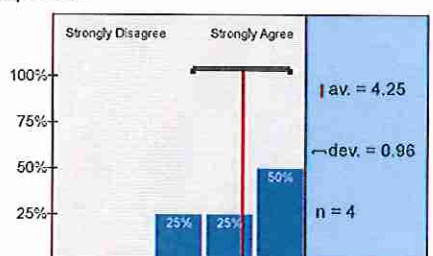
incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral



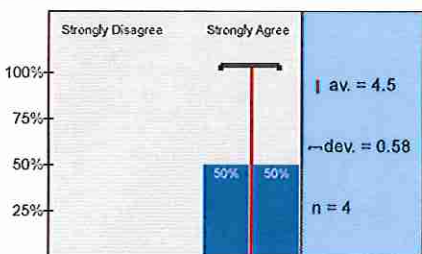
demonstrate foreign language competency through reading, writing, speaking, and listening.



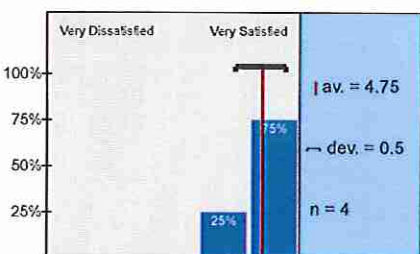
apply logical and ethical reasoning to assess artistic expression.



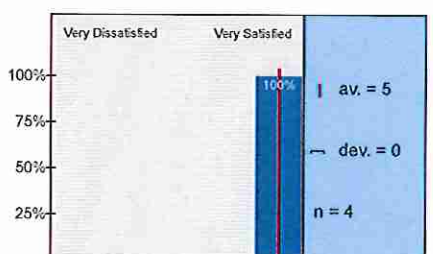
reflect on the arts and literature as a means of personal and cultural enrichment.



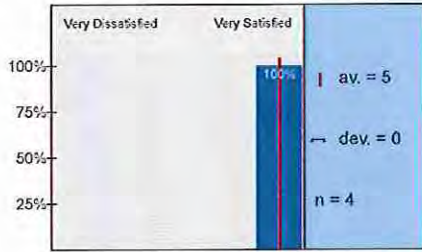
Variety of instructional approaches used in the classroom



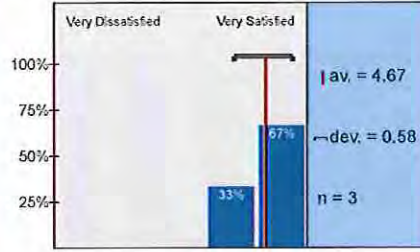
Variety of courses offered



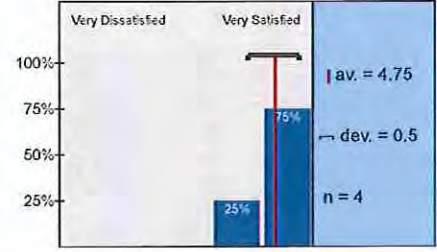
Overall quality of instruction



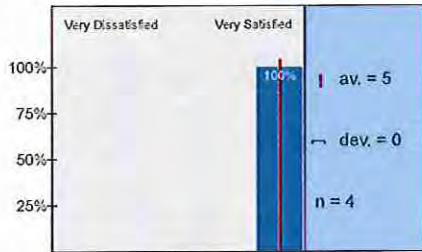
Concern for me as an individual



Response to older/nontraditional students



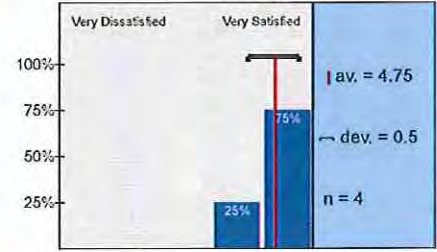
Class size relative to the type of course



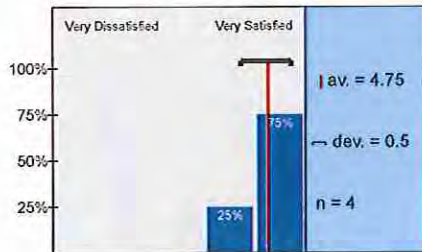
Multicultural content of courses



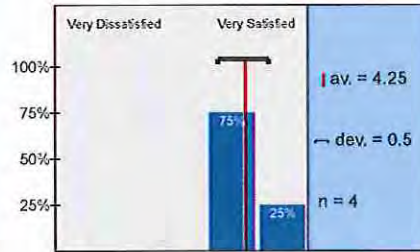
Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

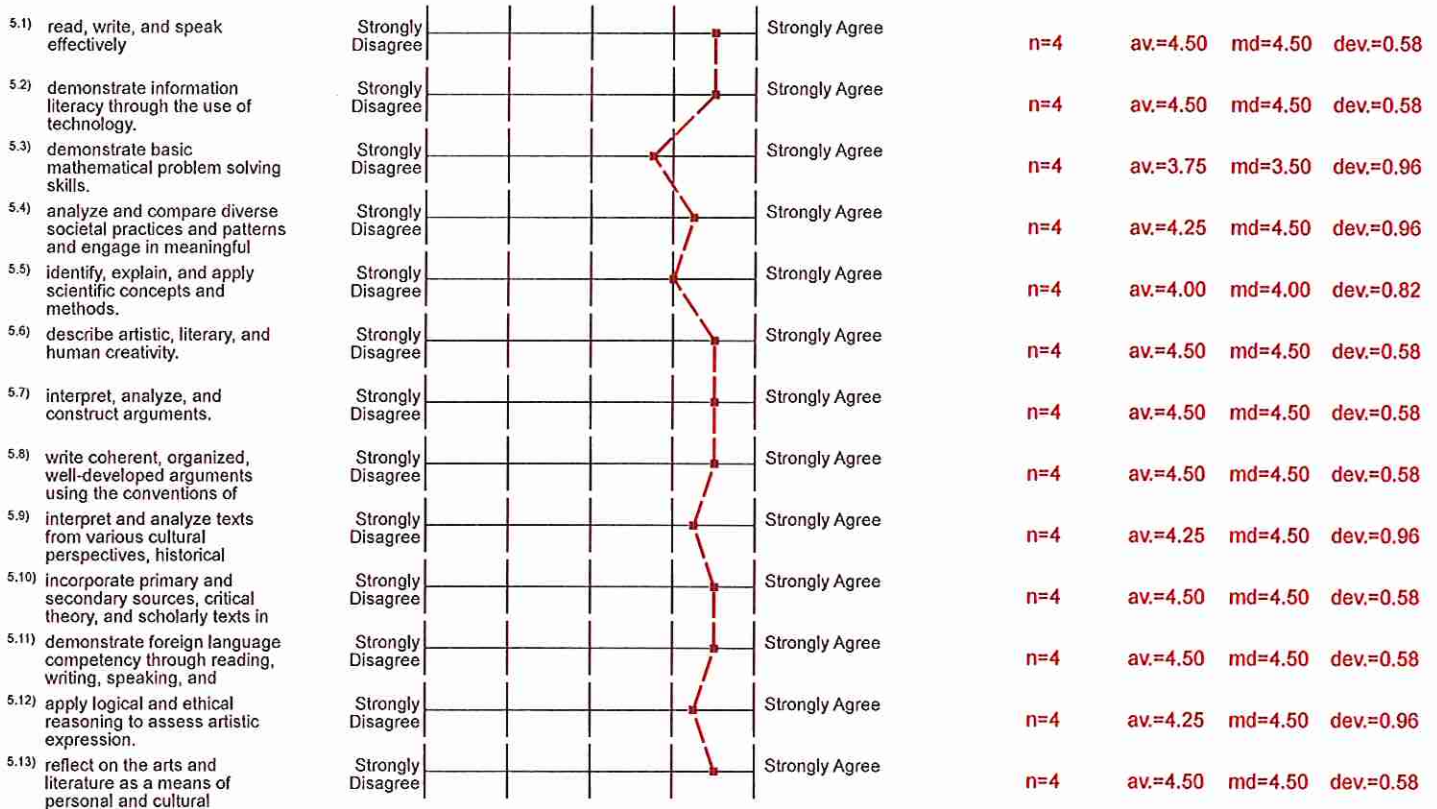


Profile

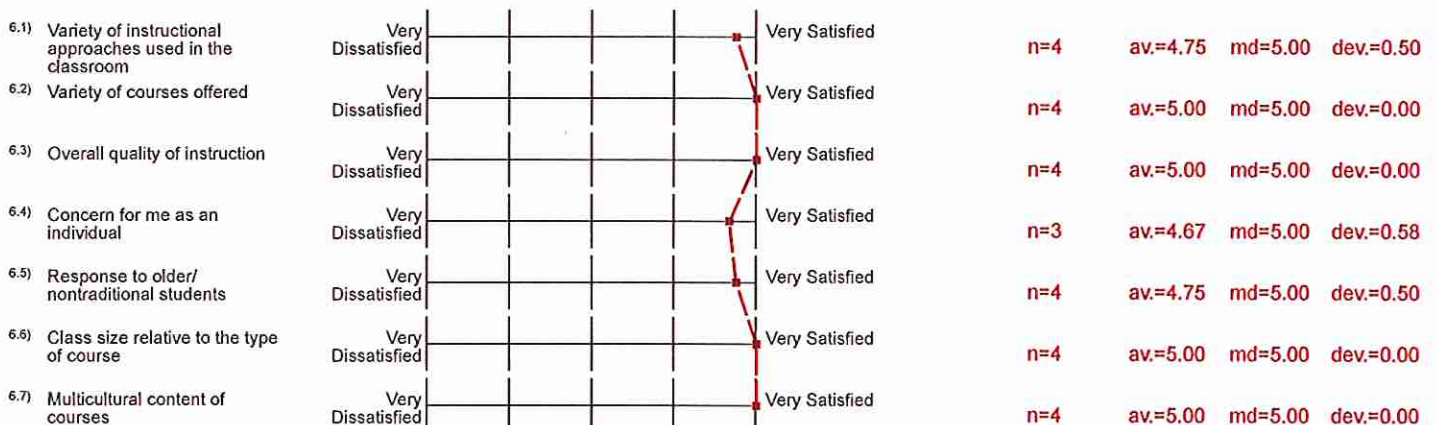
Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: Humanities Exit Survey
 (Name of the survey)

Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

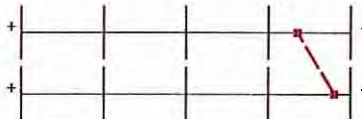


6.8) Quality of the program	Very Dissatisfied								Very Satisfied	n=4	av.=4.75	md=5.00	dev.=0.50
6.9) Availability of faculty outside of class	Very Dissatisfied								Very Satisfied	n=4	av.=4.75	md=5.00	dev.=0.50
6.10) Course scheduling and/or availability	Very Dissatisfied								Very Satisfied	n=4	av.=4.25	md=4.00	dev.=0.50

Profile

Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: Humanities Exit Survey
 (Name of the survey)

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to
 6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



av.=4.35

dev.=0.71

av.=4.79

dev.=0.31



Bluefield State College Surveys (as private and confidential)

Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,

This email contains evaluation results for HUMN Exit Survey-Spring 2015 / EXIT-HUMAN:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

- In completing your academic program, please indicate your level of agreement to the following statements. I am able to
- Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

In the second part of the analysis the average values of all individual questions are listed.

Your Class Climate Administrator

Bluefield State College Surveys

HUMN Exit Survey-Spring 2015 ()
No. of responses = 5

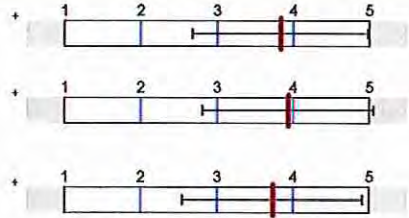


Overall indicators

Global Index

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to ($\alpha = 0.94$)

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below. ($\alpha = 0.92$)



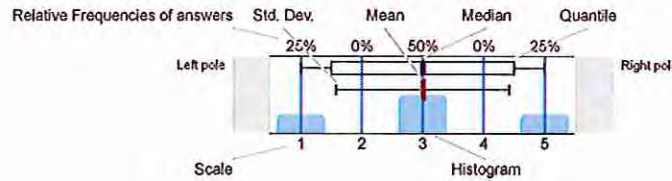
av.=3.83
dev.=1.15

av.=3.93
dev.=1.12

av.=3.73
dev.=1.18

Legend

Question text



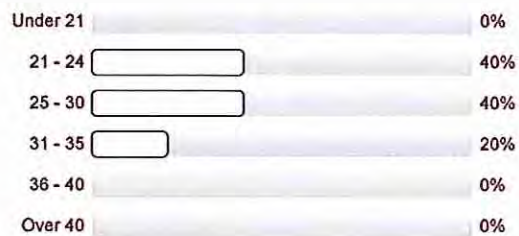
n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Background Information

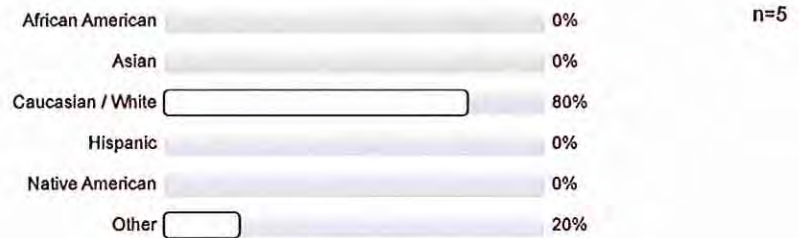
1.1) For how many years have you attended BSC?



1.2) Current Age



1.3) Ethnicity



1.4) Indicate your overall college grade point average (GPA) at BSC.



1.5) Gender

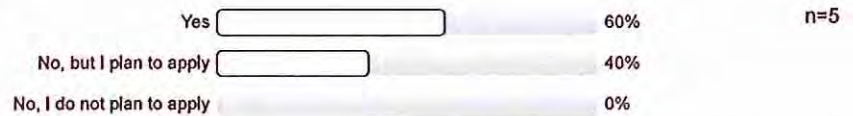


1.6) Indicate your primary status at BSC.

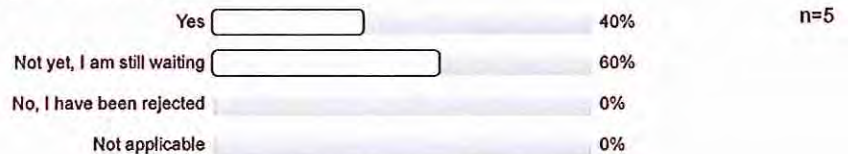


2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

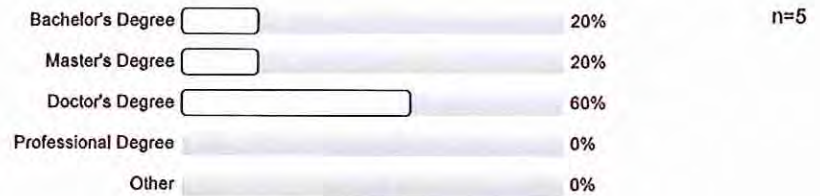
2.1) Have you applied to a college graduate program?



2.2) If you have applied to a graduate program, have you been accepted?

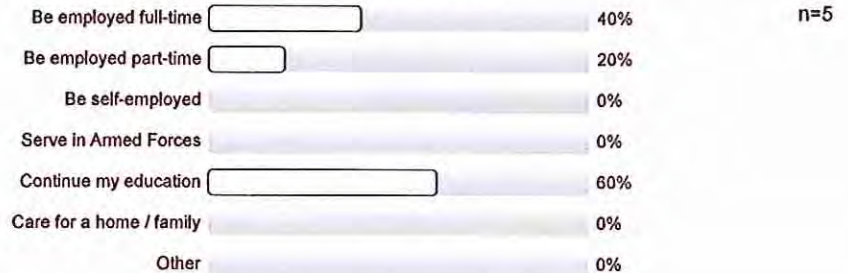


2.3) Indicate the highest degree you plan to obtain.

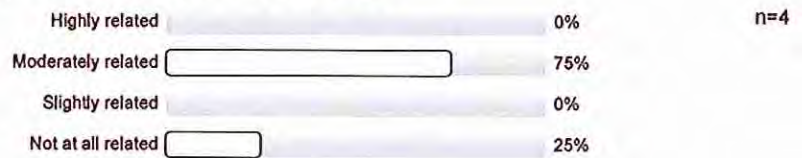


3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

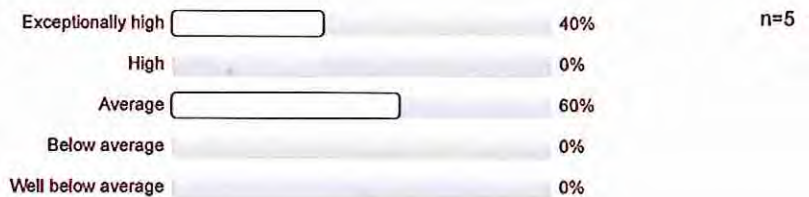


3.2) If employed, how closely related is your job to the major / field in which you are graduating?

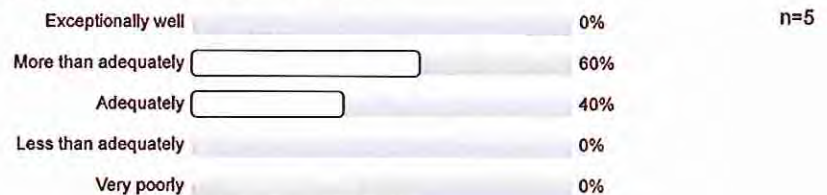


4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Humanities program at BSC.

4.1) Overall, how would you rate the Humanities program at BSC?



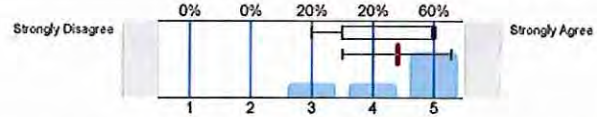
4.2) How well do you believe BSC prepared you for employment or post-graduate course work?



5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

5.1) read, write, and speak effectively		<p>n=5 av.=4.2 md=5 dev.=1.1</p>
5.2) demonstrate information literacy through the use of technology.		<p>n=4 av.=4 md=4.5 dev.=1.41</p>
5.3) demonstrate basic mathematical problem solving skills.		<p>n=4 av.=3.25 md=3.5 dev.=1.71</p>
5.4) analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.		<p>n=4 av.=4.5 md=4.5 dev.=0.58</p>
5.5) identify, explain, and apply scientific concepts and methods.		<p>n=4 av.=3.75 md=4 dev.=1.26</p>
5.6) describe artistic, literary, and human creativity.		<p>n=5 av.=4.2 md=4 dev.=0.84</p>
5.7) interpret, analyze, and construct arguments.		<p>n=5 av.=4.2 md=4 dev.=0.45</p>
5.8) write coherent, organized, well-developed arguments using the conventions of standard written English.		<p>n=3 av.=4.33 md=4 dev.=0.58</p>
5.9) interpret and analyze texts from various cultural perspectives, historical periods, and genres.		<p>n=5 av.=3.6 md=4 dev.=1.52</p>
5.10) incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral presentations.		<p>n=5 av.=3.8 md=4 dev.=1.3</p>
5.11) demonstrate foreign language competency through reading, writing, speaking, and listening.		<p>n=5 av.=3.2 md=3 dev.=1.48</p>
5.12) apply logical and ethical reasoning to assess artistic expression.		<p>n=4 av.=3.75 md=4 dev.=1.5</p>

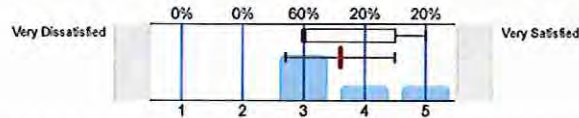
5.13) reflect on the arts and literature as a means of personal and cultural enrichment.



n=5
av.=4.4
md=5
dev.=0.89

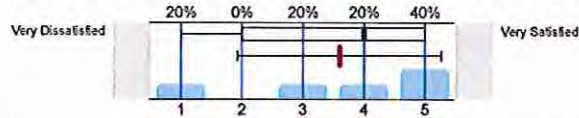
6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

6.1) Variety of instructional approaches used in the classroom



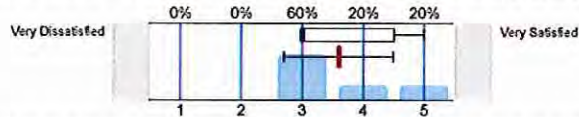
n=5
av.=3.6
md=3
dev.=0.89

6.2) Variety of courses offered



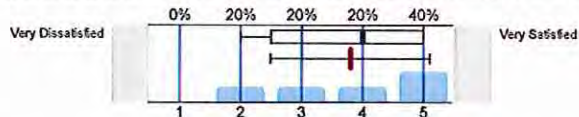
n=5
av.=3.6
md=4
dev.=1.67

6.3) Overall quality of instruction



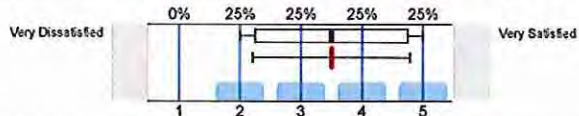
n=5
av.=3.6
md=3
dev.=0.89

6.4) Concern for me as an individual



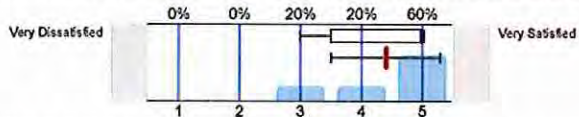
n=5
av.=3.8
md=4
dev.=1.3

6.5) Response to older/nontraditional students



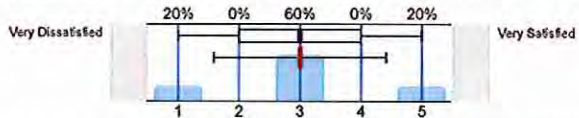
n=4
av.=3.5
md=3.5
dev.=1.29

6.6) Class size relative to the type of course



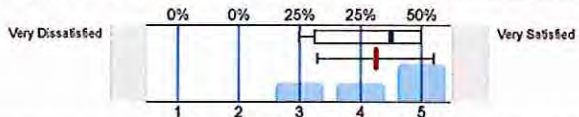
n=5
av.=4.4
md=5
dev.=0.89

6.7) Multicultural content of courses



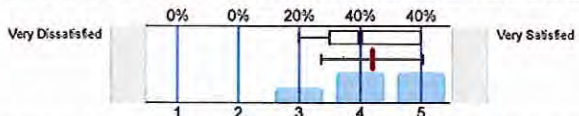
n=5
av.=3
md=3
dev.=1.41

6.8) Quality of the program



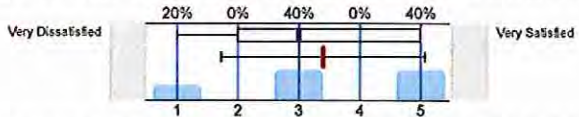
n=4
av.=4.25
md=4.5
dev.=0.96

6.9) Availability of faculty outside of class



n=5
av.=4.2
md=4
dev.=0.84

6.10) Course scheduling and/or availability



n=5
av.=3.4
md=3
dev.=1.67

6.11) Please provide any comments or suggestions related to the Humanities program at Bluefield State College (please keep comments inside the box)

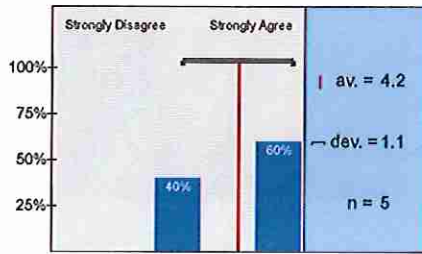
More classes need to be offered, more hours and out of class and
Act needed.

more classes need to be offered.

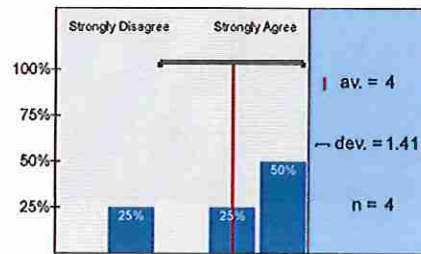
The professors in the Humanities Dept are very professional and helpful.
I think we should do something to get more students to major
in Humanities.

Histogram for scaled questions

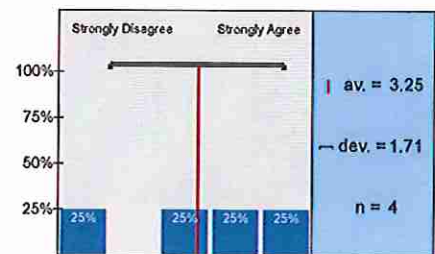
read, write, and speak effectively



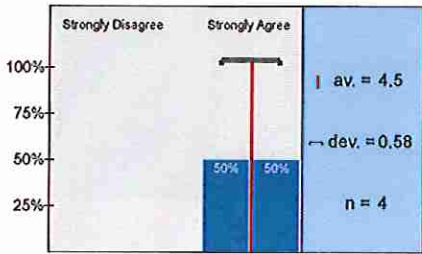
demonstrate information literacy through the use of technology.



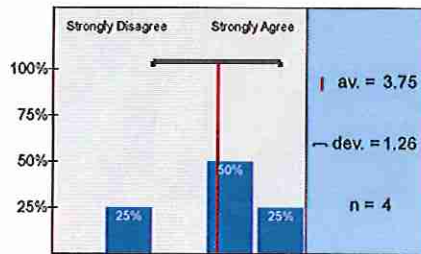
demonstrate basic mathematical problem solving skills.



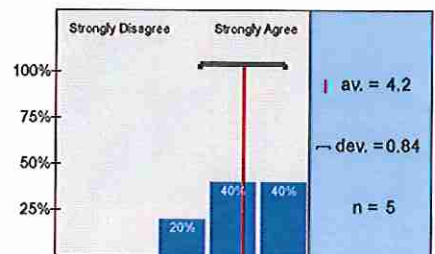
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



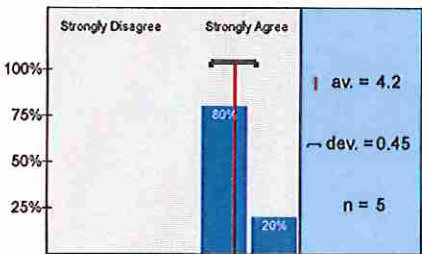
identify, explain, and apply scientific concepts and methods.



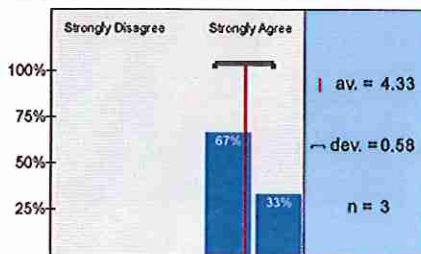
describe artistic, literary, and human creativity.



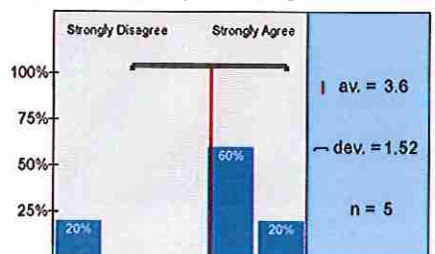
interpret, analyze, and construct arguments.



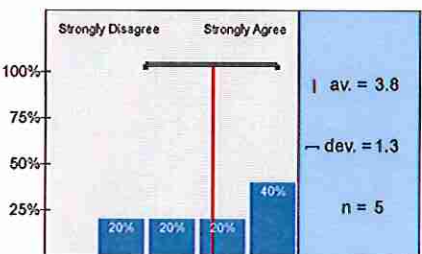
write coherent, organized, well-developed arguments using the conventions of standard written English.



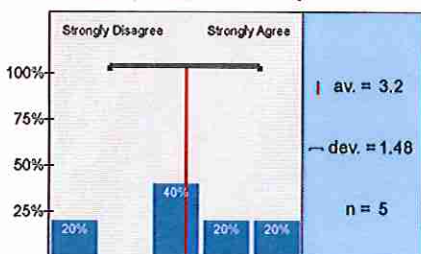
interpret and analyze texts from various cultural perspectives, historical periods, and genres.



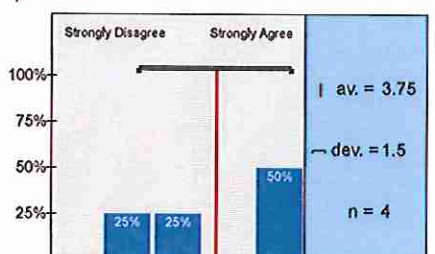
incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral



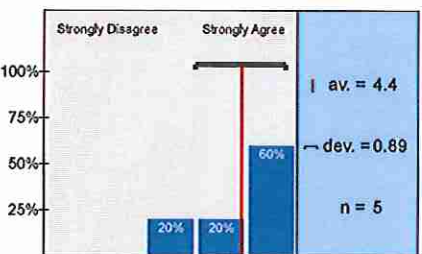
demonstrate foreign language competency through reading, writing, speaking, and listening.



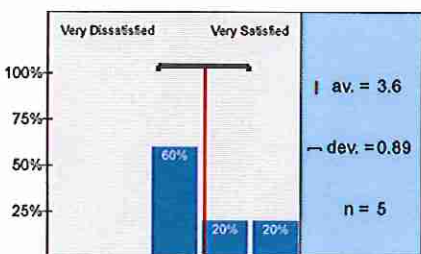
apply logical and ethical reasoning to assess artistic expression.



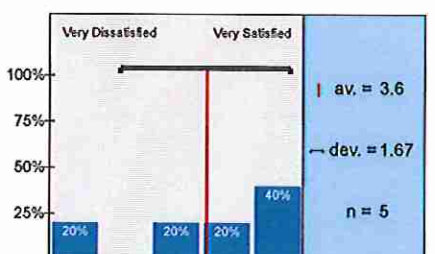
reflect on the arts and literature as a means of personal and cultural enrichment.



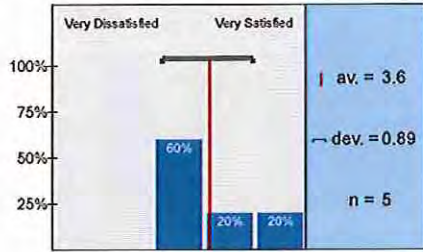
Variety of instructional approaches used in the classroom



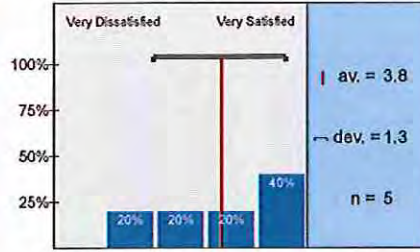
Variety of courses offered



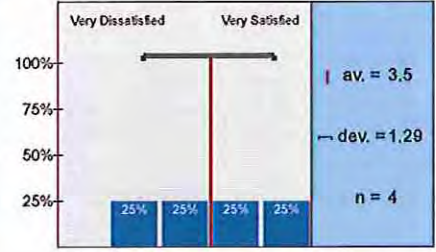
Overall quality of instruction



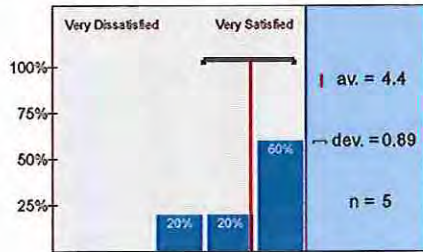
Concern for me as an individual



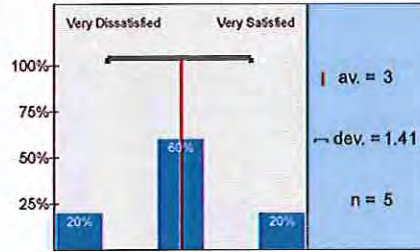
Response to older/nontraditional students



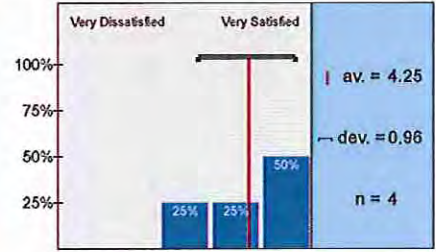
Class size relative to the type of course



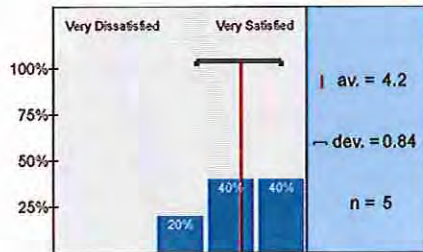
Multicultural content of courses



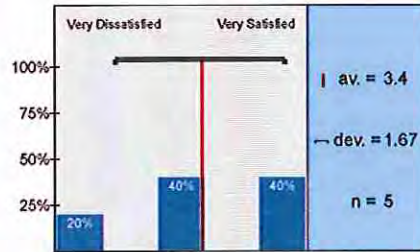
Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

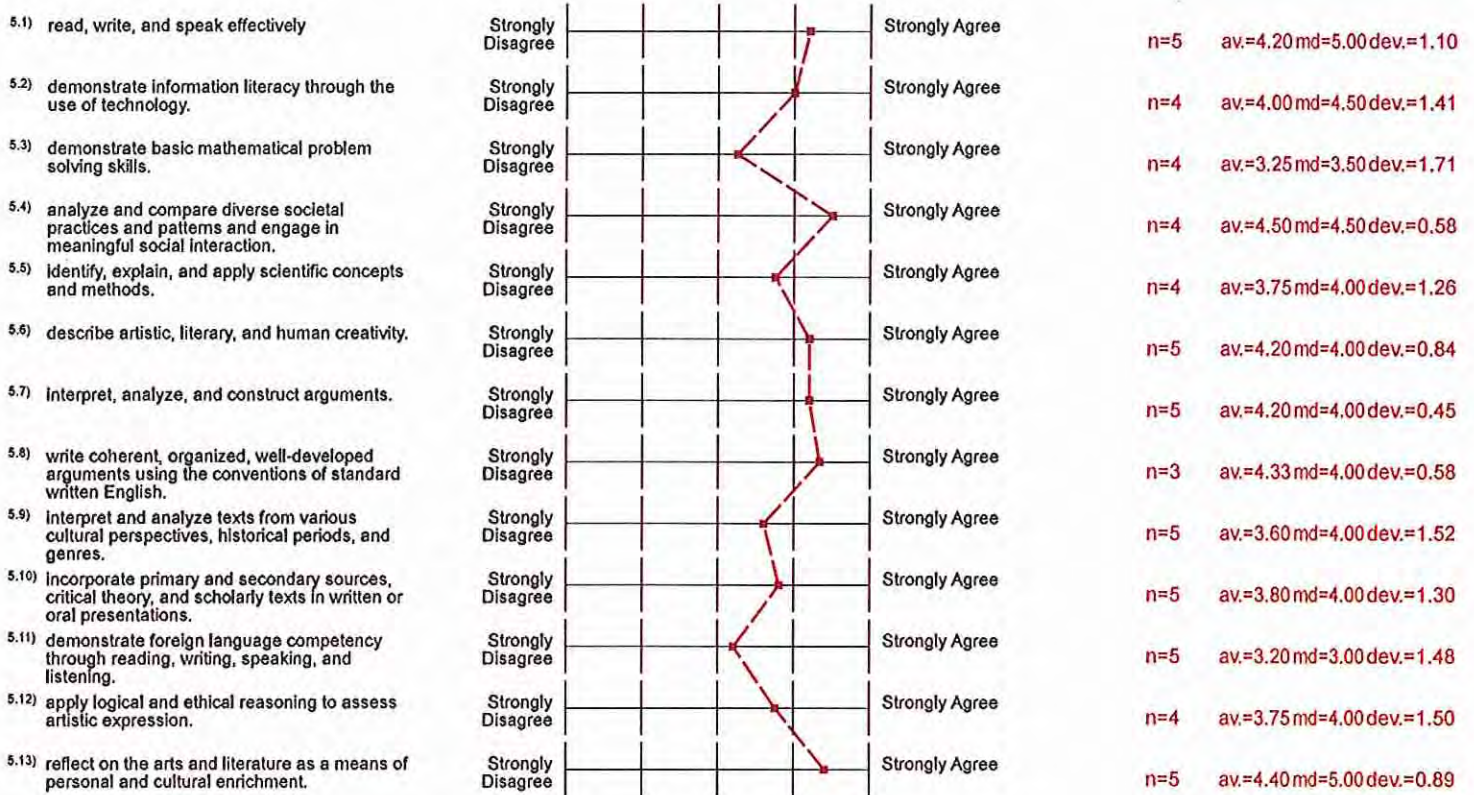


Profile

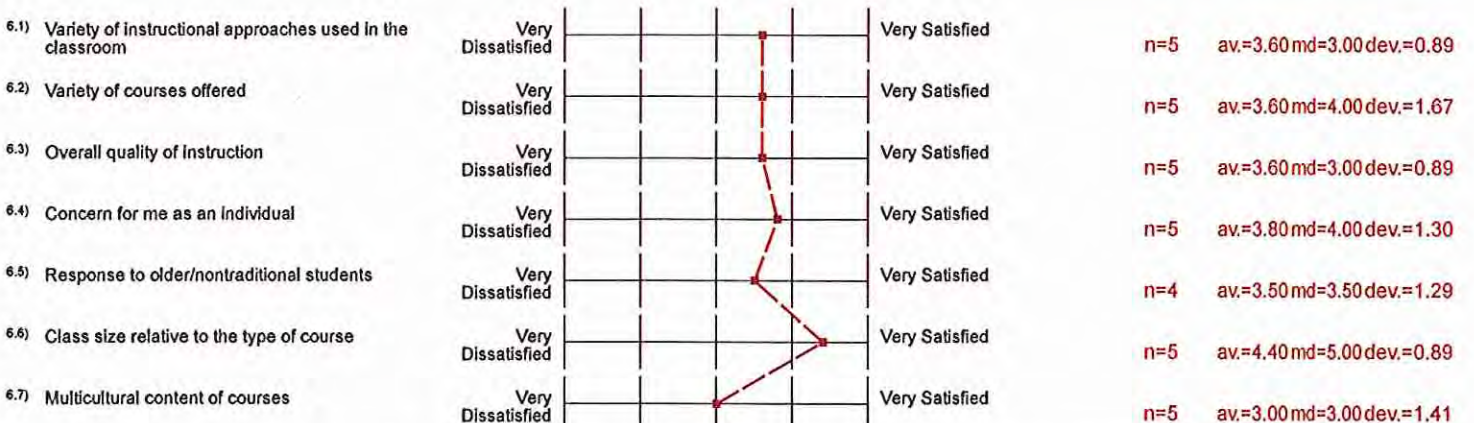
Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: HUMN Exit Survey-Spring 2015
 (Name of the survey)

Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



6.8) Quality of the program		n=4	av.=4.25 md=4.50 dev.=0.96
6.9) Availability of faculty outside of class		n=5	av.=4.20 md=4.00 dev.=0.84
6.10) Course scheduling and/or availability		n=5	av.=3.40 md=3.00 dev.=1.67

Profile

Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: HUMN Exit Survey-Spring 2015
 (Name of the survey)

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to
 6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



av.=3.93 dev.=1.12

av.=3.73 dev.=1.18



Bluefield State College Surveys (as private and confidential)

Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,

This email contains evaluation results for Bluefield State College Graduate Exit Survey Bachelor of Arts Degree in Humanities / EXIT-HUMAN:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

- In completing your academic program, please indicate your level of agreement to the following statements. I am able to
- Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

In the second part of the analysis the average values of all individual questions are listed.

Your Class Climate Administrator

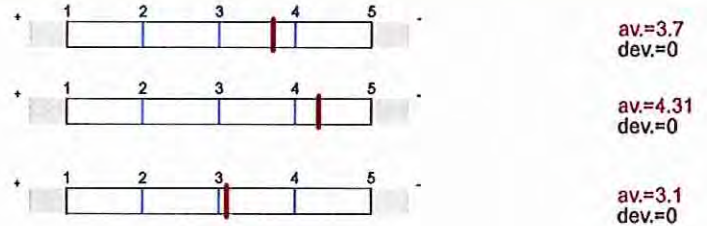
Bluefield State College Surveys Year 2016
 Bluefield State College Graduate Exit Survey Bachelor of Arts Degree in Humanities ()
 No. of responses = 1

Overall indicators

Global Index

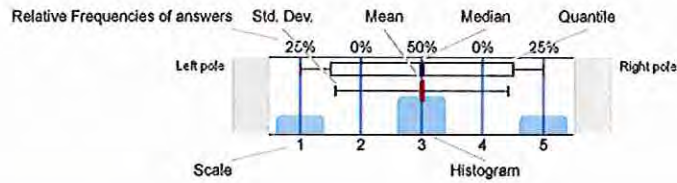
5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



Legend

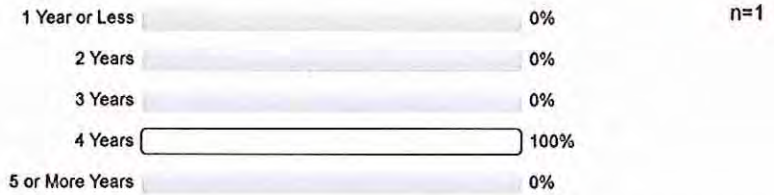
Question text



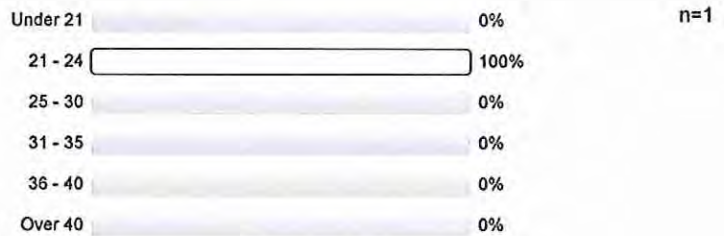
n=No. of responses
 av.=Mean
 md=Median
 dev.=Std. Dev.
 ab.=Abstention

1. Background Information

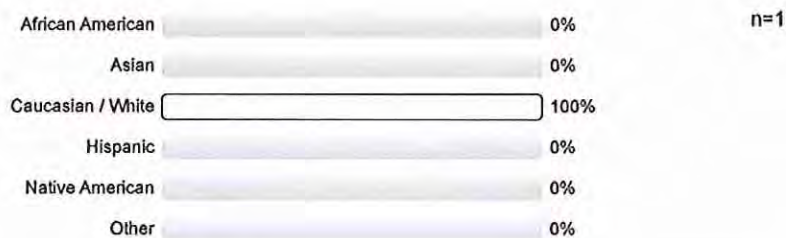
^{1.1)} For how many years have you attended BSC?



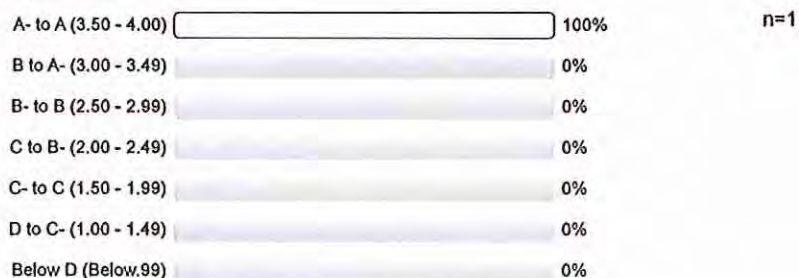
^{1.2)} Current Age



1.3) Ethnicity



1.4) Indicate your overall college grade point average (GPA) at BSC.



1.5) Gender

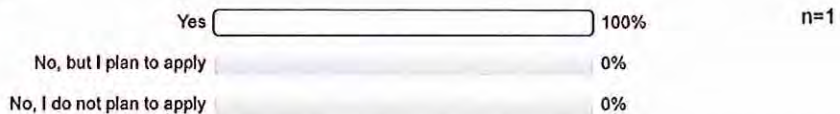


1.6) Indicate your primary status at BSC.

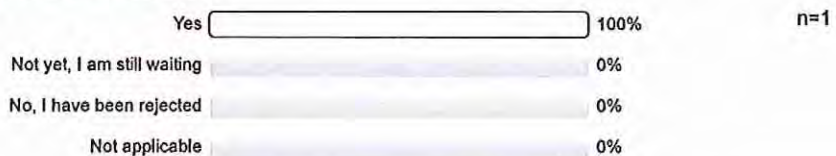


2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

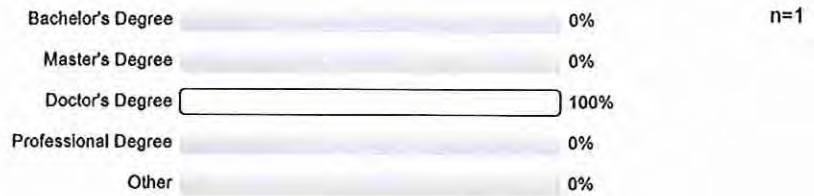
2.1) Have you applied to a college graduate program?



2.2) If you have applied to a graduate program, have you been accepted?



2.3) Indicate the highest degree you plan to obtain.

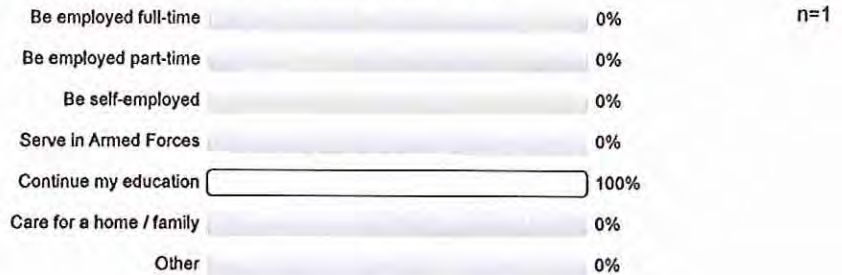


2.4) Please indicate your planned area of future study.

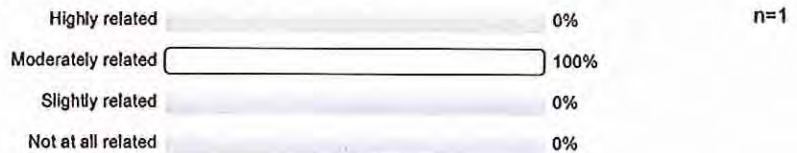
Law

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

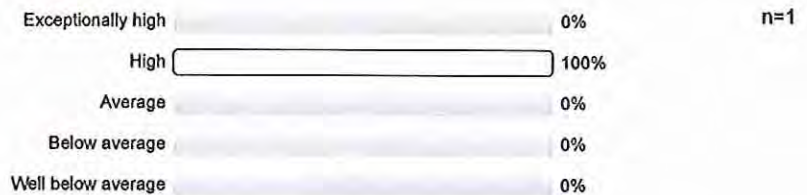


3.2) If employed, how closely related is your job to the major / field in which you are graduating?

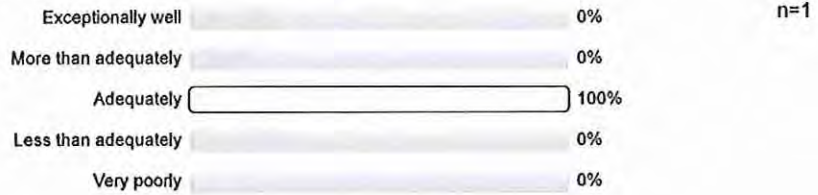


4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Humanities program at BSC.

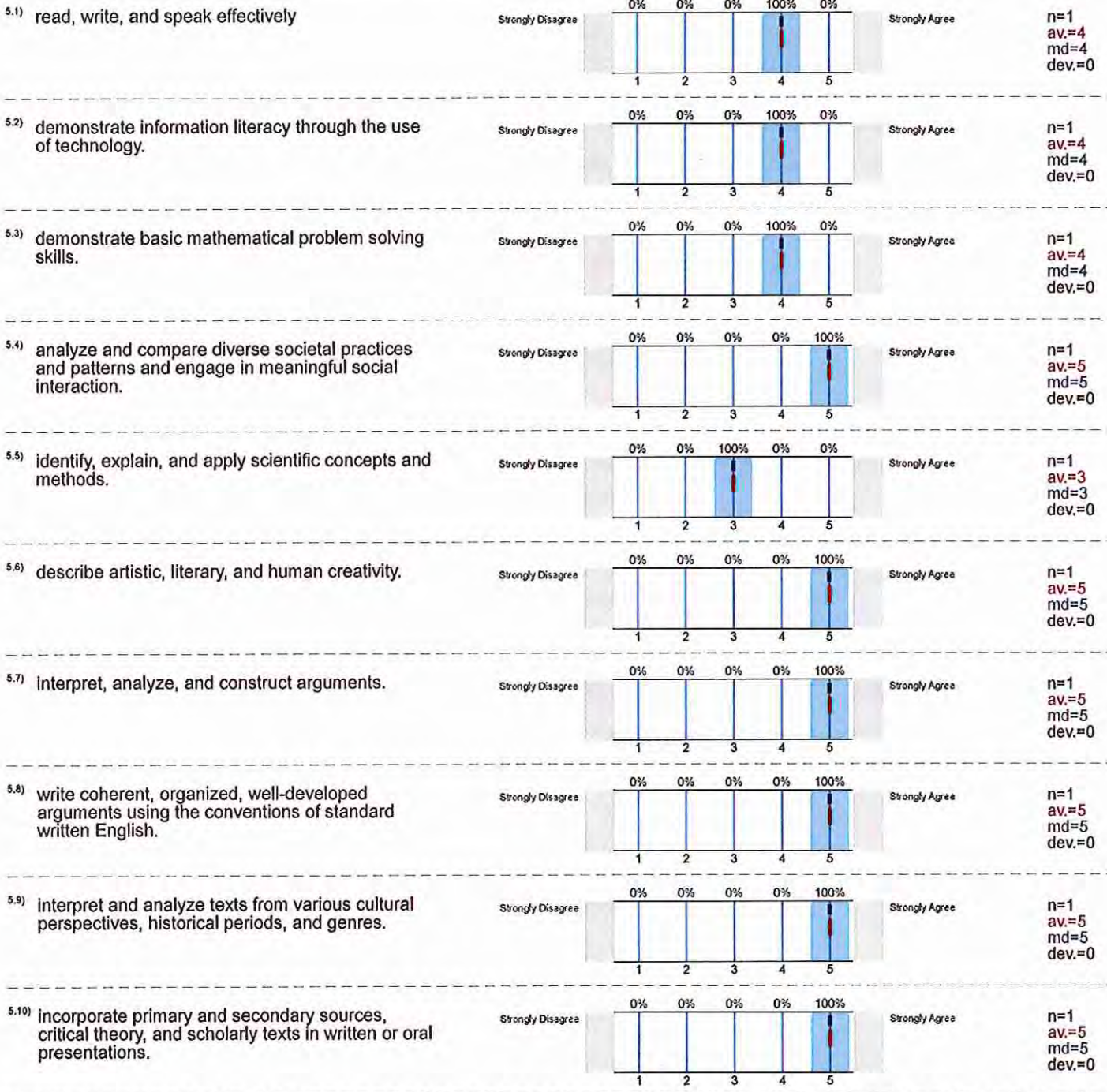
4.1) Overall, how would you rate the Humanities program at BSC?

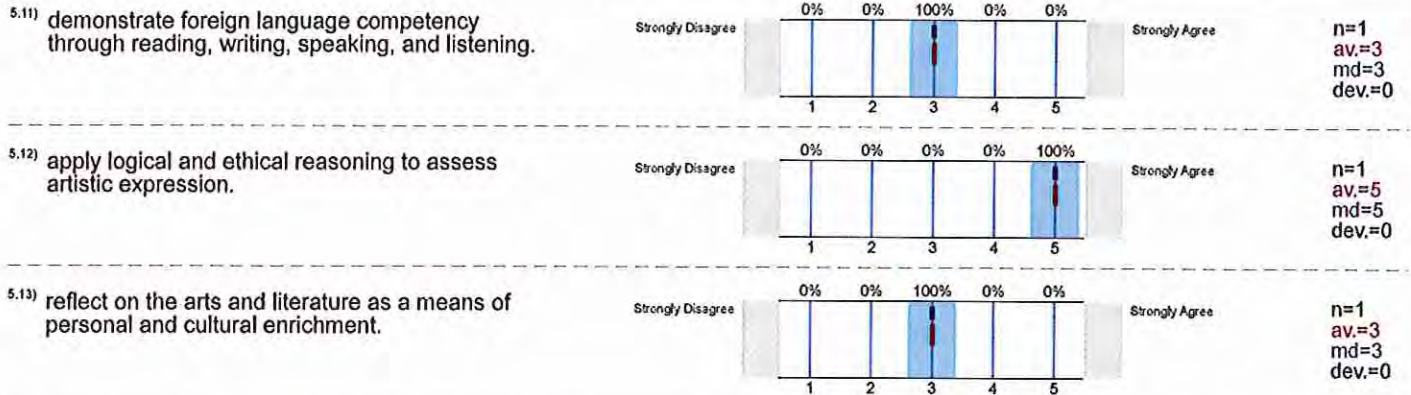


4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

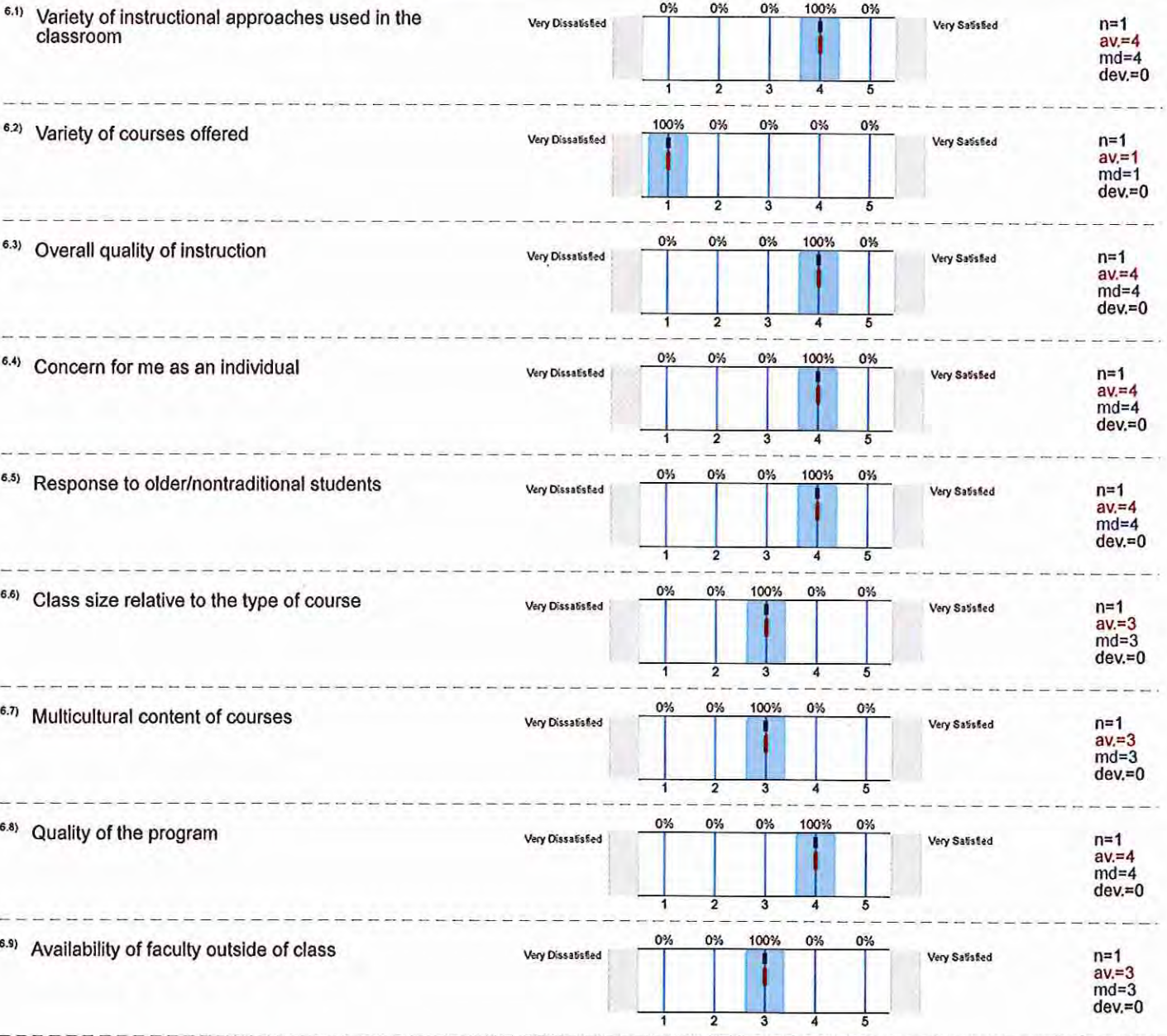


5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

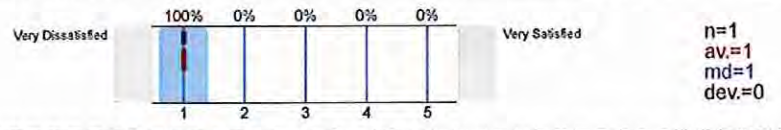




6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

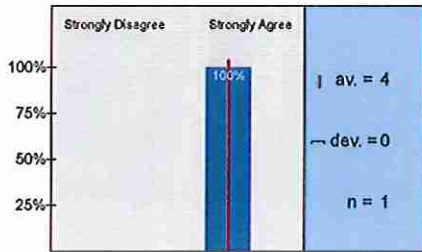


6.10) Course scheduling and/or availability

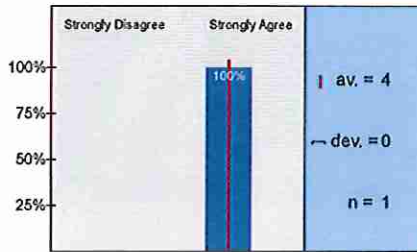


Histogram for scaled questions

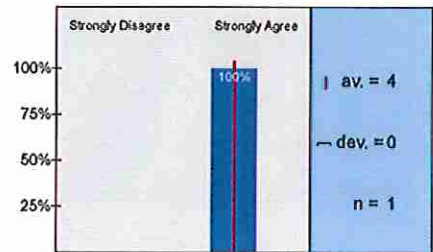
read, write, and speak effectively



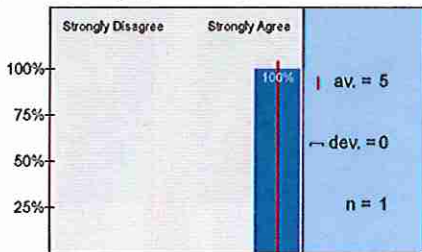
demonstrate information literacy through the use of technology.



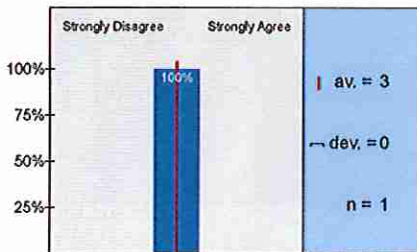
demonstrate basic mathematical problem solving skills.



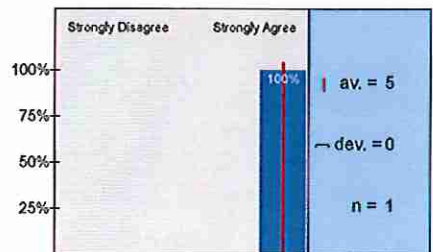
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



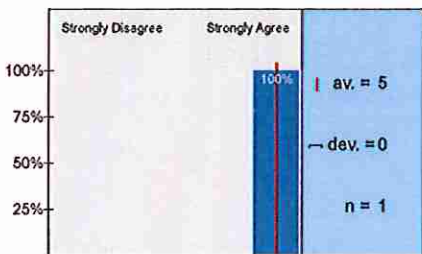
identify, explain, and apply scientific concepts and methods.



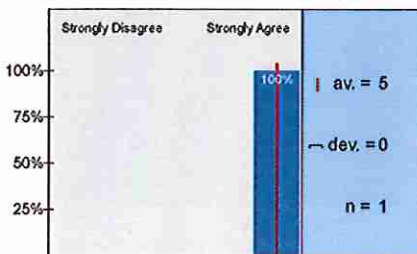
describe artistic, literary, and human creativity.



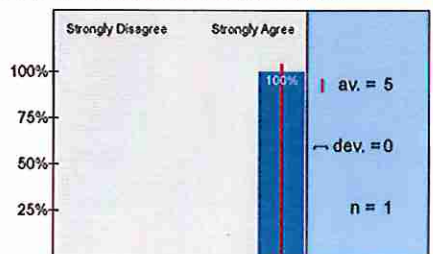
interpret, analyze, and construct arguments.



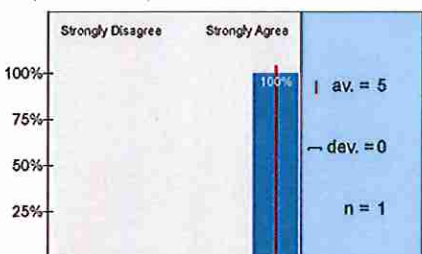
write coherent, organized, well-developed arguments using the conventions of standard written English.



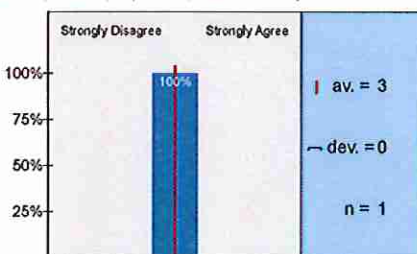
interpret and analyze texts from various cultural perspectives, historical periods, and genres.



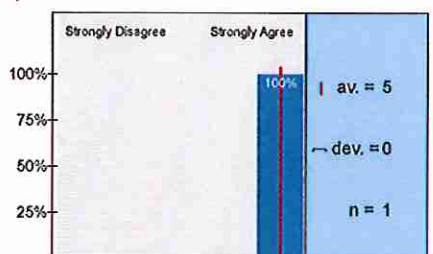
incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral



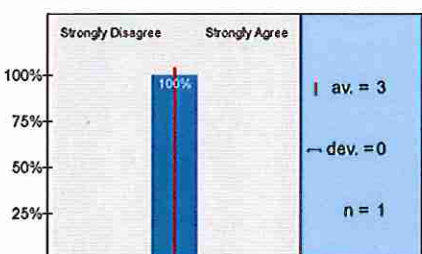
demonstrate foreign language competency through reading, writing, speaking, and listening.



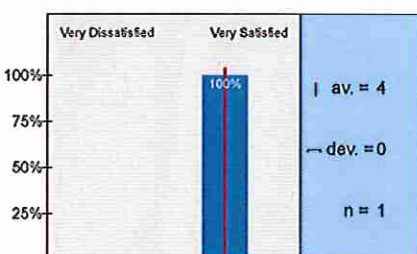
apply logical and ethical reasoning to assess artistic expression.



reflect on the arts and literature as a means of personal and cultural enrichment.



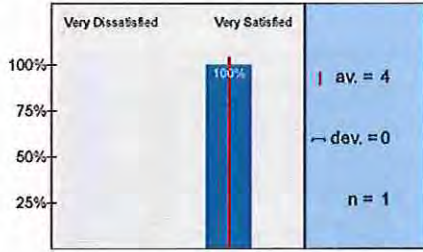
Variety of instructional approaches used in the classroom



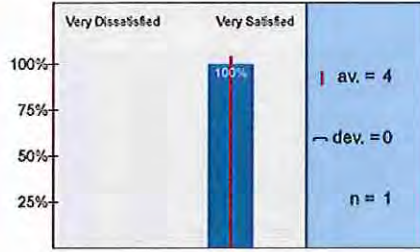
Variety of courses offered



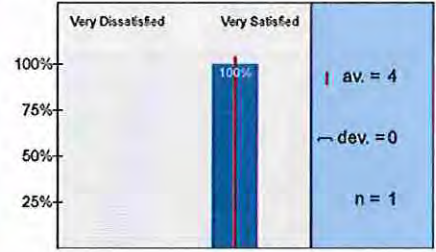
Overall quality of instruction



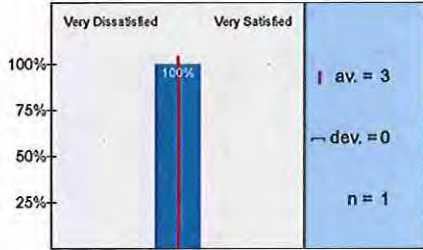
Concern for me as an individual



Response to older/nontraditional students



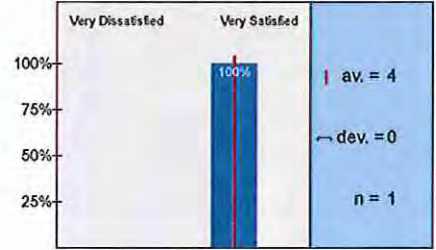
Class size relative to the type of course



Multicultural content of courses



Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

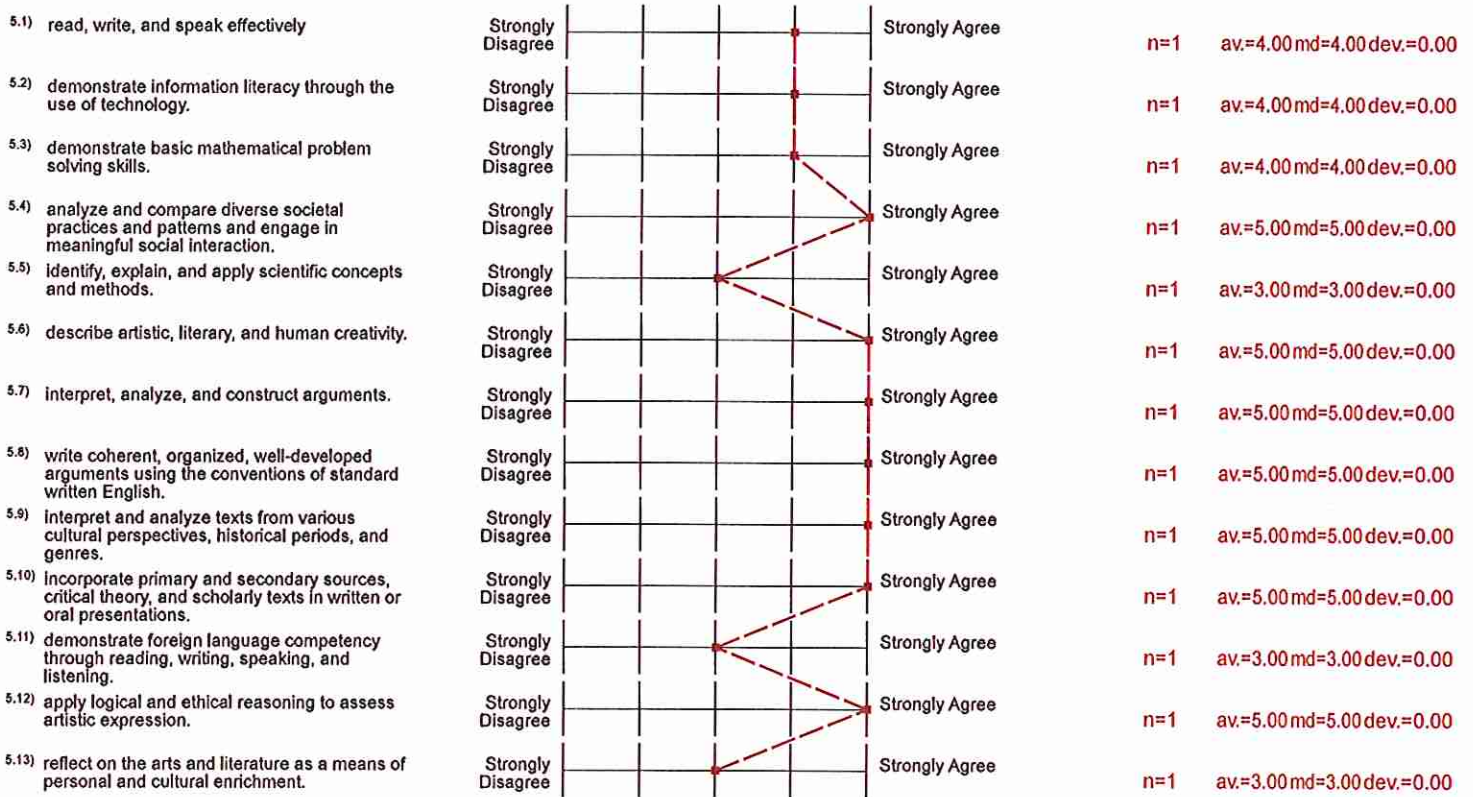


Profile

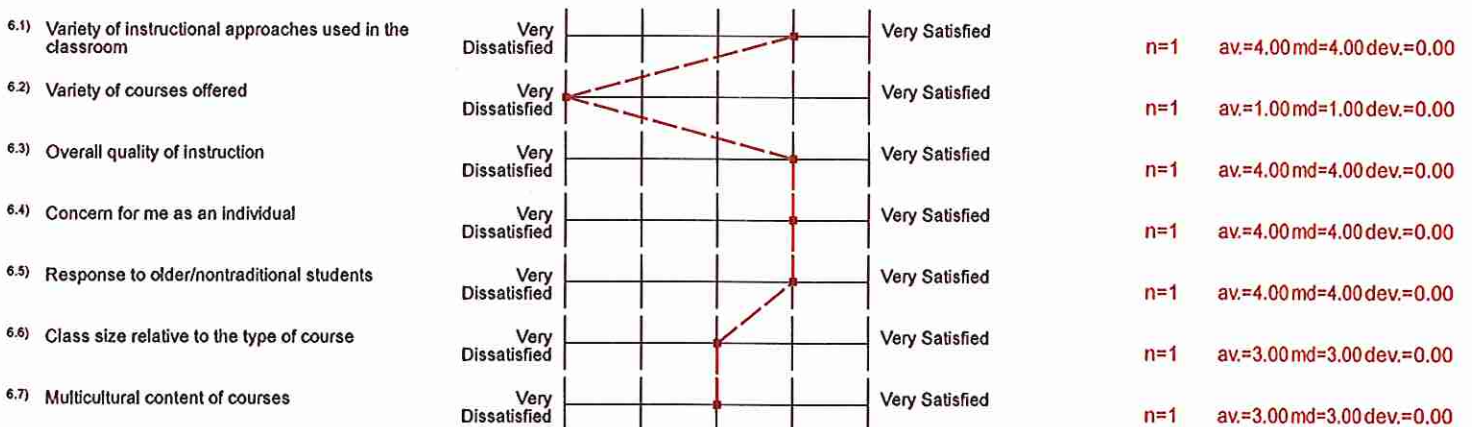
Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: Bluefield State College Graduate Exit Survey Bachelor of Arts Degree in Humanities
 (Name of the survey)

Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



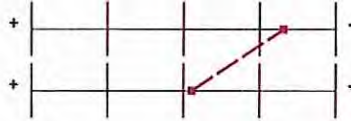
6.8) Quality of the program		n=1	av.=4.00 md=4.00 dev.=0.00
6.9) Availability of faculty outside of class		n=1	av.=3.00 md=3.00 dev.=0.00
6.10) Course scheduling and/or availability		n=1	av.=1.00 md=1.00 dev.=0.00

Profile

Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: Bluefield State College Graduate Exit Survey Bachelor of Arts Degree in Humanities
 (Name of the survey)

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



av.=4.31 dev.=0.00

av.=3.10 dev.=0.00



Bluefield State College Surveys (as private and confidential)

Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,

This email contains evaluation results for HUMN Exit Survey SP2017 / EXIT-HUMAN:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

- In completing your academic program, please indicate your level of agreement to the following statements. I am able to
- Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

In the second part of the analysis the average values of all individual questions are listed.

Your Class Climate Administrator

Bluefield State College Surveys

HUMN Exit Survey SP2017 ()
No. of responses = 4

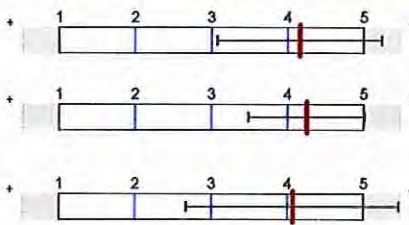


Overall indicators

Global Index

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to ($\alpha = 0.94$)

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below. ($\alpha = 0.95$)



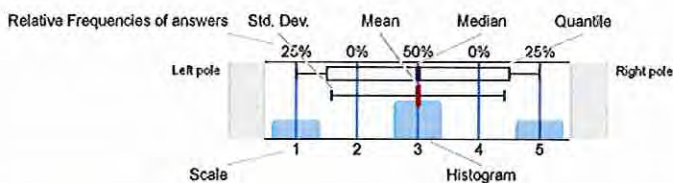
av.=4.16
dev.=1.08

av.=4.25
dev.=0.76

av.=4.07
dev.=1.4

Legend

Question text



n=No. of responses
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

1. Background Information

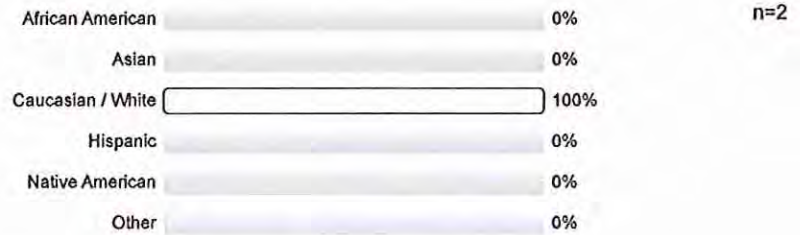
^{1.1)} For how many years have you attended BSC?



^{1.2)} Current Age



1.3) Ethnicity



1.4) Indicate your overall college grade point average (GPA) at BSC.



1.5) Gender

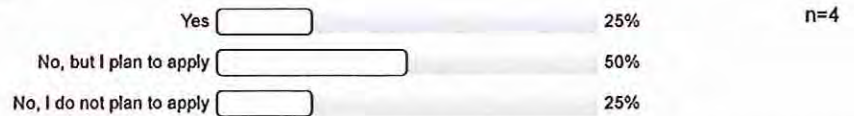


1.6) Indicate your primary status at BSC.



2. Continuing Education: Complete this section only if you plan to continue formal education after graduating from BSC. If you do not, skip to Section 3.

2.1) Have you applied to a college graduate program?



2.2) If you have applied to a graduate program, have you been accepted?



2.3) Indicate the highest degree you plan to obtain.

Bachelor's Degree	<input type="text"/>	33.3%	n=3
Master's Degree	<input type="text"/>	33.3%	
Doctor's Degree	<input type="text"/>	33.3%	
Professional Degree		0%	
Other		0%	

2.4) Please indicate your planned area of future study.

Masters - Integrated Marketing Communications

Literary Studies with a focus on American authors such as Baker and French authors such as Foucault

Masters of English

3. Employment: Please respond to the following questions related to your employment upon graduation from BSC. Complete only questions that apply to you.

3.1) Which of the following best describes what you plan to do after graduation? (check all that apply)

Be employed full-time	<input type="text"/>	50%	n=4
Be employed part-time	<input type="text"/>	25%	
Be self-employed		0%	
Serve in Armed Forces		0%	
Continue my education	<input type="text"/>	25%	
Care for a home / family		0%	
Other		0%	

3.2) If employed, how closely related is your job to the major / field in which you are graduating?

Highly related		0%	n=2
Moderately related	<input type="text"/>	50%	
Slightly related		0%	
Not at all related	<input type="text"/>	50%	

4. Educational Experiences: Please answer the following questions based upon your educational experiences in the Humanities program at BSC.

4.1) Overall, how would you rate the Humanities program at BSC?

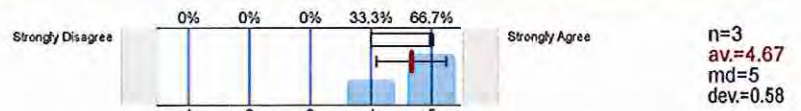


4.2) How well do you believe BSC prepared you for employment or post-graduate course work?

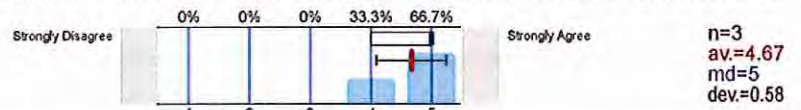


5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to

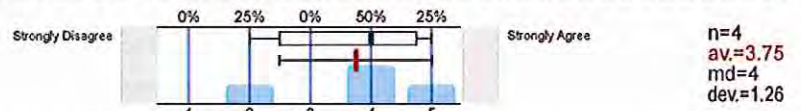
5.1) read, write, and speak effectively



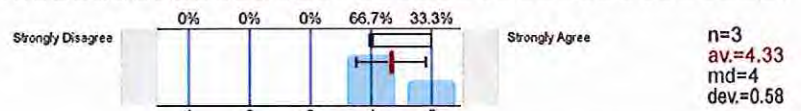
5.2) demonstrate information literacy through the use of technology.



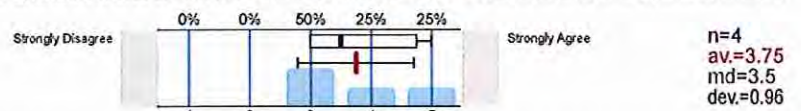
5.3) demonstrate basic mathematical problem solving skills.



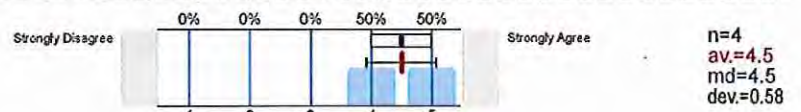
5.4) analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



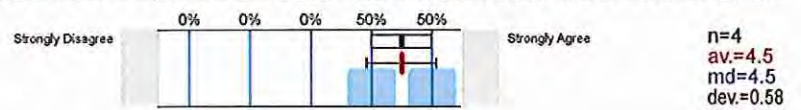
5.5) identify, explain, and apply scientific concepts and methods.



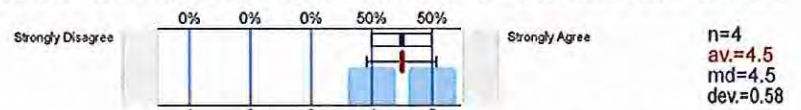
5.6) describe artistic, literary, and human creativity.

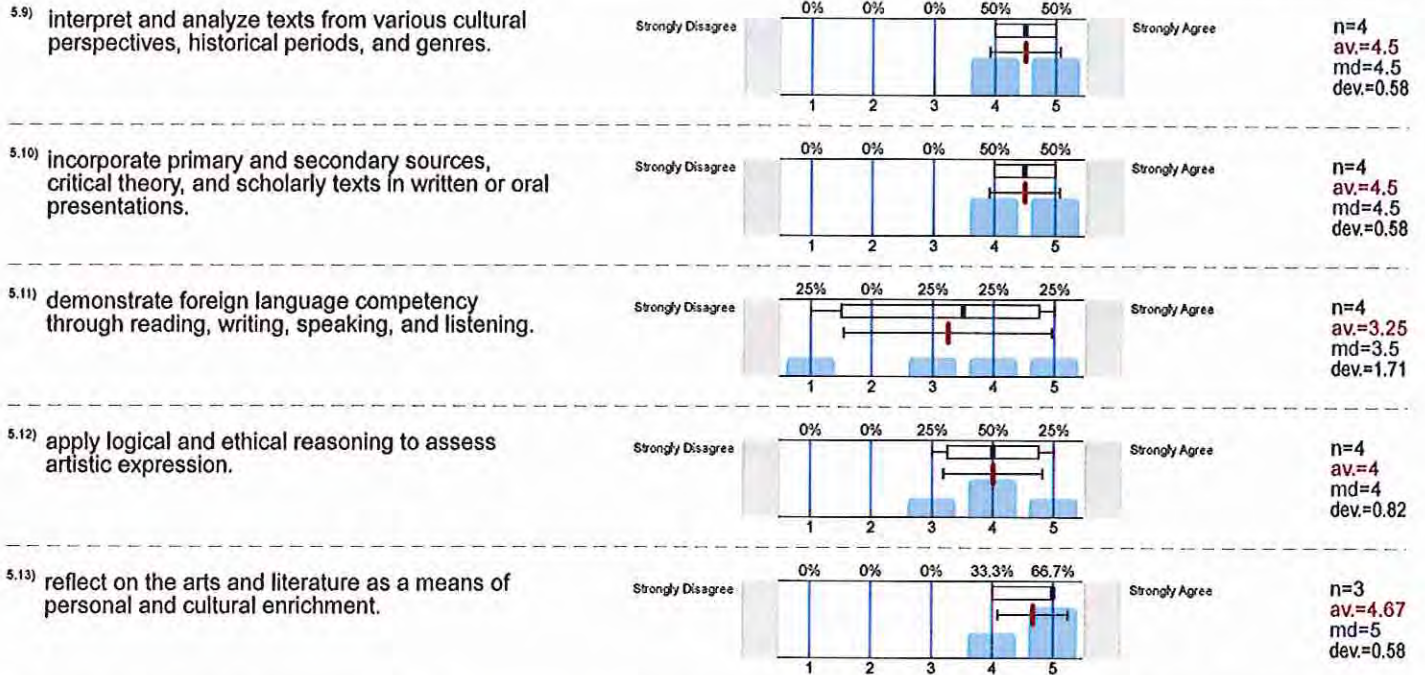


5.7) interpret, analyze, and construct arguments.

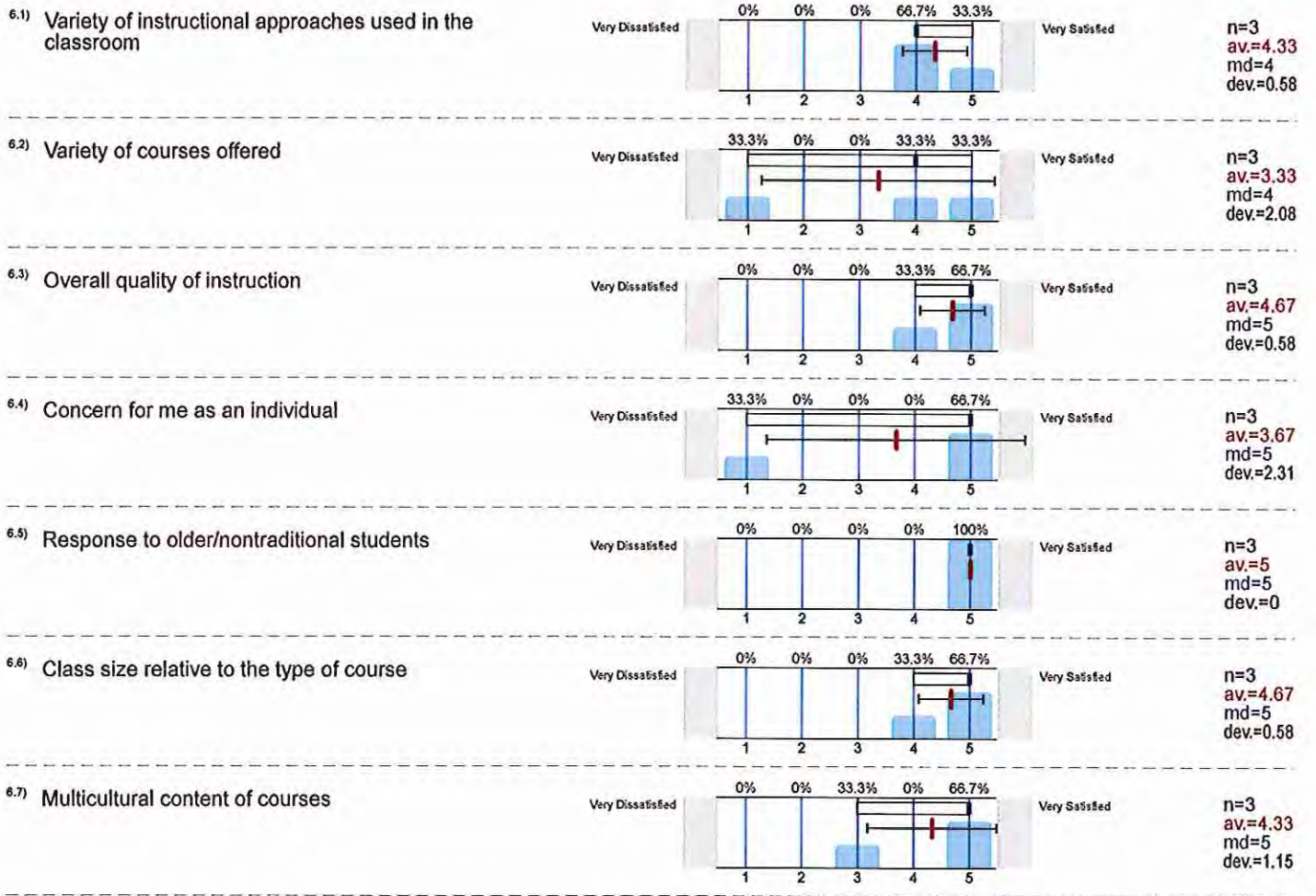


5.8) write coherent, organized, well-developed arguments using the conventions of standard written English.

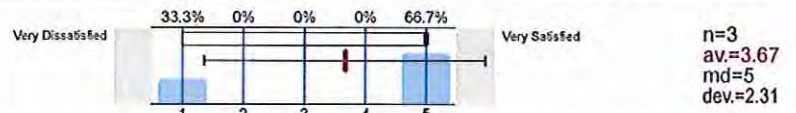




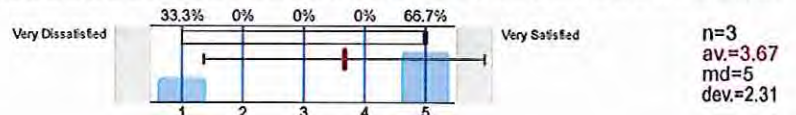
6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



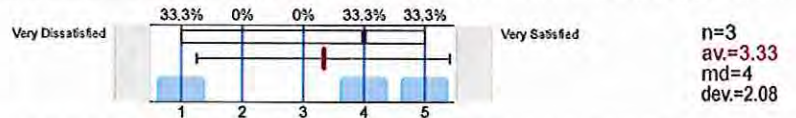
6.8) Quality of the program



6.9) Availability of faculty outside of class



6.10) Course scheduling and/or availability

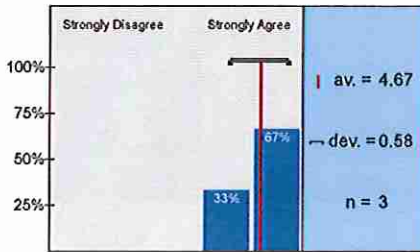


6.11) Please provide any comments or suggestions related to the Humanities program at Bluefield State College
 (please keep comments inside the box)

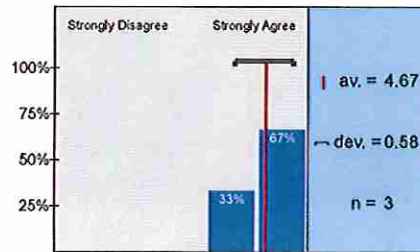
make the instructors actually have time for the students during office time instead of leaving early. A variety of classes beyond traditional American/British

Histogram for scaled questions

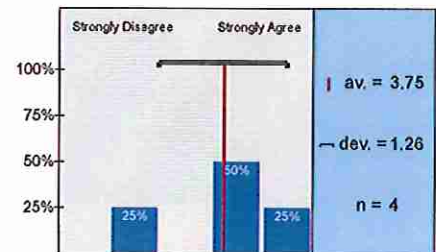
read, write, and speak effectively



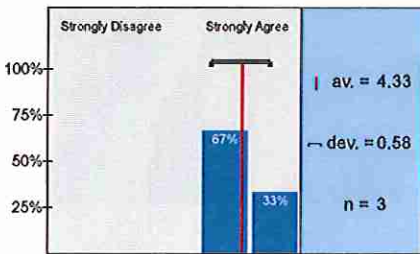
demonstrate information literacy through the use of technology.



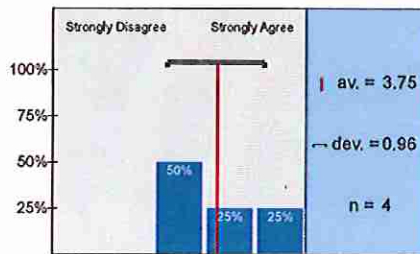
demonstrate basic mathematical problem solving skills.



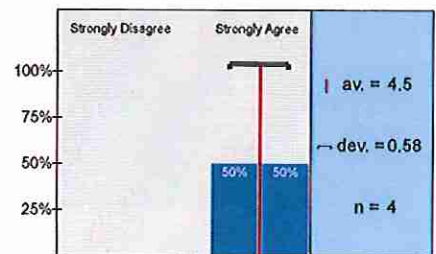
analyze and compare diverse societal practices and patterns and engage in meaningful social interaction.



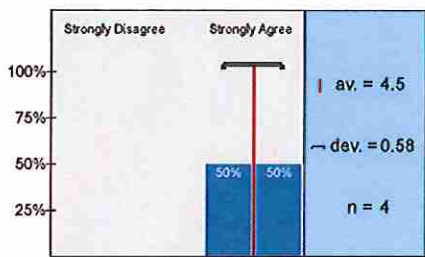
identify, explain, and apply scientific concepts and methods.



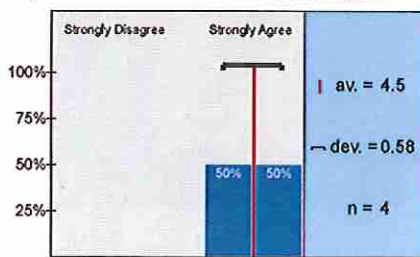
describe artistic, literary, and human creativity.



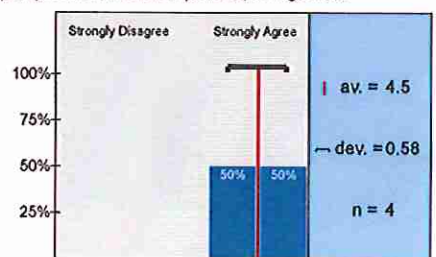
interpret, analyze, and construct arguments.



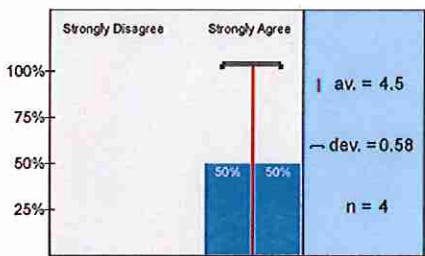
write coherent, organized, well-developed arguments using the conventions of standard written English.



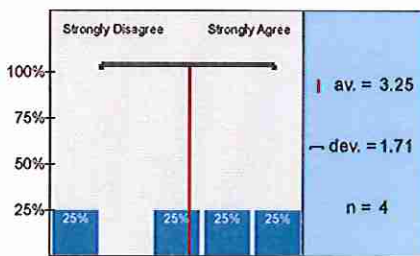
interpret and analyze texts from various cultural perspectives, historical periods, and genres.



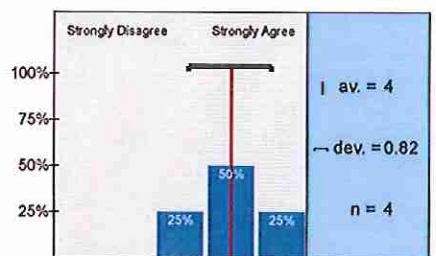
incorporate primary and secondary sources, critical theory, and scholarly texts in written or oral



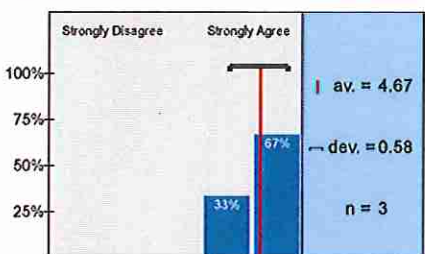
demonstrate foreign language competency through reading, writing, speaking, and listening.



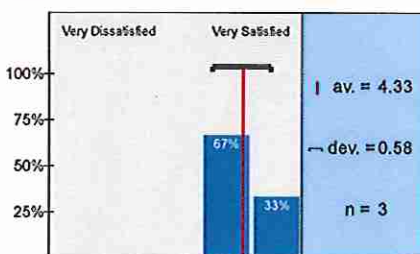
apply logical and ethical reasoning to assess artistic expression.



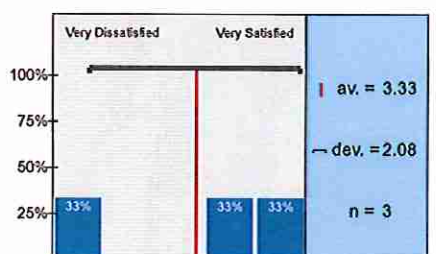
reflect on the arts and literature as a means of personal and cultural enrichment.



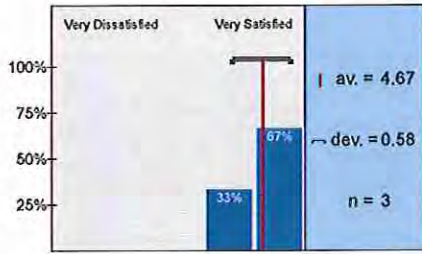
Variety of instructional approaches used in the classroom



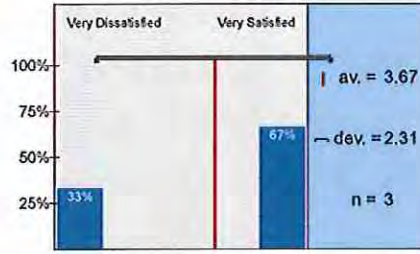
Variety of courses offered



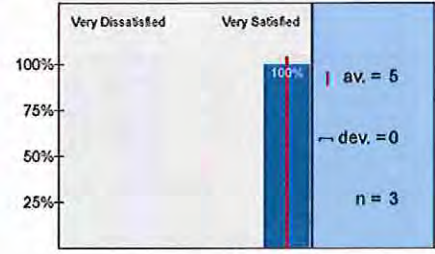
Overall quality of instruction



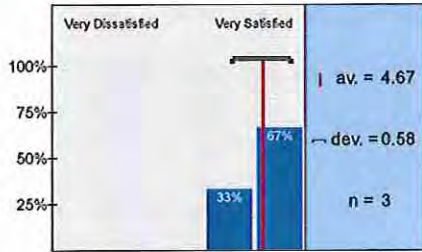
Concern for me as an individual



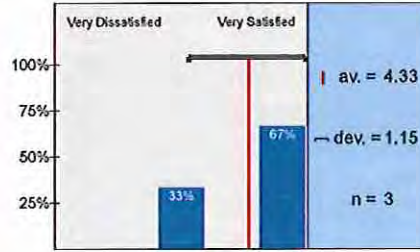
Response to older/nontraditional students



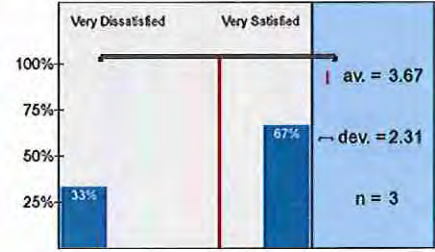
Class size relative to the type of course



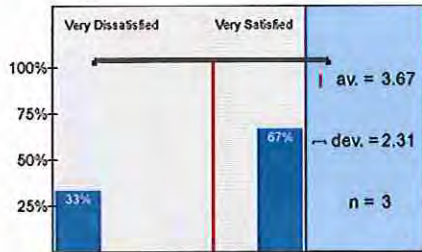
Multicultural content of courses



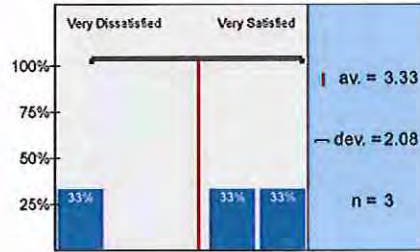
Quality of the program



Availability of faculty outside of class



Course scheduling and/or availability

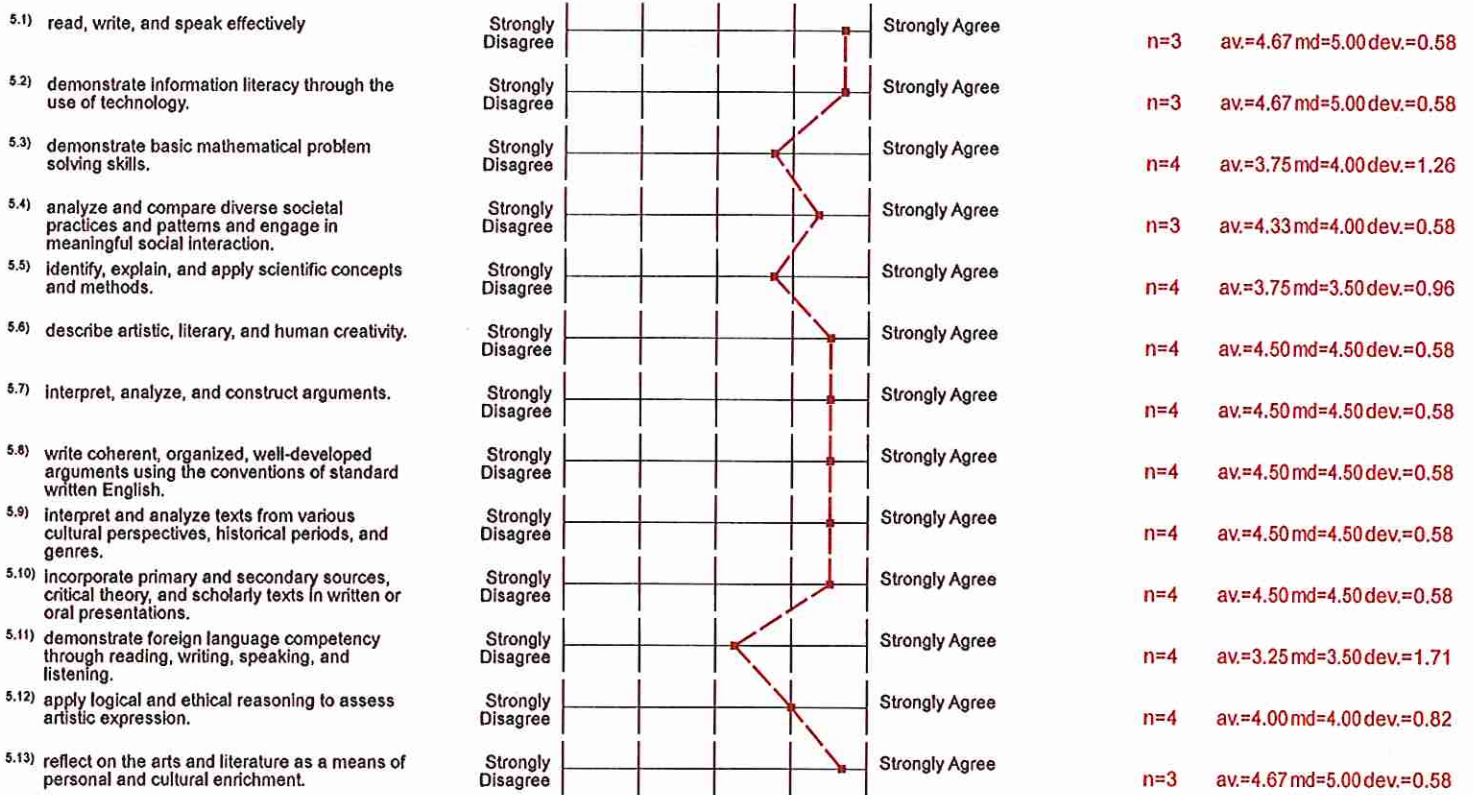


Profile

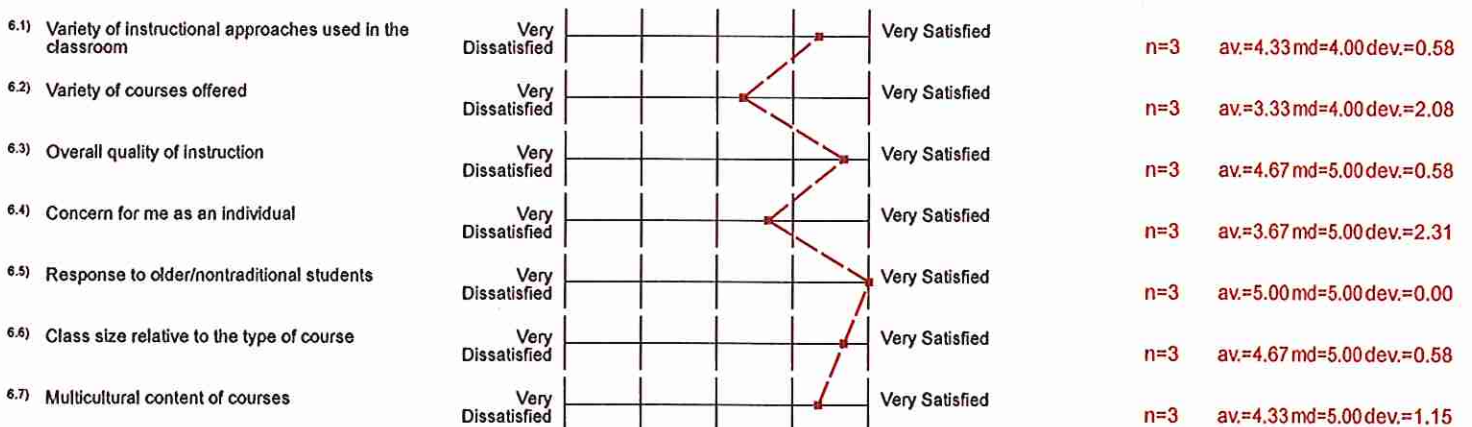
Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: HUMN Exit Survey SP2017
 (Name of the survey)

Values used in the profile line: Mean

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.

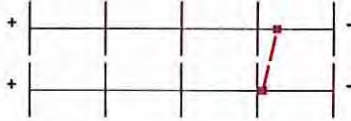


6.8) Quality of the program		n=3	av.=3.67 md=5.00 dev.=2.31
6.9) Availability of faculty outside of class		n=3	av.=3.67 md=5.00 dev.=2.31
6.10) Course scheduling and/or availability		n=3	av.=3.33 md=4.00 dev.=2.08

Profile

Subunit: BSC General Surveys
 Name of the instructor: Bluefield State College Surveys
 Name of the course: HUMN Exit Survey SP2017
 (Name of the survey)

5. In completing your academic program, please indicate your level of agreement to the following statements. I am able to



av.=4.25 dev.=0.76

6. Based upon your experience in the Humanities program, please rate your level of satisfaction with each item below.



av.=4.07 dev.=1.40

APPENDIX D

Department Faculty Curricula Vitae

19350 Beckley Rd. • Camp Creek, WV 25820 • Phone (304) 887-0853 • ascott@bluefieldstate.edu

Adrian N. Ayersman

Education

2008- 2011 **Marshall University Graduate College** **Charleston, WV**
M.A. Humanities/Literary Studies GPA 4.0
Thesis: "Family, Flowers, and Fancies: The Essence of Appalachia in the Poetry of Rose Burton Isaacs"

2001- 2007 **Bluefield State College** **Bluefield, WV**
B.A. *cum laude* Social Science/Psychology GPA 3.43
Thesis: "The Life and Works of Eric Erikson"

1999- 2001 **MCTEC** **Princeton, WV**
EMT, Medical Terminology, and Hospitality

1998- 2001 **Princeton Senior High School** **Princeton, WV**
Business Management. GPA 3.7

Work Experience

Bluefield State College **(304) 327-4000**
219 Rock St.
Bluefield, WV 24701
08/2017-Present
Visiting Instructor of Developmental English
• English 101L: ALP Composition 101

Bluefield State College **(304) 327-4000**
219 Rock St.
Bluefield, WV 24701
10/2016-7/2017
Online Instructional Specialist
• Provided Blackboard/Moodle training to faculty and students.
• Assisted student and faculty with problems in the online environment.
• Created Blackboard/Moodle classes and copied content for instructors.
• Used Argos reports to batch and individually create student usernames in BB.
• Used Argos reports to batch and individually enroll students and faculty BB.
• Adjusted purged and dropped students' availability settings in BB.
• Generated usable test banks for faculty (Blackboard/Respondus).
• Helped faculty integrate Pearson labs with LMS.
• Identified and repaired assignment related issues.
• Peer mentored new instructors.
• Assisted with New Student Orientation.
• Converted Blackboard courses to Moodle courses for faculty

Bluefield State College **(304) 327-4000**
219 Rock St.
Bluefield, WV 24701
8/2016-5/2017
Adjunct English Instructor
• English 098: Basic Grammar and Reading
• English 101L: ALP Composition 101

Bluefield College
3000 College Avenue
Bluefield, VA 24605
8/2016-Present

(800) 872- 0176

Adjunct English Instructor

- English 1013: Introduction to the Writing Process
- English 1023: Analytical and Argumentative Writing

Concord University
P.O. Box 1000
Athens, WV 24712
8/2016-12/2016

(800) 344-6679

Adjunct English Instructor

- English 101C: ALP Composition and Rhetoric I

New River Community and Technical College
280 University Dr.
Beckley, WV 25813
8/2011-8/2015

866-349-3739

Visiting Instructor of Developmental Education

- English 098: Developmental Reading (Modularized, Traditional and Online,)
- English 099: Developmental Writing (Modularized, Traditional and Online,)
- English 103: Technical Writing (Traditional)
- English 101: Composition (Traditional and Online)
- English 099/101: ALP English (Modularized, Traditional and Online)
- English 090: Integrated Reading and Writing (Modularized, Traditional and Online)

Bluefield State College
219 Rock St.
Bluefield, WV 24701
8/2010-12/2011

(304) 327-4000

Adjunct English Instructor

- English 205: The Modern Tradition (Traditional)
- English 097: Developmental Grammar (Modularized and Traditional)
- English 101: Composition (Modularized, Traditional, and IVN)
- English 102: Research (Traditional)

Families Link LLC
915 Harrison St.
Princeton, WV 24740
6/2007- 12/2008

(304) 425-2111

Case Manager

- In-home field agent for Child Protective Services
- Taught Parenting and Adult Life Skills
- Provided social and emotional support
- Accountable for providing court testimony in regard to child neglect/abuse cases
- Responsible for identifying and correcting negative family patterns to maintain at risk children in their homes

Awards and Honor Societies

Pi Gamma MU Honor Society in Social Science, Bluefield State College
 Golden Key International Honor Society, Marshall University
 Phi Kappa Phi Honor Society, Marshall University

Extracurricular Activities

Biology Club, President, Bluefield State College (2002-2003)
 Delta Chi Omega, Bluefield State College, (2005-2007)
 Omega Society, Bluefield State College, (2005-2007)
 Model United Nations, Vice Chair, Bluefield State College, (2005-2007)
 Student Government Association, Bluefield State College, (2005-2007)
 Greek Council, Bluefield State College, (2005-2007)

Volunteer Work

Mercer County Humane Society, volunteer, (2001-2002)
 American Model United Nations International, Chicago, IL
 Delegate (2005-2006)
 Staff member, Administrative Vice Chair/Rapporteur Department, (2007-2010)
 Families Link Christmas Toy Drive, Organizer, (2007)
 Marshall University/University of Kentucky Excavations
 Jarret's Fort, assistant, (2008)
 Fort Arbuckle, assistant, (2009).
 West Virginia Social Studies Fair
 Regional Fair, Judge, (2011)
 State Fair, Judge, (2011)
 New River Community and Technical Colleges Model United Nations Club, Faculty Advisor, (2011-2015)
 Rise Up Southern WV Conference (2016)
 Assisted the Beckley Art Gallery with a poetry session for the Wounded Warriors Project (2017)

College Activities and Committee Assignments

International Committee, NRCTC, (2011-2013)
 Model United Nations Club, Faculty Advisor, NRCTC, (2011-2015)
 Learning Community Workshops, NRCTC, (2011)
 Awards Banquet Committee, NRCTC, (2013)
 Employee Search Committee, NRCTC, (2012)
 Book Club, NRCTC, (2011-2012)
 Criterion IV Subcommittee, NRCTC, (2012-2014)
 Criterion III Subcommittee, NRCTC, (2012-2014)
 Values Committee, NRCTC, (2012-2014)
 Assessment retreats, NRCTC, (2012-2014)
 Adjunct Appreciation Committee, NRCTC, (2012-2014)
 Distance Education Oversight Committee, NRCTC, (2014-2015)
 Recorder for the Transformation of Developmental Education Subcommittee, NRCTC, (2014-2015)
 Recorder for the Quality Matters Subcommittee, NRCTC, (2014-2015)
 3rd Biennial Regional Technology Conference, Committee Member, BSC, (2017).
 Persistence and Completion Academy, BSC, (2017)

Division Level Activities, Meetings, and Conferences

National Model United Nations Conference, Faculty Advisor, New York, NY, (April 2012)
 West Virginia Association for Developmental Education (WVADE), Stonewall Jackson Resort, WV, (Oct. 24-25 2012)
 National Model United Nations Conference, Faculty Advisor, Washington DC, (Oct. 26-28 2012)
 West Virginia Association for Developmental Education (WVADE), Beckley WV, (Nov. 2012)
 National Model United Nations Conference, Faculty Advisor, Charlotte, NC, (April 2013)
 Composed the common final Developmental Writing Rubric and Prompts, NRCTC, (Spring 2013)
 Organized common course assessment measures in Developmental English, NRCTC, (Spring 2013)

Faculty Academy, Session Chair, (May 2013)
Developmental Education Summit, Stonewall Jackson Resort, WV, (June 5-7, 2013)
Conference on Acceleration in Developmental Education, Baltimore, MD, (June 12-14, 2013)
Early Intervention Project, NRCTC, (Fall 2013)
Faculty Institute, Presenter, Pearson's MyLabs/Developmental Education, NRCTC, (Fall 2013)
Pearson MyLab, course developer and trainer, NRCTC, (2011-2015)
Complete College America, Morgantown, WV, (Jan 9-10, 2014)
SCALE Training, Ghent, WV, (June 2014)
Faculty Institute, Presenter: Cooperative learning in the Classroom, NRCTC, (Fall 2014)
Higher Learning Commission's Assessment Academy, Results Forum, Chicago, IL, (June 2015)

SEAN P. CONNOLLY, Ph.D.

Curriculum Vitae

52 Poncho Drive
Mastic, New York, 11950
p: (631) 317-2228
e: sconnolly@bluefieldstate.edu
LinkedIn: www.linkedin.com/in/spcphd
Academia.edu: bluefieldstate.academia.edu/SeanConnolly

Bluefield State College
Department of Humanities
219 Rock Street
Bluefield, West Virginia 24701
p: 1.304.327.4225
f: 1.720.294.5899

APPOINTMENTS

Visiting Assistant Professor of Humanities
Department of Humanities
[Bluefield State College](#)
2017-Present

Assistant Professor of English and Comparative Literature
Department of Humanities
[Bluefield State College](#)
2012-2017

Chair of Basic Studies and First-Year Experience Programs
[Bluefield State College](#)
2012-2014

Postdoctoral Fellow
[Department of English](#)
[Tulane University](#)
2010-2012

Visiting Assistant Professor of Comparative Literary and Cultural Studies
[Stony Brook University](#)
[Department of Cultural Analysis and Theory](#)
2008-2010

EDUCATION

[Ph.D., Comparative Literature](#)
[Cornell University](#)
May 2010

D.E.A., Philosophy (diplôme d'études approfondies/Masters of Advanced Studies)
[Université de Paris VIII \(Vincennes - St. Denis, France\)](#)
Concentration: pensée européenne contemporaine / contemporary European thought
mention très bien / high honors
October 2004

[M.A., Comparative Literature](#)
[Cornell University](#)
Examination fields: Comparative utopian/dystopian literature, European intellectual history,
(1850-1950), critical theory
January 2003

B.A. with Honors, Philosophy, English (double-major)
[Phi Beta Kappa](#)
[Honors College Scholar](#)
[Stony Brook University](#)
May 1999

AWARDS AND GRANTS

Advisor of the Year
Bluefield State College
Student Government Association

Higher Education Policy Commission International Outreach Faculty Fellowship
West Virginia Higher Education Policy Commission
June 2015

Telluride Association Summer Program Faculty Fellow
University of Michigan - Ann Arbor
Summer 2015

National Endowment of the Humanities Fellow
Grambling State University NEH Seminar
May-June 2014

Faculty Development Grant
Bluefield State College
February 2014

West Virginia Completion Innovation Challenge Grant
Bluefield State College
February 2013

Faculty Research Grant
Stony Brook University
Fall 2009

Spencer Teaching Award
John S. Knight Writing Institute
Cornell University 2003

Andrew W. Mellon Foundation Dissertation Fellowship
Cornell University
2004-2005

Andrew W. Mellon Foundation Pre-dissertation Grant
Institute for European Studies
Cornell University
March 2003

Graduate Fellowship
School for Criticism and Theory
Cornell University
March 2003

Bourse scolaire (Fellowship)
Institut d'études françaises d'Avignon - May 2002
Bryn Mawr College

Sage Foundation Graduate Studies Fellowship
Russell Sage Foundation, Cornell University
August 1999

Deutscher Akademischer Austauschdienst Exchange Fellowship
DAAD Foundation, Germany
July 1998

Honors College Scholarship
Stony Brook University
September 1996

PUBLICATIONS

Book Chapter: "Envisioning Vichy: Fascist Visual Culture in France 1940-44"
Totalitarian Arts: The Visual Arts, Fascism(s), and Mass-society
Cambridge Scholars Press, 2017

Article: "Georges Bataille, Gender, and Sacrificial Excess"
The Comparatist (peer-reviewed)
vol. 38, 2014

Article: "Laure's War: Selfhood and Sacrifice in Colette Peignot"
French Forum (peer-reviewed)
vol. 35, no. 1, Winter 2010

Review: "Milo Sweedler's *The Dismembered Community*"
French Forum Spring 2012 (peer-reviewed)
(Book review)

Translation: "Gilbert and George: Melancholy and Making Fun"
Translation: "Gilbert et George, dérision et mélancolie"
Baudino, Isabelle and Gautheron, Marie. Gilbert and George. Paris: ENS Editions, 2005
(Translation)

Review: "Michele Richman's Sacred Revolutions: Durkheim and the College of Sociology"
The Bryn Mawr Review of Comparative Literature, Spring 2004, vol. IV, no. 2

Bluefield State College
Bluefield, WV

Senior Capstone Project Committee Advising:
P. Steers, "Kathy Acker and the Use of the Sublime" (2016)
T. Campell, "John Locke and Modern Libertarian Thought" (2014)
D. Hassen, "Dystopian Reaganism in Atwood's *The Handmaid's Tale*" (2015)
K. Kinner, "The Abject in Kafka's *The Metamorphosis*" (2013)
E. Garcia, "Nationalist Myth in American Pro-Wrestling 1980-1990" (2013)
A. Ledgerwood, "Queer Spaces Become Prisons: Holleran's *Doomed Queens*" (2013)

Philosophy/Humanities 223: Introduction to Ethics
(survey topics: ethical reasoning, virtue ethics, deontology, utilitarianism, justice)

Philosophy/Humanities 222: Introduction to Philosophy
(survey topics: logic, philosophy of religion, ethics, political theory)

English 304: Approaches in Cultural and Literary Analysis
(literary and critical theory seminar)

English 201, 205: World Literature I, World Literature II
(literature survey; online, hybrid, and traditional delivery)

English 101, 102: Composition / Research Writing
(writing seminar; hybrid and traditional delivery)

English 099: Developmental English
(English grammar; ESL/EFL writing; sentence, paragraph, essay structure)

Tulane University
New Orleans, LA

English 101: Writing
(writing seminar)
Fall 2010 - Spring 2012

Stony Brook University
Stony Brook, NY

CLCS 401: Senior Seminar
(senior seminar for majors)
Instructor

Humanities 123: Sexuality in Literature and Philosophy
(literature survey)
Instructor

Cinema and Cultural Studies 201: Writing about Culture
(writing seminar)
Fall 2009

Cinema and Cultural Studies 101 : Introduction to Cultural Studies
(lecture course)
Instructor
Fall 2008 - Spring 2009

Comparative Literature 212 : World Literature II
(seminar course)
Fall 2008

Humanities 109: Philosophy and Literature in Social Context
(lecture course)
Teaching Assistant
Fall 1997

*Cornell University
Ithaca, New York*

Comparative Literature 101.03
(Writing Seminar)
Instructor
Fall 2006 - Spring 2007

French 201, 203: "Intermediate French"
Fall 2006 - Spring 2007

French 121, 122: "Introductory French"
Teaching Assistant
Fall 2005 - Spring 2006

Romance Languages Teaching Practicum (French)
Romance Languages Teaching Certification (French)
Department of Romance Studies
2005

Graduate Teaching Development Workshops - Language Instruction
Center for Learning and Teaching
Fall 2005

Teaching Mentor
John S. Knight Teaching Mentorship Program
Fall 2002

Comparative Literature 101
(Writing Seminar)
Instructor
Fall 2000 - Spring 2003

Intern
John S. Knight Program Summer Teaching Internship
(Rhetoric and Composition Training)
Summer 2000

L'Ecole normale supérieure
Lyon, France

Instructor/Lecteur
"Philosophical Texts in English"/ "Textes philosophiques en anglais"
(Locke, Hume, Burke texts for students preparing for *agrégation*)
Spring 2005

Instructor/Lecteur
"The Novel in English"/ "Le roman en anglais"
Instructor
Spring 2005

Instructor/Lecteur
Advanced ESL / "Anglais: première année"
Academic composition in English (ESL) / "La rédaction scientifique en anglais"
Fall 2005

CONFERENCE
PARTICIPATION

Modern Language Association Conference 2017
Philadelphia, Pennsylvania
January 2017

Collaborative Online International Learning (COIL) Conference 2016
Workshop: Integrating Collaborative Teaching Technologies in COIL
Workshop: Assessing COIL classes
June 2016

Presentation: "Making Online Discussion Boards a Meaningful Teaching Tool"
West Virginia College Teachers of English Conference
October 2014

West Virginia College Completion Academy
Morgantown, West Virginia
January 2014

West Virginia Developmental Education Summit
Roanoke, West Virginia
June 2013

Accelerated Learning Program Workshop for First-Year Developmental Education Programs
Parkersburg, West Virginia
May 2013

Higher Education Policy Commission Developmental Education Meeting
Charleston, West Virginia
October 2012

Presentation: "Bataille and the Limits of Gender"
20th and 21st Century French and Francophone Studies International Colloquium
Georgetown University, Washington, D.C.
March 2009

Presentation: "Performing Self-Sacrifice"
Departments of Religion and Gender Studies
Whitman College - Walla Walla, Washington
April 2007

Presentation: "Playing with The Animal: Agamben and the Politics of the Profane"
Panel: "Producing the Human in the Politics of Life and Death"
American Comparative Literature Association Annual Conference
Princeton University - Princeton, New Jersey
March 2006

Panel Moderator
Panel: "The Resistance to Aesthetics"
Cornell Theory Group Conference 2006: "Critical Aesthetics"
April 2006

Panel Moderator
Panel: "Modern (Hi)stories"
Cornell Romance Studies Conference: "(Hi)story and (Re)presentation"
February 2006

Presentation: "The Hospitable Community: Bataille, Nancy, and Derrida"
Panel: "Community Under Erasure: Nancy and Derrida"
International Association for Philosophy and Literature 2005 Conference
Helsinki, Finland, June 2005

Presentation (in French): "Le don sans reserve: sacrifice dans la pensée française contemporaine"
Université de Paris VIII (Vincennes - St. Denis, France)
Colloque: "L'enigme du don"
Spring 2004

Presentation: "Guilt and Inauthenticity in Sartre's *Les mouches*"
Stony Brook University Graduate Conference: Guilt and the Culture of Manipulation
Stony Brook University - Stony Brook, New York
October 2002

Presentation: "The New Bloomusalem: Religion and Identity in Joyce's *Ulysses*"
Conference: "Modernism/Postmodernism: East and West"
Cairo University - Cairo, Egypt
October 2000

PROFESSIONAL ACTIVITIES & SERVICE

Bluefield State College
Bluefield, WV

Assistant Editor
Janus Head: Journal of Interdisciplinary Studies in Literature, Continental Philosophy, Phenomenological Psychology, and the Arts
Jan. 2009 - 2012

LGBTQ Safe Zone Training and Certification
November 2015

Gamma Beta Phi Honors Society Faculty Advisor
2013-Present

College Colloquium Speaker Series Steering Committee
2013-Present

Interim Chair, Basic Studies and First-Year Programs
2012-2014

College Assessment Committee (AAC&U and LiveText implementation)
2013-2014

Chair, Communications Faculty Search Committee
Spring 2014

Quality Matters for Online Instruction Training: "Improving Your Online Course"
January 2014

Quality Matters for Online Instruction Training: "Applying the Quality Matters Rubric"
August 2013

Provost and Vice President of Academic Affairs Search Committee
2013

Cornell University
Ithaca, New York

Coordinator
Freshman Summer College Program
Cornell University
Summer 2006-7

Coordinator
Comparative Literature Discussion Series
Cornell University Department of Comparative Literature
Fall 2002 - Spring 2003

Stony Brook University
Stony Brook, NY

Senior Writing Tutor and Staff Coordinator
Stony Brook University Writing Center
October 1996 - May 1999

PROFESSIONAL
AFFILIATIONS

American Comparative Literature Association
International Association for Philosophy and Literature
Modern Language Association
Phi Beta Kappa

AREAS OF INTEREST

Comparative modernism(s), European intellectual history (1850-1950), utopian/dystopian literature,
political theory, critical theory, philosophical approaches to literature

LANGUAGES

French (spoken, written, read), German (read)

REFEREES

Dr. Alain Brossat
Professor of Philosophy
Department of Philosophy
Université de Paris VIII - Vincennes, St. Denis
2 rue de la Liberté
93526 Saint-Denis Cedex, France
abrossat@club-internet.fr

Dr. Robert Harvey
Distinguished Professor
Departments of French and Cultural Analysis
Stony Brook University
Stony Brook, New York 11794
e: rharvey@notes.cc.sunysb.edu
p: 631.632.7460

Dr. Tom Conley
Abbott Lawrence Lowell Professor
Departments of Romance Languages and
Visual/Environmental Studies
Harvard University
Boylston Hall 509
Cambridge, MA 02138 USA
e: tconley@fas.harvard.edu
p: 617.495.2274

Dr. T.R. Johnson
Associate Professor of English
Tulane University
Department of English
New Orleans, LA 70118
e: trj@tulane.edu
p: 504.862.8163

Dr. Mike Smith
Professor of English
Department of Humanities
Bluefield State College
Bluefield, West Virginia 24701
e: msmith@bluefieldstate.edu
p: 304.327.4026

Janice A. Czarnecki, Ed. D.
Professor of English
Bluefield State College
219 Rock St., Bluefield, WV 24701
Office: 304-327-4160
jczarnecki@bluefieldstate.edu
Webpage: www.janczarnecki.com

Employment

Bluefield State College, Bluefield, WV (2008-present)

Professor of English, 2008-present

Tenured professor for classroom and distance learning courses for both General and English Education programs. Assignments include Developmental English (Reading and Composition), Composition I and II, The Teaching of Composition, English Grammar, Children's Literature, and Adolescent Literature. Experience with IVN (Interactive Video Network), web-enhanced (Blackboard and Moodle), hybrid, and online instruction.

Coordinator of Developmental English program, 2013-present.

Duties include supervision of adjunct and full-time staff, scheduling, ALP (Accelerated Learning Program) implementation, and assessment. Developed curriculum and numerous revisions to address updated WV Series 21 co-enrollment and placement requirements.

Chair, Humanities Department, 2014-2016

Duties included supervision of department and adjunct staff, course scheduling, and program review, analysis, and reporting including outcomes assessment (both programmatic and institutional). Supervised numerous programmatic and curricular revisions. Department curriculum areas include Art, Communications, English, Foreign Languages, Humanities, Journalism, Music, and Theatre.

Woodbridge High School, Woodbridge School District, Bridgeville, DE

Teacher, 2001-2008

2001-07 - English Teacher for CP English 9, 10 and 11, AP English, and Journalism/newspaper production classes.
2007-08 - Reading Teacher for READ 180 program; Special Education Teacher for ILC ELA and Social Studies.

Mecklenburg County Public Schools, Boydton, VA

Coordinator of Technology, 2000-2001

Administrative district position. Project manager for numerous state grants; liaison with VA DOE for state testing (SOL) on-line initiative; other responsibilities included teacher/staff professional development. Webmaster.

Cape Henlopen High School, Cape Henlopen School District, Lewes, DE

English Teacher, 1999-2000

Language Arts Instructor for General and College Prep (CP) English 9 and General and CP World Lit (10th grade).

Laurel School District, Laurel, DE .

Instructional Technology Coordinator, 1997-1999

Responsible for technology training and communication. Webmaster. Designed and taught numerous inservice courses for teachers and staff. Also taught 8th grade Computer Literacy, Language Arts and World Geography courses.

Academic Challenge Program, Delaware Technical and Community College, Georgetown, DE.

English Instructor, 1991-1997

Designed, developed, and piloted Writing Skills curriculum for accelerated students enrolled in college/school partnership program. Faculty advisor for student publication, *Mirrors*. An original lesson plan was the grand prize winner in a 1998 national contest sponsored by Compaq Computers and Davidson & Associates software company.

Pilot Title, Inc., Ocean City, MD

Office Administrator, 1982-1991

Supervised staff at title company/general practice law firm. Produced educational materials for seminars; designed and directed technology-assisted operations.

Potomac State College of West Virginia University, Keyser, WV

Coordinator of Communications, 1981-1982

Director of Public Relations, head of journalism department. Taught journalism and English courses. Advisor, student newspaper.

Allegheny Community College, Cumberland, MD.

Department Head, Journalism, 1978-1981

Taught journalism, English, and speech courses. Created new student newspaper; initiated internship programs with local media.

WCVA/WCUL Radio Station, Culpeper, Va.

News Director, 1977-1978

Total responsibility for gathering, writing, and broadcasting local news. Transformed coverage from rip-&-read format to aggressive hard-news coverage.

Purdue University, W. Lafayette, IN

Graduate Teaching Assistant, 1975-1977

Total responsibility for basic newswriting, agricultural newswriting, and introductory communication courses.

Education

Ed.D., Educational Innovation & Leadership, Wilmington University, Owens Campus, Georgetown, DE (1998 - GPA: 4.0)

M.Ed. in Literacy, Wilmington University, Georgetown, DE (2008 - GPA: 3.97)

M.A., Communication, Purdue University, W. Lafayette, IN (1997 - GPA: 3.8)

B.A., Anthropology, Pennsylvania State University, University Park, PA (1971 - GPA: 3.01).

Additional graduate and undergraduate courses:

University of Florida (GPA: 3.54), Delaware State University (GPA: 4.0), University of Delaware (GPA: 4.0)

Certifications/Licenses

Continuing License - Delaware (inactive) and Virginia (exp. 2018)

Reading Specialist

Special Education – General Curriculum K-12

Teaching: English, Journalism

Administration and Supervision, PreK-12

Additional Committees and Activities, Professional Development, BSC, 2008-present

Co-chair, Communications Committee, Institutional branding and website design and content (2015-present)

Assessment Committee member, 2017-

Conference on English Co-Requisite courses sponsored by HEPC (at Concord University), April, 2017

Quality Matters – Applying QM Rubric (APPQMR) and Improving Your Online Course (IYOC) certification, 2015

Promotion to Full Professor – May, 2015

Faculty Member of the Year (SGA Award), May 2015

Adjunct Handbook, Arts & Sciences, Jan. 2014 – authored supplemental, updated text annually

English 101 (Composition I) – authored extensive handout/materials, adopted by department as basic textbook.

English 102 (Composition II) – developed extensive supplemental materials and handouts for course

English 98 and 99 (Developmental Reading and Writing) – developed extensive supplemental curricular materials.

“15 to Finish” Conference – HEPC, state-wide initiative, Charleston, WV.

Nominee, Faculty Advisor Award (September 2014)

Chair awarded, Humanities Program (August 2014-present)

Co-chair, Academic Quality Team for Strategic Plan (March 2014-present)

Tenure awarded, April 2014
 Graduation Committee 2014+ (duties include announcing names/degrees at commencement)
 Nominee (by students through SGA), Faculty of the Year (May, 2014)
 Judge, Agora Literary Magazine competition (Annual Celebration of Creative Expression), April 2014+
 "Humanities Challenge" – Question writer and Judge for Humanities Department competition, Nov 2013+
 WV HEPC Conference: "Leading the Way: Access, Success, Impact" (March 31 - April 1, 2014)
 Faculty Senate, Officer (2013 –2015 term)
 Attended West Virginia Completion Academy – "Complete College America" (Jan. 9-10, 2014)
 Virginia Tech (Blacksburg, VA) conferences on Higher Education Pedagogy (2015, 2016)
 Live Text – Training and Scoring for Institutional Assessment – Dec., 2013
 Transitional Emporium technology training for Adjuncts (presenter), Fall, 2013
 West Virginia "Day to Serve" – Home Depot Grant (team leader)
 Presentation (with Dr. T. Ferguson) – Faculty Institute – "Rubrics and Turnitin.com" (Aug. 2013)
 Attended HEPC/WV DOE Accelerated Learning Program (ALP) workshop, May 2013+ (annually)
 Attended HEPC/WV DOE Workshop on Common Core St. Standards (CCSS) and Smarter Balance Assessment, Ap. 2013
 BSC Emerging Scholars Program (taught dual enrollment courses at local HS Spring 2010 -2013)
 General Studies Revision Ad Hoc Committee (2012-present)
 Assessment Committee Member (2012 – present)
 Academic Appeals Committee (substitute – 2012)
 Educational Personnel Prep. Advisory Council (BSC Teacher Ed program, WV DOE, and Mercer Co. SD) (2011-present)
 Attended Live Text Training 10/12/12
 Phi Eta Sigma National Honor Society, Inc. – Honorary Member inducted 4/10/12
 Attended grant proposal series offered through BSC Research and Sponsored Programs (Spring, 2012)
 Presenter for BSC technology conference (online and hybrid courses; library databases) (Spring, 2012)
 Student orientation ("Building Successful Connections") presenter for academic honesty policies (Fall 2010, 2011)
 Curriculum Analysis Report (CAR) and Specialized Professional Association (SPA) committee for Grades 5-9 English endorsement for NCATE reaccreditation. Wrote assessments and documented data for English Ed. component) (2011-13)
 Reading and Editing Committee for Higher Learning Commission (HLC) reaccreditation (2009-2012)
 Ethics and Academic Integrity Committee, co-chair (2010).
 Proctoring Procedures Committee (wrote brief instructions manual) (2011)
 Frequent guest speaker on Web CT, Blackboard, and other distance learning instructional programs and practices.
 Presenter, technology professional development for staff – Web CT, Turnitin, lockdown browser (2009 faculty institute)
 Attended Curriculum Analysis Report Review Training 9/2/2010
 Attended Early Childhood Program State-wide Articulation Summit – 4/2010
 Numerous ad hoc search committees for academic personnel (2008-present)
 Attended Collegiate Learning Assessment (CLA) Academy – 10/14/2010 – 10/15/2010.

Associated Activities (2008-present)

Pearson textbook reviewer (2010, 2014)
 Smarter Balanced/McGraw Hill – test item author for Common Core State Standards Assessment (2013)
 US DOE McNair Program grant application reviewer (2012)
 West Virginia (Virtual) Statewide Technology Conference (August 2012)
 West Virginia Department of Education – CAR Review training – 9/2010 – 12/2013
 West Virginia Department of Education – CAR reviewer 2010 – 2014
 NCTE Conferences, Orlando, FL, Nov. 2010, Washington, DC, Nov. 2014

Earlier Activities (1997-2008)

Woodbridge High School (2001-2008)
 Writing Committee (2005-2008)
 Advisor, *Beyond The Books* (Delaware State News) weekly student newspaper report (2001—2008)
 Chaperone, JROTC training trip to Little Creek, VA (March, 2006)
 Advisor, Blue and Gray Today (Student newspaper) (2001-2005)
 Curriculum Cadre, Chair, Academy I (2004-5)
 Uniform Committee member (2003-2008)

Faculty advisor for sophomore class (2001-2002)
Honor Society selection committee member (2001-2004)
Publications committee for referendum initiative (produced special newspaper edition, online info) (2002)
Designed/printed WEA newsletter (2001-2002)
"Raider Coaching" – tutored 8th grade students in afterschool program for DSTP prep (2003, 2004)
Attended numerous DOE-sponsored conferences on DSTP writing/reading skills, benchmarking
Attended numerous Advanced Placement training conferences
Consulted with DE DOE to begin first AP program at WHS (Literature and Composition)
Attended four SREB-sponsored Language Arts conferences in Atlanta, GA
Attended Summer Conference on the Teaching of English (summer, 2003)
Attended Artsgenesis Institute for Multiple Intelligences and the Arts (summer, 2003)

College Board/Pearson -
SAT essay scoring, 2005.

U.S. Department of Education

Community Technology Center (CTC) grant reviewer (2004). PT3 Technology grant proposal reviewer (Preparing Tomorrow's Teachers to Use Technology grants), panel chair, Tier 1 & Tier 2, Capacity Building and Implementation grants, Washington, D. C. (Summer, 1999, Spring, 2000). Gear Up grant reviewer, Washington, D.C. (Summer 2000)

Net Tech, U.S. Department of Education program

Consultant in development of web site for Technology Coordinator's Web Page, team leader for curriculum integration component (1998-2000). Coordinated middle school team to work in a collaborative project with the Net Tech program and two other middle school teams to develop cross-curricular units (Summer, 1998)

Technology Conferences

Numerous state/national educational conferences, incl. FETC (1998), Net Tech Regional Conference (1998), NECC (1999), DE Educational Technology Conferences (1998, 1999, 2000, 2006), VA Ed. Technology Conference (2000)

Cape Henlopen School District

Member, Technology Committee for Cape Henlopen High School. Instructor for technology inservice classes (2000)

Conference Presenter, 1999 Delaware Educational Technology Conference,
Designed and delivered hands-on computer workshop on creating teacher Internet pages.

Technology Managers and Coordinators Council (TechMACC).

Chair, statewide organization of K-12, college tech. coordinators and representatives from state ed. agencies (1997-1999)

Y2K

Collaborated with Office of Information Services to provide first school district-wide evaluation for Year 2000 compliance (1998-1999 -Laurel)

Wilmington College

Member of consulting team during development of a masters-level technology certificate program for teachers (1998)

Delaware Technical & Community College

Member of advisory committee for development of both basic and advanced technology certificates for teachers (1998)
Completed four-course basic educational technology certification (2006)

Academic Challenge Program

District steering committee representative to pullout program for gifted and talented students at Delaware Technical and Community College (1997-1999)

Integrated Pupil Accounting and Curriculum Management Systems (IPAC)

District representative to DOE for statewide technology initiative (1997-1999)

Information Resources Management (IRM)

Board member, OIS-directed initiative for state agencies (1997-1999)

Statewide Advisory Council on Programs for the Gifted & Talented (1996-1998)

Coach

Math League (8th grade), Science Olympiad (7th and 8th grades), Texaco Academic Challenge (televised statewide high school competition), SAT prep, Laurel Middle School (1997-1998)

Tech Prep

District representative, Laurel SD (1997-1999)

Professional Associations

National Council of Teachers of English (NCTE)

Community Involvement

Former scout leader; have served on numerous boards and committees, incl. Rehoboth Summer Children's Theatre. Volunteer, Friends of State Henlopen State Park. Featured on WBOC-TV Feb. 6, 2004 and Dec. 22, 2008; Cape Gazette June 2011; Trail Days (2001+), Coastal Cleanup (2000+), Annual Horseshoe Crab Survey (2001+) Delaware Special Olympics (2004-2008), Coach, DE-Terminators (Basketball, Track and Field), Volunteer, Marine Education, Research and Rehabilitation (MERR) Institute (educational outreach, annual dolphin count; marine mammal rescue; dolphin, seal, and whale necropsy), 2010 – present. Volunteer, Delaware Inland Bays Project (data collector for species count and identification), Panelist and guest editorial contributor, *Roanoke Times Voices of the Valley* (2008-2011).

Tamara Ferguson Ed.D.

English and Communications Professor, Bluefield State College
Phone-304-327-4155 • Email: tferguson@bluefieldstate.edu

(a) Professional Preparation

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Bluefield College, Bluefield, VA	B.A.	1985	English Education
Radford University, Radford, VA	M.S.	1988	English
University of Virginia, Charlottesville, VA	Ed.d.	2003	Higher Ed Leadership
Radford University, Radford, VA	18 grad hrs.	2005	Communication

(b) Professional Appointments

Summer, 2016-present Retention Specialist, Bluefield State College
Fall, 2015-present Professor of English, Bluefield State College
Fall, 2013- 2015 Professor of Education, Bluefield State College
January, 2003-Spring, 2013 Professor of English and Communications, Bluefield State College
August, 2006-2011 Dean of the School of Arts and Sciences, Bluefield State College, Bluefield, WV
August, 1999-2003 Adjunct English and Speech Instructor, Virginia Intermont College, Bristol, VA
Summer 1992-present Adjunct English and Speech Instructor, SVCC, Richlands, VA
August, 1986-Jan, 2003 Advanced Placement/Dual Credit Faculty, Tazewell Co. Public Schools

(c) Publications

Telecommunications Curriculum for Southwest Virginia Community College, 2001
Qualitative Research Project- Exploring Virginia Highlands' Dual Enrollment Program, Spring 2002
Dissertation- Teaching Styles and Behaviors of one Community College's Full-Time and Part-time Faculty-University of Virginia, 2003
Presented dissertation data and analysis to SVCC faculty and staff at in-service session Spring, 2003
Submitted article exploring the role of scholarship in two-year colleges for publication Teaching English in the Two Year College in Sept., 2003
Retention research with English 102 using peer groups Fall Semester, 2003

Presentations

Participated in in-service training for Web Course in a Box, Web-CT, BlackBoard, Computerized Data Bases, AP English Instruction, Instructional Design, and using Technology in the classroom 1998-2011
Served on committee to develop Dual Credit Policy and Gifted Policy for Tazewell County Schools
Member of Tazewell High School's Faculty Advisory Council 1994-1996; 1998-1999
Provided Faculty In-service Training Paul D. Camp Community College, spring 2005

Professional Development for Mercer Co. Public Schools, spring 2014-fall 2014

(d) Synergistic Activities

Sloan-C Course Elements of Quality On-line Education, spring, 2004

Mercer County Chamber of Commerce Leadership Institute, 2007

Workshop for National Science Foundation's HBCU's Programs, fall 2008

IHEP Symposium on Financial Literacy and College Success at Minority-Serving Institutions, Spring 2008

West Virginia/NCATE Board of Examiners Training, spring 2008

Served on West Virginia College Readiness Standard Setting Committee for benchmarking WESTTEST 2, spring 2009

North Central Higher Learning Commission Accreditation Conference, Spring 2008, 2009, 2011, 2013

Higher Learning Commission's Making a Difference in Student Learning: Assessment as a Core Strategy, spring 2009 and fall 2010

Comprehensive Faculty Evaluation Systems, Spring 2011

Center for Substance Abuse Prevention Minority Serving Institutions Training Institute, Fall, 2011

HEPC's Developmental Education Committee, 2011

Lonnie E. Mitchell HBCU Behavioral Health Policy Academy, Spring 2012

LiveText, Summer Conference 2013

VA CINDER conference, Spring 2014

NCTE National Conference, fall 2015

COMPAC CON, spring 2016

Developmental English ALP training, spring 2017

COMPAC CON, spring 2017

On Course Faculty Training, summer 2017

Persistence and Completion Academy, summer 2017

Completed External Grant Support

2008: **Role: Instructional Consultant. Total Award: 96,000.** No Child Left Behind Act of 2001: Improving Teacher Quality Grant Program. Funded by West Virginia Higher Education Policy Commission.

2009: **Role: Instructional Consultant. Total Award: 96,000.** No Child Left Behind Act of 2001: Improving Teacher Quality Grant Program. Funded by West Virginia Higher Education Policy Commission.

2011: **Role: (PI). Total Award: 10,000.** (December 1, 2010- September, 15, 2011) Behavioral Health Mini-Grant. Project Title: Bluefield State College Students Empowerment Behavioral Health Program. Funded by Morehouse School of Medicine.

2011: **Role: Instructional Consultant. Total Award: 85,000.** No Child Left Behind Act of 2001: Improving Teacher Quality Grant Program. Funded by West Virginia Higher Education Policy Commission.

2011: **Role: Project Liaison. Total Award: \$85,000.** Peer-Led Comprehensive Substance Abuse and HIV/AIDS Awareness and Prevention Program. Funded by Substance Abuse and Mental Health Services Administration (SAMHSA).

2012: **Role: (PI) Behavioral Health capacity Expansion Mini-Grant. Total Award: 7,500.** Peer-led Suicide Prevention. Funded by HBCU Center for Excellence in Behavioral Health.

2013: **Role: (PI) Behavioral Health capacity Expansion Mini-Grant. Total Award: 7,500.** Peer-led Suicide Prevention. Funded by HBCU Center for Excellence in Behavioral Health.

SUDHAKAR RATNAKAR JAMKHANDI, PH.D.

Sudhakar R. Jamkhandi, professor of English and coordinator of Bluefield State College's Office of International Initiatives, has demonstrated a unique ability to bring together people from very different cultures to explore the underlying commonality of their problems and expectations, and from this to develop new visions of the possible.

EDUCATION

- AMA Certificate in Management, Bluefield State College, 1991-92 (Fundamentals of Marketing; Managing Credit and Collections; First Line Supervision; What Managers Do; Fundamentals of Finance and Accounting)
- Ph.D., English, Texas Christian University, Ft. Worth, TX, 1980 (Emphasis on British and Commonwealth Novels in English)
- M.A., English, Karnatak University, Dharwar, India, 1973
- B.Ed., English & Geography Methods, Poona University, India, 1974
- B.A., English; Minors in Geography and Educational Psychology, Poona University, 1971

CONTINUING EDUCATION

- Webinars of international student recruitment, integration, and retention: 2014 –
- EducationUSA Forums, 2016, 2017
- Measuring Workplace Performance Program, State of West Virginia Organization and Human Resource Development, Division of Personnel, May 1999
- Employee Performance Appraisal Program, State of West Virginia Organization and Human Resource Development, Division of Personnel, May 1999
- Introductory Diversity Training, Bluefield State College, November 1997
- "Training the Trainer," Certificate of Completion, Fred Pryor Seminars, January 1997
- Electronic Commerce, Certificate of Completion, Regional Contracting Assistance Center, June 1996
- Research Associate, Summer Research Laboratory, University of Illinois at Urbana-Champaign, Russian and East European Studies Center, 1994
- "The Changing Face of Russia," West Liberty State College, West Virginia, June 1994
- Introduction to College Teaching, Bluefield State College, 1991
- NEH Fellow, Indiana University, Summer Institute on Post-Colonial Literature, 1985

HONORS:

- Fulbright Senior Specialist in Internationalizing Institutional Capacity, March 2011-March 2016:
Major accomplishment as Senior Specialist: BSC signed MOUs to partner with National Ilan University (Taiwan), William V. S. Tubman University (Liberia), Kazan National Research Technological University (Russia), and Holy Cross College (India) to support study abroad and faculty exchanges. Sustained ties with Kostroma State University (Russia).
Secondary accomplishment: Grant applications approved to host Fulbright Scholars in Residence Dr. Mariya Kharina of Kazan National Research Technological University (2016) and Jackson Tamba of William V S Tubman University, Liberia
- Member of review panel for Fulbright Scholar in Residence Program administered by CIES for the US Department of State, 2012- 2014;
- Honorary Chair of United Nations Day in West Virginia, appointed by Governor Joe Manchin III;
- 2003 Appointed to WV Commission on International Education by Governor Bob Wise;

- 2002 Cyrus R. Vance Award for International Education in West Virginia from the Governor's Office of the Secretary for Education and the Arts;
- 1990 – 91 Bluefield State College President's Community Service Award;
- 1990 Inducted to Phi Eta Sigma by students for excellence in teaching;
- 1988 Selected to teach Advanced Composition and Modern World English Literature at West Virginia Governor's Honors Academy, Shepherd College;
- 1987 Inducted to Alpha Chi, a national honors society;
- 1987-90 Honored by Bluefield State College's Campus Activities Office for Student Involvement in International Education;
- 1987 Selected by Faculty and Course Development in International Studies (FACDIS) Consortium to do site study for West Virginia's study abroad program in Italy;
- 1974-91 Fellow of the Royal Geographical Society;
- 1967 Senior All-Rounder, St. Peter's Boys' High School, Panchgani, India

WORK HISTORY

1. Tenured Professor of English, Bluefield State College, 1986 –
2. Coordinator, Bluefield State College's Office of International Initiatives, 2006 – 2012; 2014 -

Work Experience as Academician at Bluefield State College:

Teaching, Curriculum Development, Scholarship, Community Service - Since 1974 (and also at Bluefield State College, beginning in 1986), taught undergraduate Writing and Literature Courses, including Developmental English, Freshman Composition, Research, Advanced Composition, Surveys of British and World Literature, World Prose Fiction, World Drama and Poetry, Teaching of Rhetoric and Composition.

Coordinator for BSC's Humanities Challenge (fall 2013-) and Agora: A Celebration of Cultures and Heritages (2014 -).

Created curriculum for Technical Writing and Advanced Technical Writing and taught these courses beginning in 1995 at Bluefield State College to students enrolled in professional degree programs such as health sciences, engineering, business administration, technical communications, criminal justice, etc. Developed Minor in International Studies for Bluefield State College, 1987

Beginning in 1987, taught graduate courses and was an examiner for graduate comprehensives examinations for the West Virginia Graduate College, Charleston (currently under the auspices of Marshall University, Huntington) and since 1985, external examiner/referee for doctoral dissertations for Indian universities' English Departments (Karnatak and Sambalpur Universities).

Recent course development, fall 2015: Creative Writing (poetry, short stories, vignettes, one-act play)

Created and coordinate Humanities Challenge (2013) and Agora, A Celebration of Creative Expression (2014) to recruit students from area schools

Other institutional teaching experience:

Spicer Memorial College (Poona, India: 1975-76)
Tarrant County Junior College (Fort Worth: 1977-78)
University of Texas at Arlington (1979-85)
University of Texas at Austin (1984-85)
Austin Community College (1984-86)

Designed and implemented Study Skills Course for migrant children enrolled in migrant education program held at St. Edwards University, Austin, Texas, 1986

Wynberg-Allen Schools, Mussoorie, India, 1974: Taught High School Geography and Indian History

Scholarly Research/Publications and Conference Presentations:

Have published several articles/essays in reputable journals/anthologies including *The Library Chronicle* (Austin); *Literary Endeavour*, *Indo-English Women Novelists: An Anthology*, *Journal of Indian Writing in English* (India); *South Asian Review* (Florida); *Commonwealth* (France), *Journal of Commonwealth Literature* (England); *Commonwealth Novel in English*; *Perspectives in Australian Literature* (Austin).

Presentations and/or moderated sessions, 1981 – to date, on Commonwealth Literature, International Trade Development and Short-term Training Programs for International Executives, and International student recruitment and retention and internationalization of the curriculum of rural higher education institutions at regional, national, and international conferences of associations such as the MLA and NAFSA.

Edited and published *Commonwealth Novel in English*, 1981 – 2004, total 10 volumes with two issues annually. This peer reviewed semiannual scholarly periodical provided scholars worldwide a forum to assess socio-political-economic issues of former British colonies and analyze the rewriting of colonial histories. Cengage will shortly make this available through its online database services. Have handed over the publication to Cengage.

Internationalization of the college curriculum (1987-1994):

- Initiated and Supervised Study Abroad/Exchange and Faculty Exchanges with Hebei Teachers College and Shandong Institute of Mining and Technology, People's Republic of China (1989-93);
- Coordinated presentations and forums on international affairs, non-credit beginning foreign language workshops; multi-cultural activities (musicals, food fairs, art exhibits, movies, etc.)

Work Experience as Coordinator of Bluefield State College Office of International Initiative (2006-12; 2014-):

- Ensure international education is specifically included among the priorities in BSC's current and future strategic plans;
- Develop guidelines that specify international work or experience (not necessarily overseas) as a consideration in faculty promotion and tenure decisions;
- Coordinate the BSC International Initiatives' Team efforts to advance the internationalization of the college;
- Disseminate by email or newsletter information about the college's international education activities and opportunities to faculty, students, public and the media; Provide data and updates about international education opportunities, activities, and resources to this office's web site manager;

- Collaborate with the Vice President for Student Affairs, Enrollment Manager, and Registrar about international student recruitment opportunities, advising, and strategies for integration and retention of international students at the college and in the community (internships at area organizations, sharing of their cultures with area schools and civic organizations, teaching foreign languages at the college and/or at area institutions, exposing American students to indigenous speakers of foreign languages);
- Collaborate with the Vice President for Academic Affairs/Provost and the Deans of the Schools to internationalize the curriculum (international studies, area studies and foreign languages programs, study abroad, international institutional linkages);
- Represent BSC in the absence of the college President/Vice President for Academic Affairs at formal meetings to establish international institutional linkages that foster mutually beneficial exchange of information, students and faculty;
- Pursue grant opportunities to fund study abroad and international institutional linkages; mutually beneficial exchange of information; students and faculty exchanges; travel to meetings or conferences abroad; internationalization of courses; and the administrative costs of the Office of International Initiatives;
- Collaborate with the College's Development Office to raise funds for study abroad program(s) and scholarships for international students;
- Oversee, and collaborate with, the office(s) responsible for study abroad advising and international institutional linkages for compliance with US Department of State Travel Advisories, issuance of J-1 visas (and dependent's visas) for visiting international faculty/researchers; Select/nurture College faculty to lead undergraduate students on study abroad programs;
- Convene monthly meetings of the BSC International Initiatives' Team to gauge progress made; In collaboration with the affected Schools within the college, oversee the delivery of the proposed undergraduate and graduate degrees in international studies;
- Compile international initiatives data for inclusion in college's accreditation materials and COMPACT, if requested;
- Compile, and update as needed, BSC Personnel International Experience Inventory (citizenship, possession of a valid passport, foreign language ability—reading, writing, speaking, comprehension, travel abroad as tourist or in professional capacity, degree obtained abroad) to inform the college's international initiatives.

Activities/Projects:

- Study abroad: Since AY2008, assist faculty with travel logistics for faculty-led study abroad (Costa Rica; Bermuda).
- Fulbright Language Teaching Assistant Program: AY2008 – 2012: BSC offered Arabic and Kiswahili; in AY2010:
- Fulbright Undergraduate Scholars: One from Senegal and from Burkina Faso.
- Fulbright Scholars in Residence: Dr. Sergey Zhigulev, Fulbright Scholar from Russia taught Russian, The Psyche of Communist Russia, and People's History of 20th Century Russia.
- Fulbright Occasional Lecture Program: Since AY2010, coordinated visits by Fulbright Scholars at other US higher education institutions to deliver presentations to students and faculty of Bluefield State College, Concord University, National College, Southwest Virginia Community College (VA), and Bluefield College (VA).
- Congress-Bundestag Youth Exchange Program: Since 2007, BSC hosted two German students annually. Three have been selected to participate in the Congressional Internship Program.

- Designated School Official for SEVIS Compliance and international student related matters
- Alternate Responsible for US Department of State for the issuance of J1 visas for Exchange Scholars
- Designed (and administering) English for International Students, a college preparatory/pathway for entry into college's degree program

Other Related Professional Experience:

Grant Writing and Fund-raising, 1987 onward:

OPTIONS Speaker Bureau, 1992: \$3,000;

US Department of Education Title III Funds for Historically Black Colleges to fund the Center for International Understanding (CIU), 1987-1995;

Appalachian Regional Commission to fund the CIU's Export Assistance Services Project, 1996: \$69,742.

In 1988, raised \$10,000 to revive *Commonwealth Novel in English*;

Awarded Travel Grant by FACDIS to present conference paper at George Mason University, 1987;

Administer the State Department funded Community Connections grant, revenues exceeded \$700,000 (1997-2001). This grant was renewed (FY2001-2004: approximately \$700,000).

1994-2007: awarded USAID training program contracts (between 4 to 5 million US dollars).

WV Humanities Mini-grant of \$1,500/semester to fund meals and incidentals and transportation during Fulbright Occasional Lecture Program at BSC, AY2009-11; 2015-.

WV Humanities Council Travel Grant of \$500 to attend 2010 NAFSA Conference to chair a panel session on internationalizing American rural higher education institutions.

Former Member (July 2010) WV Chancellor's Diversity Council tasked to help initiate diversity practices in WV's higher education institutions;

Member of West Virginia Commission on International Education (appointed by Governor Bob Wise in 2003) to review the state's international education offerings and for preparing the Commission's report which included numerous far-reaching recommendations to internationalize West Virginia K-20 education.

Trainer at First Annual Governor's International Education Institute coordinated by the WV Center for Professional Development and the Governor's Office of Education and the Arts, July 2003; Curriculum Development; Visiting Professor, Vanadzor Polytechnic College, Vanadzor State Teacher Training Institute, and Vanadzor School No. 20, Armenia, December 2007 – January 2008, and at Sissian and Goris colleges and secondary schools in 2008

COMMUNITY OUTREACH:

President, Center for International Understanding, Inc. (implement short-term intensive study programs on capacity building, rule of law, and democratic institution building for professionals from emerging democracies funded by US federal agencies).

Former Member of Board of Directors, Regional Contracting Assistance Center, Charleston, 1996-2012;

Member of Consortium of West Virginia State Colleges for Regional Economic Development and Global Economics, 1995-97;

Member of Advisory Board, Mercer County Adult Learning Center, 1995-;

Member of Northeast Regional Screening Panel for National Security Education Program for Undergraduate Study Abroad Scholarships, 1994, 1996;

Member of Board of Directors, Bluefield Community Center, 1990-1992;

Outreach Presentations on CIU's International Trade and Investment Opportunities to area Rotary Clubs, Phi Beta Kappa, the Methodist Women's Group, Quota International, Kiwanis, Concord College, Civitans, Bluefield's Chamber of Commerce Leadership Development Programs, Retired Federal Employees Association, the first International Governor's Summer Institute for WV Educators and other civic entities, The Woman's Club of Charleston, National Business College (Bluefield, VA); Member of Higher Education Committee, Greater Bluefield Chamber of Commerce, 1987-89

Professional travel:

- a. Capacity and democratic institutions building: Russia (1996 – 2005); Ukraine (2000); Armenia (2002-2007); Rep of Georgia (2007); lead capacity building teams for various sectors, including education PK-20
- b. Initiate institutional partnerships: China (1990-93); Armenia (2007); Russia (2011)
- c. International student recruitment: Turkey and Turkish Republic of North Cyprus (2009)
- d. Diversifying education/Expanding the canon of literary studies: Vancouver, Canada (NAFSA); New Zealand (1981); Guelph, Canada (1981), and Dijon, France (1981)
- e. International trade development: Brazil (1993); Slovakia (1998).
- f. Appointed by West Virginia Governor Joe Manchin III to head West Virginia goodwill and trade delegation to Republics of Armenia and Georgia in summer 2007.
- g. Short-term Teaching abroad: Russia (1998-2005: grant proposals writing); Armenia (winter 2007: writing, grant proposal writing)

Bonnie L. Reese, Ph.D.
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Education

- 2012 Duquesne University
Philosophy of Communication and Rhetorical Studies
Ph.D.
- 2004 California University of Pennsylvania, California, PA
Bachelors of Science Degree in Anthropology

Employment

- 2015-present Bluefield State College
Assistant Professor Communication Studies
Courses Taught:
Public Speaking courses
Basic Communication
English 101 & 102
English 101 on line
English 101 at Stevens Correctional Facility
Social Media and Society
Theater
Advanced Research Methods
Special Topics Course to include Internships for students
- 2005-present California University of Pennsylvania
Adjunct Professor
Courses Taught:
Graduate level-Communication and Crisis Resolution
Public Speaking 101
Organizational Communication 250
Mass Media & Society 436
Anthropology 101
Online Certification Training, (D2L), 2014
Development of online graduate course:
"Crisis Management and intervention"
- 2008-present Eastern Gateway Community College, Steubenville, OH
Adjunct Professor
Courses Taught:

Interpersonal Communication,
Public Speaking101
English Composition I
English Composition II
Online Certification Training, (D2L), 2013
Online courses taught:
Business English
English Composition 101

2015--present Chatham University, Pittsburgh Pennsylvania
Adjunct Professor
Courses Taught:
Bio Ethics to nursing students

Areas of Specialization

Film Producer I have been asked to work on several film productions with Frank Johnson, a very successful film director/producer and Larry Richert, local Pittsburgh, Pennsylvania television/radio and screen writer, as a film producer on a film projects to include the most recent educational film project titled "Painted Walls". This project chronicles the life a terminally ill highschool teacher and a troubled youth and their journey through personal hardships.

Film Production/Management I have assisted film production teams, through research, design and development of film productions to promote exhibitions and educate the public about the significance of the Meadowcroft Rockshelter. I have worked as a production manager assisting and coordinating film crews as they work on special production projects at the museum location.

Crisis Management and Intervention Advancing knowledge about human interaction and reasoning through technological and organizational interventions. Development of professional and health communication education, promoting organizational and technological innovation, which inspires and forms health communication engagement/dialogue for creative problem solving to promote health and wellbeing or to create a safe communicative environment for families, medical professionals and the terminally ill.

Dissemination of health crisis information Public relations tactics to provide a community the ability to respond and act responsibly to a health crisis situation. Teaching and training medical professionals and organizations to provide appropriate information to prepare the public for a health crisis situation with a positive plan and outcome.

Health communication as it occurs within social interactions in a variety of settings: ordinary conversations between family and friends, doctor-patient interactions, nurse-doctor interactions, nurse patient interactions, conversations among co-workers at workplaces, and interactions between physician and patients suffering from chronic/ life threatening illnesses and mental illness. I am interested in examining how members of different cultural and language communities pursue mutual understanding and construct interpersonal relationships in and through social interaction which result in a personal and mutual understanding of health and illness.

Areas of Competence

Health Communication/interactions in health settings. Collaboration and managing health related conflict/ investigating the role of communication in managing complex situations through close examination of language, and social interaction within a medical professional practice, organizational processes, and a variety of information systems.

Bio Ethics Decision making and the ethical intersection between the patient, family members and health care providers; moral development; and clinical research ethics.

Additional Teaching Experience

Washington Arts

2005-2011 As a non-profit art school, Wash Arts serves underprivileged youth in the community, providing students with unique cultural and creative arts learning experience.
Volunteer Instructor

Washington Mental Health

2005-2006 Counseling and preparing special needs students for future employment
Volunteer

Administrative/Public Relations/Student Advisement Experience

2001-present Meadowcroft Rockshelter and Historic Village, Avella, PA
Internship Program Manager

Responsibilities include the development and supervision of each college and university internship project. I work with students from colleges and universities from around the world, designing and implementing graduate and undergraduate internship projects that fit the needs of each individual student's academic career goal while serving the needs of Meadowcroft Museum. Each student internship project facilitates real world museum opportunities, introducing students to different levels of leadership and team training.

Public Relations Manager:

I work with the public relations team at the Heinz History Center, and supervise the public promotion of educational programs found in newspapers/magazines and most social media venues.

Museum Research and Design:

Through scholarly research, I develop all of the museum exhibitions. In 2010, I developed an exhibition for the Pittsburgh International Airport using a variety of creative multimedia technologies, educating the public about the prehistoric significance of the Meadowcroft Rockshelter

Film Production/Management

I have assisted film production teams, through research, design and development of film productions to promote exhibitions and educate the public about the significance of the Meadowcroft Rockshelter.

I have worked as a production manager assisting and coordinating film crews as they work on special production projects at the museum location.

Grant Writer for Museum Projects

Over the years I have written several successful grants for the museum. The most current grant project was a preservation grant awarded in 2012.

Museum Curator

Responsibilities include:

- Documentation of museum artifacts and educational collections
- Organizing artifacts and archives
- Preservation of all museum objects and archival materials in the collection

2001-present Professional Museum Consultant

In 2002, I was chosen by the Pennsylvania Federation of Museums and Historic Organizations to work closely with small museum sites in western Pennsylvania to develop and implement a preservation program, training museum staff members to organize, document and preserve historic museum collections.

Additional Professional Experience

Medical Experience

I have years of experience as a Registered Nurse working in a variety of departments to include; Medical Intensive Care Units, Surgical, and Coronary Intensive Care Units. I worked as a Nursing Supervisor at an extended care facility. I also taught several nursing procedures courses at ICM School for Medical Assistants.

Film Producer

I have been asked to work on several film productions with Frank Johnson, a very successful film director/producer and Larry Richert, local Pittsburgh, Pennsylvania television/radio and screen writer, as a film producer on a film projects to include the most recent educational film project titled "Painted Walls". This project chronicles the life a terminally ill highschool teacher and a troubled youth and their journey through personal hardships.

Ph.D. Dissertation My inspiration to explore the field of health communication came from my years of working in the health field as an intensive care nurse and nursing

supervisor. Little did I know when I began my course work at Duquesne University that I would find a way to blend those tender experiences dealing with patients, families and health care professionals to embrace the medical profession from a truly different approach that provided me a deep rich phenomenological perspective as I acknowledge a depth of meaning to experiences that envelope ones human existence. . The most prominent reoccurring theme in the history of health communication centered on concerns regarding traditional doctor-patient communication, an issue that remains problematic even in the 21st century. Inviting the voices of Heidegger, Buber, and Gadamer to bear on issues of health, thereby opening the conversation of prejudice and cultural influences that impact health communication scholarship and praxis. Implications for incorporating hermeneutic phenomenological practices were examined in the Kübler-Ross which clearly pointed the way towards a very positive use of these methods as new trends in health communication emerge. The reflections of Kübler-Ross as she interviewed patients using a qualitative approach to hermeneutic phenomenological methods provide a meaningful understanding of the “whole” health and illness experience as viewed by the patient.

Current Research Project and Goals

My current research project focuses on increasing awareness and promoting HIV prevention. In collaboration with various partners from a variety of disciplines, my goal is to model this campaign after the D.A.R.E. (Drug Abuse Resistance Education) program that was launched in the United States several years ago. This campaign targets South African youths from the age of 5-12 who have been impacted by HIV through the loss of a parent and have been placed in an orphanage. The selected group would be involved in a very structured and highly detailed HIV preventative educational program. Critical to the success of any program of this nature would be to reinforce the information through careful structuring of on-going messages, dialogue and group discussions with the immediate care givers working with this group of children on a daily basis. This campaign would employ a rigorous randomized controlled design with quantitative and qualitative data. The critical approach to this project has the potential to examine this social/political issue through the lens of a mass media driven perspective. This research project provides a gateway of opportunity for students to participate by asking and answering meaningful questions in authentic ways about current global issues. Students will develop critical literacy reading and teaching skill and address such issues as empathy, critical thinking, and social action then contextualize with research and theories related to narrative and literary theory. This project provides opportunities for teachers and learners to engage in important conversations about issues and trends that affect society, now and in the future.

Professional Publications

Reese, Bonnie L. (2012). Turning flax into linen. *Western Pennsylvania History*, Spring, 2012.

Sanford, Bonnie L., Benitez, J., Allison, L., (2008). Radio X: Guaranteed to not contain any poisonous drugs! History of radium and radioactive drugs. *Western Pennsylvania History*, Spring, 2008.

Sanford, Bonnie L. (2006). One man's picture of a community: The photography of Frank France. *Western Pennsylvania History*, Summer, 2006.

Sanford, Bonnie L. (2006, April thru May). Living in the 19th Century. *Observer Reporter Newspaper*.

Professional Publications in Progress

2014 *Journal of Qualitative Inquiry*
The main objective of this research is to demonstrate the effectiveness of qualitative research methods as it relates to the success of interpretive teaching practices and scholarship.

Professional Presentations

- 2014 Pennsylvania Communication Associations Annual Conference
"Health Communication: A first look."
- 2008 Pennsylvania Communication Associations Annual Conference
Health Communication: "What it is, and what will it become?" Panel chair
- 2008 Eastern Communication Association Annual Conference
"Freedom of speech."
- 2007 Pennsylvania Communication Associations Annual Conference
"Through the looking glass of communication history."
- 2003 California University of Pennsylvania Poster Presentation
"Assessing the effects of globalization on the weavers of Ghana and Teotitlan"
- 2001 California University of Pennsylvania Annual Anthropology Student Conference
"The culture of clothing."
- 2001 California University of Pennsylvania Annual Anthropology Student Conference
"Prehistoric Textiles"
- 2000 California University of Pennsylvania Annual Anthropology Student Conference
"Shaker Society vs. Harmonist Society"

Professional Development & Conferences

2008 to present –Presented research papers at Pennsylvania Communication Association and Eastern Communication Association yearly Conferences.

2013-present Editorial Board

“The Journal of Water and Energy Security”

Awards

2017 Inducted into South Hills High School Hall of Fame

2009 Pennsylvania Federation of Museums and Historic Organizations Merit Award

2009 Golden Quill Award for article published in History Magazine

“Radio X: Guaranteed to not contain any poisonous drugs! History of radium and radio-active drugs.”

2004 California University of Pennsylvania

Recipient of the Presidential Scholarship Award

2001 California University of Pennsylvania

Recipient of the Joseph Marino Scholarship Award

Professional Memberships

Pennsylvania Communication

Association

Eastern Communication

Association

National Communication

Association

International Communication

Association

Lambda Alpha; National Anthropology

Organization

References

Michael Hummel, Ph.D.

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California University of Pennsylvania

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KDKA TV
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Frank Johnson
Cinematographer
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M. W. SMITH

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Willis, Virginia 24380

msmith@swva.net

EDUCATION

- Ph.D.** English, Florida State University (1995)
General Exam Areas: Critical Theory/Modern and Postmodern Literature
- M.A.** English, Virginia Polytechnic Institute and State University (1989)
Writing/Teaching/Language Option
- B.S.** Marketing, Virginia Polytechnic Institute and State University (1987)
Double Major in English

TEACHING EXPERIENCE

Bluefield State College, English Professor (1997-present):
Composition; Research; Technical Writing; Modern Tradition;
Approaches to Literature; Major American Authors; Fly-Fishing

Marshall University Graduate College
Humanities Program, Adjunct Graduate Faculty Member (1997-2002):
Contemporary Literature; Literary Criticism; Modern Poetry; Film

Florida State University, Visiting Instructor (1995-96):
American Literature since 1875; Major American Figures;
Fiction Technique (Creative Writing)

Florida State University, Teaching Assistantship (1991-95):
Freshmen Composition Sequence; Contemporary Literature

Tallahassee Community College, Adjunct Faculty (Fall 1992):
Freshman Composition Sequence

Tidewater Community College, Adjunct Faculty (Spring 1990):
Literature and Composition

Virginia Polytechnic Institute and State University,

Teaching Assistantship (1987-89):
Freshman Composition Sequence

PUBLICATIONS

Books—

Virginia Fishing Guide. (2nd edition) Charlottesville: University of Virginia Press (August 2012)

Fishing Virginia's Highlands: An Angler's Guide. Charlottesville: University of Virginia Press (September 2007)

Fishing the Greenbrier Valley: An Angler's Guide. Charlottesville: University of Virginia Press (September 2005)

Fishing the Shenandoah Valley: An Angler's Guide. Charlottesville: University of Virginia Press (September 2004)

Fishing the Roanoke Valley: An Angler's Guide. Charlottesville: University of Virginia Press (July 2003)

Fishing the New River Valley: An Angler's Guide. Charlottesville: University of Virginia Press (March 2002)

Reading Simulacra: Fatal Theories for Postmodernity. New York: State University of New York Press (September 2001)

Poetry—

"Spring Box," "The Grandfather I Never Knew." *Appalachian Nature*. West Virginia University Press (expected 2017)

"Listening For Trains." *Elephants and Other Gods*, vol. 2, no. 1, 1996, p.63.

Articles—

"Literary Biography of Donald Evans." *American National Biography*. Oxford University Press (December 1998)

"Language Log." *Teaching for Success*. TFS (March 1998)

"Letters on the Job Market." *Profession 1997*. Modern Language Association (December 1997)

"Embracing `Other': Dialogism and the Carnavalesque in Nadine Gordimer's *A Sport of Nature*." *CRITIQUE*, vol. 39, no. 1, 1997, pp. 41-47.

Reviews—

Review of *Stranger Gods: Salman Rushdie's Other Worlds* by Roger Y. Clark, 2001.
Commonwealth Novel in English (November 2001)

Review of *The Electronic Disturbance/Electronic Civil Disobedience* by Critical Art Ensemble, 1996. *Art Papers* (July/August 1997)

"See Jane Run; Short Sweet Gone; Trans Miss Ions." *NOMAD: An Interdisciplinary Journal of the Humanities, Arts, and Sciences*. (Spring 1993)

PRESENTATIONS

Panel Member: "Virginia Outdoor Writers," Eleventh Annual *Festival of the Book*, Charlottesville, Virginia (March 17, 2005)

Poetry Reading, Jacksonville Arts Center, Floyd, Virginia (September 13, 2003)

Speaker, Visiting Author Series, Southwest Virginia Community College (March 26, 2003)

Speaker, Multi-Cultural Festival, Bluefield State College (April 17-18, 2002)

Presenter, Eighth Annual *Festival of the Book*, Charlottesville, Virginia
Fishing the New River Valley: An Angler's Guide (March 20, 2002)

"Hyperreality and Simulacra in Oliver Stone's *Natural Born Killers*."
Florida State University Conference on Literature and Film (Jan. 25-27, 1996)

"Embracing `Other': Dialogism and the Carnavalesque in Nadine Gordimer's
A Sport of Nature." Florida State University Conference on Literature
and Film (Jan. 28-9, 1993)

"Applications for Postmodern Theory in Composition Classrooms."
Panel Member. Florida State University (October 16, 1992)

"Service Culture." Video—for Off-Street Players production of *The Balcony*. Florida State
Graduate Seminar (April 4, 1992)

"Speaking the Space of Silence: Reese Williams and The Schizoid Text."
Florida College English Association, Daytona Beach (January 30-1, 1992)

ADDITIONAL PROFESSIONAL EXPERIENCE

- Faculty Sponsor, Environmentalist Club, Bluefield State College (2010-2011)
- Advisory Board, McNair Scholars Program, Concord College (2004-2006)
- Mentor, McNair Scholars Program, Concord College (2003-04)
- Editorial Board Member, *Commonwealth Novel in English* (2001)
- Managing Editor, *NOMAD Journal* (1991-96)
- Teaching Mentor, Writing Program—Florida State University (1995-96)
- Judge, *World's Best Short, Short Story Contest, The Southeast Review*—FSU (Spring 1995)
- Judge, *Sherwood Anderson Essay Contest*—Virginia Tech (Summer 1988)
- Southwest Virginia Writing Project: both pedagogical and creative writing (Summer 1988)

ACADEMIC SERVICE

- Chair, Humanities Department—Bluefield State College (2012-2015, 2017-present)
- Associate Dean of Arts and Science—Bluefield State College (2008-2012)
- Personnel Committee—Bluefield State College (2004-2009)
- Assessment Committee—Bluefield State College (2001-2009)
- College Council—Bluefield State College (2001)
- Thesis Committee Member in Humanities—Marshall University Graduate College (1998)

GRANTS AND AWARDS

- Faculty Achievement Award—Bluefield State College (1998)
- Going the Distance Grant*—State of West Virginia and HEITV Consortium to design and implement distance learning courses—Bluefield State College (1998)

APPENDIX E

HUMANITIES EIGHT SEMESTER CURRICULUM PLAN

First Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	HIST 101	World Civilization I	3			
	ENGL 101	Composition I	3			
		Math Course	3			
	HUMN 150	Intro. To Fine Arts	3			
		Foreign Language I	3			
		Total Hours	15	0	0	0

Third Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	MUSC 150	Intro. To Music	3			
		Phys. Or Biol. Sciences I and Lab	3			
	ENGL 201	World Literature I	4			
	COMM 201/208	Basic Comm/Speech	3			
		Health and Wellness	2 or 3			
		Total Hours	15 or 16	0	0	0

Fifth Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	ENGL 301	English Grammar	3			
	ENGL 302	Major British Authors	3			
	ENGL 304	Approaches to Literature	3			
	ENGL 305	Prose Fiction	3			
		Restricted Elective*	3			
		Total Hours	15	0	0	0

Seventh Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	ENGL 409	Advanced Research	3			
	HUMN 490	Topics in Humanities	3			
		Restricted Elective*	6			
		Elective	2 or 3			
		Total Hours	14 or 15	0	0	0

Second Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	ENGL 102	Composition II	3			
	HIST 102	World Civilization II	3			
		Technology Literacy	3			
	ARTS 101	Intro. To Visual Arts	3			
		Foreign Language II	3			
		Total Hours	15	0	0	0

Fourth Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	ARTS 205	Art History	3			
		Phys. Or Biol. Sciences II and Lab	4			
	ENGL 205	World Literature II	3			
	HUMN 222/223	Introduction to Philosophy/Ethics	3			
	ENGL 208/ 292	Writing in the Professions/Advanced Compos	3			
		Total Hours	16	0	0	0

Sixth Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	ENGL 300	Major American Authors	3			
	ENGL 308	Linguistics	3			
	ENGL 307	Regional and Ethnic Literature	3			
	ENGL 335	Applied Studies in Language Arts	3			
	ENGL 390	Topics in Literature	3			
		Total Hours	15	0	0	0

Eighth Semester

Sem.	Subj/#	Course Title	Cr. Hrs.	Hrs.	GR	QP
	HUMN 499	Projects in Humanities	3			
		Restricted Elective*	6			
		Elective	5			
		Total Hours	14	0	0	0

Total Hours Required for Degree

Total Hours Completed

120

APPENDIX F

HUMANITIES ADVISORY BOARD 2016

Humanities Degree Program Advisory Board (Private, Public, and Non-Profit):

Chandler Swope (Writing: Private Sector Engineering): 702 Three Springs Drive, Bluefield, WV 24701 Cell: 304-920-2460 Email: cswope@swopeco.com

Frank Brady (Mass Communication: Electronic Media): 5 Windsor Circle, Bluefield, VA 24605 Cell: 304-324-0650 Email: fbrady@wvva.com

Randy Mooney (Mass Communication: Print): Bluefield Daily Telegraph, Bluefield, WV 24701 Phone: 304-327-2800 Email: rmooney@cni.com and/or rmooney@bdtonline.com

Doug Dillon (Mass Communication: Radio): 140 ½ Union Street, Bluefield, WV 24701 304-887-9114 Email: doug@adventureradio.com

Dane Rideout, Bluefield City Manager, Phone: 304-327-2800; Email: citymanager@cityofbluefield.com

Oraetta Hubbard (Writing: Non-Profit): 304-809-3060: 827 Augusta Street, Bluefield, WV 24701 Email: ohubbard@casewv.org

Craig Hammond (Radio Talk Show Host; Writing: Non-Profit): 220 East River Avenue, Bluefield, WV 24701 Phone: 304-327-8167 Cell: 304-887-2524 Email: newsbrew@yahoo.com

Salvatore Buttaci (Literature: Published Poet), 709 Straley Avenue, Apartment 4, Princeton, West Virginia 24740 Home: 304-487-2173 Email: salvatorebuttaci@yahoo.com (Judge Agora)

Linda Hoagland (Literature: Published Novelist): 305 Valleyview Street, North Tazewell, VA 24630 Phone 276-979-9373 Email: lhoagland@gmail.com (Judge Agora)

Vain Colby (Playwright), 409 Frederick Street, Bluefield, WV 24701 Home Phone: (304) 327-5989; Cell: (304) 922-2657 Email: colbyvain@frontiernet.net

Humanities Degree Program Internship sites, including prospective internship sites and hands-on opportunities for media, journalism, non-profit, and publishing:

Agora: A Celebration of Creative Expression

Humanities Challenge

Bluefield Daily Telegraph

WVVA-TV

Adventure Communications

Princeton Times

Bluefield Union Mission (PR)

City of Bluefield (grant writing)

Minutes
Humanities Advisory Board
Wednesday, April 26, 2017

Present: Frank Brady and Linda Hoagland (Board members), Elizabeth Stauffer McGraw (student); Dr. Jan Czarnecki, Dr. Tamara Ferguson, Dr. Sudhakar Jamkhandi (Jammy), Dr. Bonnie Reese, Dr. Mike Smith (Humanities faculty).

The meeting began at 2 pm with a presentation by Ms. McGraw highlighting the Humanities program. Included were images from Agora as well as interviews with students and faculty members. The video was completed as a project in Dr. Reese's ENGL 235 course (Applied Studies in Language Arts).

Dr. Smith explained changes to the Humanities curriculum that were completed this academic year and will go into effect in the Fall semester. This information was included in a brochure titled Humanities Major.

Dr. Reese explained the importance of internships at local media outlets – this could be worked into our college courses. Dr. Smith asked for support from the Board members to mentor students and provide internship opportunities.

Dr. Smith reviewed and described the two major Humanities public events for this past academic year – the Humanities Challenge (held in the Fall) had a very successful fourth year, and Agora (held in the Spring) was another success in its fourth year. Dr. Smith explained that this came out of the Humanities Program Review. One goal was to involve outside students. Dr. Jamkhandi reported that six high schools with 12 teams participated in Humanities Challenge. Agora was also open to community submissions. In addition, BSC hosted a famous Spanish poet. Some faculty submitted and presented poems, and our music adjunct instructor, Alexa Schlimmer, sang two classical pieces.

Dr. Jamkhandi handed out an article documenting the demand for creative writing courses and programs on college campuses. He led a discussion on possible curriculum changes and proposed that we change the program title to Humanities in Writing and Literature Studies. A brief discussion followed with the conclusion that any changes should wait until after the next program review (Spring 2018).

Dr. Reese and Ms. Hoagland (a local author) led a discussion on social media. Dr. Reese described her courses that require hands-on projects. Ms. Hoagland said students should be encouraged in play-writing and that plays were important for the community.

Mr. Brady (executive with WVU television) led a discussion on the duties and requirements of contemporary journalists. He said the current term is “multi-media journalists” rather than reporters. He said his employees who report on video or write on the online webpage must take and pass a test on the two styles – one for video and one for print. He said with social media and easy recording technology, “now everyone’s a reporter” – with a corresponding problem of issuing press credentials to professional journalists.

Mr. Brady and Ms. Hoagland led a discussion on the importance of writing skills. Ms. Hoagland described a writing contest she had recently judged for a publisher. She emphasized the importance of creative writing.

Mr. Brady described a program on meteorology at Concord University and noted how difficult the job of a TV meteorologist is. He said he would rather hire people from this area. He also mentioned there were paid internships with hands-on experiences available at the local television station including the creative services side. He mentioned that some media are using drones to take videos although an FCC test must be passed to do this commercially.

The meeting was adjourned at 2:50 pm.

Respectfully Submitted,
Jan Czarnecki



AGORA~A Celebration of Creative Expression

Featuring international foods, songs, poetry, short stories, music and dance performances, art and photography

Wednesday, April 18, 2018, 4 – 8:00 p.m.

Othello Harris -Jefferson Student Union

FOR MORE INFORMATION, CALL 304-327-4036

*Donations welcomed to promote activities of the
International Students Organization*

Funded by Diversity for Equity Grant funds from the WV Higher Education Policy Commission and the West Virginia Council for Community and Technical Education., BSC Student Government Association, BSC School of Arts and Sciences

Sponsored by BSC Humanities Department, Office of Equity, Diversity, and Inclusion, Campus Life, and Office of International Initiatives

Acknowledgments

Agora Participants

Sheila Ingram, Tazewell County School District
 Valencia Angles, Tazewell County School District
 Stacy Canterbury and Craig M Havens, Montcalm High School
 Laura Presley and Lori Comer, Princeton Senior High School
 Kamie Vanover and Keith A Stewart, Westside High School
 Dr. Martha Eborall, Dean of BSC School of Arts and Sciences
 BSC's IT and Maintenance Departments
 Lisa Neel, Karen Gordon, Mark Warner

Agora Judges other than BSC Humanities faculty:

Sal Buttacai, Linda Hoagland, Vain Colby, Dr. Guy Sims, Joan Buchanan

Agora Anthem: "I want to be" by Jammy

1. I want to be your broccoli, broccoli, broccoli
 I want to be your broccoli, won't you be my cheese?
 Chorus: Mother me, don't smother me
 Do what you want with me
 Mother me, don't smother me
 Won't you be my squeeze?
2. I want to be your cantaloupe, cantaloupe, cantaloupe
 I want to be your cantaloupe, Oh please do give me hope
 Chorus
3. I want to be your potato, potato, potato
 I want to be your potato, Oh, I love you so
 Chorus
4. I want to be your cauliflower, cauliflower, cauliflower
 I want to be your cauliflower, won't you be my star?
 Chorus
5. I want to be your artichoke, artichoke, artichoke
 I want to be your artichoke, don't leave me for broke
 Chorus
6. I want to be your dot-dot-dot, dot-dot-dot, dot-dot-dot
 I want to be your dot-dot-dot, Oh please be my dash!

Bluefield State College



AGORA, A Celebration of Creative Expression



Wednesday, April 19, 2017, 4:00 - 8:00 p.m.

Othello-Harris-Jefferson Student Union



Welcome and Acknowledgements

Agora Anthem: 1 st and 5 th verses and Chorus.....	Everyone
“Wagon Wheel” and “Lay Low”.....	Distracted by Trains
“You Built me a House”	Haven Cochran
“Vienna, City of My Dreams” by Rudolf Siczynski.....	Alexa Schlimmer
“Summer to Fall” and “Treehouse”.....	Stephanic Shelton-Pullen
“Flowers for My Beloved”.....	Haley Brown
Heller etudes in D minor and G minor.....	Margaret Anne Ridlehuber
“Tick”.....	Jan Czarniecki
“It started with a Kiss”.....	Gideon McLane
“Memories”.....	BSC Community Choir led by Harold Brown
“Neverland”	Lindsey Farmer
“Think of Me” from Phantom of the Opera by Andrew Lloyd Webber.....	Alexa Schlimmer
INTERMISSION (10 MINUTES ONLY)	
“Calling me Mommy”.....	Brittany Antoine
“We’re All in this Thing Together,” “Oh, Be Joyful,” “Dirty Little Secret,” and “Hey Ho”	Distracted by Trains
“Revolution is dead”.....	Caramac Totten
Study in F Minor, Study in B Minor, and Tambourin.....	Jesse Rehwald
“Doll houses,” “Christmas lights,” “Bitter to better,” and “Ugly”	Bianca Njie (Susan Gore)
“Nutty as a Fruitcake,” “Strawberry Dreams,” “Sunny-Side Up”.....	Sal Buttaci [read by Rodney Montague]
“His Love,” “Trapped,” and “October”.....	Pam Steers
“If I were to form a dot” and “I Love to Write”	Michael Bennett
“Stand up”	Evan Rees
“The Weight”	Distracted by Trains
“Mi Casa” and “Elva Keith”	Margarita Merino
“Spring Box” and “The Grandfather I Never Knew”	Mike Smith
“Brown is Brown”	Alicia Goodman
“Burn” from Hamilton: An American Musical.....	Caramae Totten
“Mother to Angels” and “My Geometry”	Elizabeth Stauffer McGraw
<i>Remarks and Awards</i>	BSC President Dr. Marsha Krottseng
“Hallelujah”	Distracted by Trains
Agora anthem: 1st & 6th verses and Chorus.....	Everyone
~~~~~ <i>Agora, A Celebration of Creative Expression</i> has been brought to you by~~~~~	
BSC’s Humanities Faculty and the following BSC offices: Equity, Diversity, and Inclusion; Title III; Campus Activities; SGA; & International Initiatives	

Visit the online magazine which features winning *Agora* submissions:  
<http://agora.bluefieldstate.edu/>

Online Agora Advisor Dr. Bonnie Reese

*HUMANITIES CHALLENGE*  
*FOR AREA HIGH SCHOOLS, NOVEMBER 15, 2017*

*Thanks are owed to:*

*Mercer, McDowell, Tazewell, Giles School Districts  
BSC Student Government Association  
Dr. Martha Eborall, Dean of BSC School of Arts and Sciences  
BSC Maintenance*

*Lisa Neel, Diana Gibson, Jerry Conner  
Doug Dillon, Sal Buttaci, Frank Brady, Chandler Swope  
BSC President Dr. Marsha Krotseng  
BSC Broadcast Guild*

*COMING SOON  
Agora - Celebration of Creative Expression  
Wednesday, April 18, 2018*

*Original poetry, drama, short stories, personal essays, and  
songs should be sent by March 9, 2018 to:  
[agora@bluefieldstate.edu](mailto:agora@bluefieldstate.edu)*

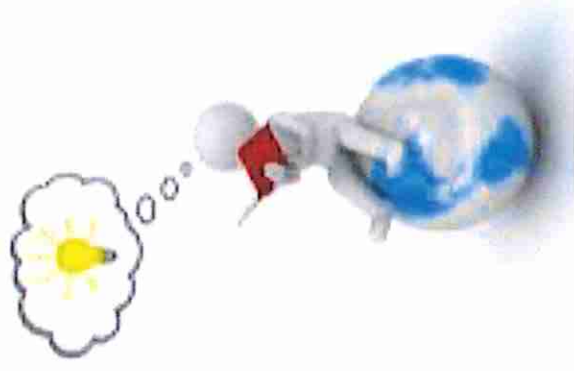
*Art, sculpture, and photography should be submitted by March  
30, 2017 to Joan Buchanan, Director of Campus Life*

*The Humanities Challenge and Agora are brought to you  
by BSC's Humanities Faculty  
BSC School of Arts and Sciences  
Campus Life*

*Title III and Equity, Inclusion, and Diversity  
Office of International Initiatives*

## *BSC HUMANITIES CHALLENGE*

*November 15, 2017*



*The Humanities Dig Humans*

9:00 a.m. Welcome Remarks by Dean of Arts and Sciences Dr. Martha Eborall

9:05a.m.: Humanities Challenge - High Schools' Teams' competition emceed by Dr. Jan Czarnecki

11:00 a.m.: Presentation of Awards by BSC President Dr. Marsha Krotzeng

11:30 a.m.: Lunch will be served in the cafeteria

*The Humanities Challenge was conceived by Bluefield State College's Humanities Department to promote the study and cultivation of language, literatures, the fine arts, music, and writing from around the world.*

The Humanities Challenge software has been developed by



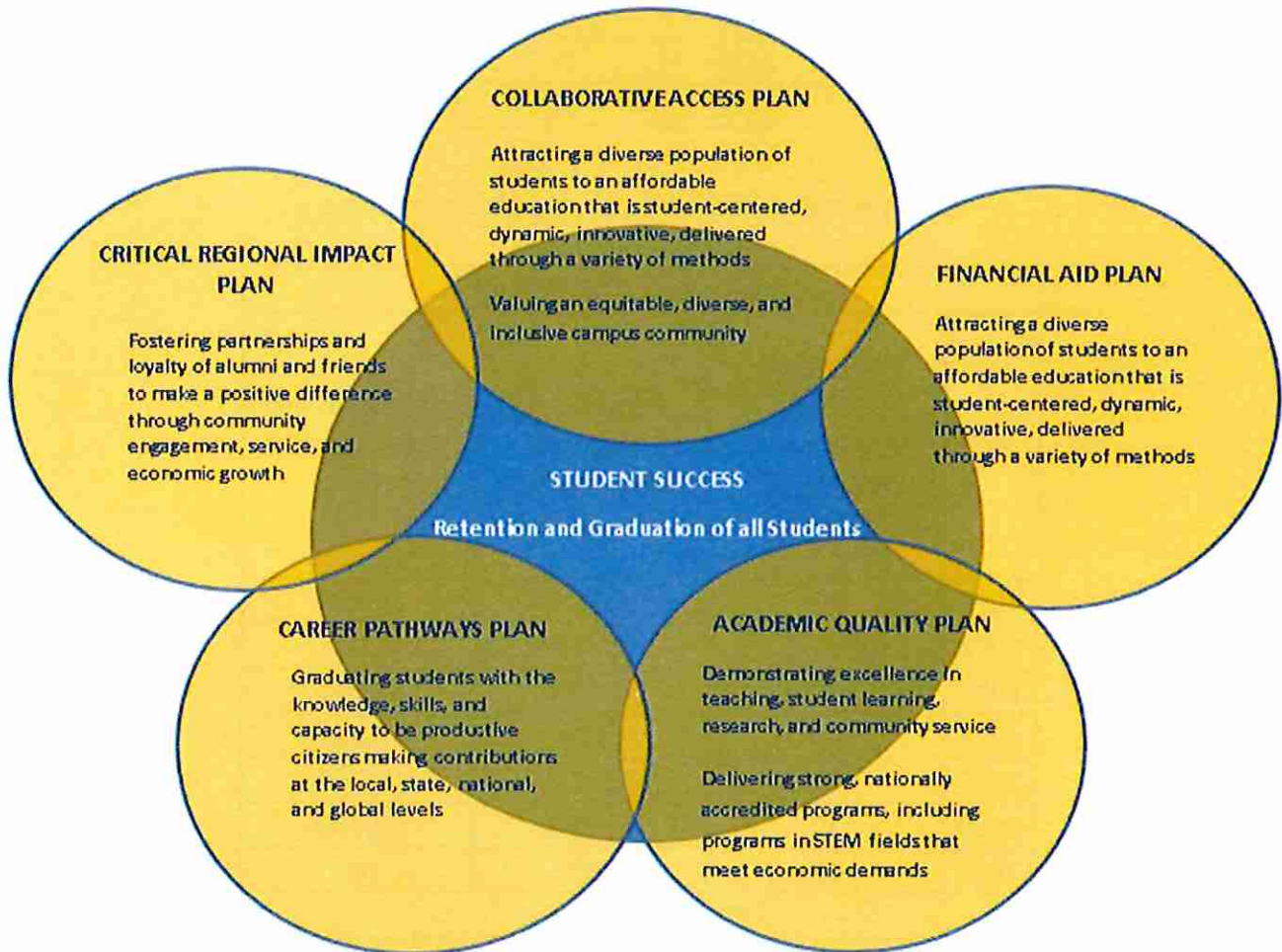
## Humanities Challenge Rules

1. Questions feature world literatures, the fine arts, and terminology related to writing.
2. Each game consist of 5 questions.
3. Once the question has been read, the timer will start.
4. 20 seconds will be allotted to buzz in.
5. Either team can buzz in, and upon being recognized by the Emcee, the question must be answered within 5 seconds.
6. If a team gives the wrong answer, it will also lose a point.
7. A team may steal a point by answering the missed question **immediately** but if they answer incorrectly they will also lose a point.
8. In the event of a tie after 5 questions the contest will become "sudden death," and the first team to answer a question correctly will win. A wrong answer will result in a loss.

In the event an answer is ambiguous, the judges will determine its acceptability. The judges' verdict will be final.

## APPENDIX G

### Bluefield State College Strategic Plan for Student Success



## APPENDIX H

### Total Humanities Programmatic Enrollment

Fall Census	Total Programmatic Enrollment
2012	80
2013	59
2014	58
2015	46
2016	24
2017	20

### Retention and Graduation Rates for Humanities

Fall to Fall Retention Rates			
Fall	First-Time Full-Time Enrollment in HUMN for Retention	Retained in HUMN the following fall	Retained at BSC the following fall
2011	29	13.80%	17.20%
2012	18	16.70%	44.40%
2013	19	31.60%	63.20%
2014	13	7.70%	46.20%
2015	12	33.30%	66.70%
2016	12	33.30%	66.70%
2017	12	NA	NA
Graduation Rates			
Fall	First-Time Full-Time Enrollment in HUMN for Graduation Rate	4 Year Rate	6 Year Rate
2010	41	7.30%	14.60%
2011	29	3.40%	13.80%
2012	18	11.10%	11.10%
2013	19	10.50%	10.50%





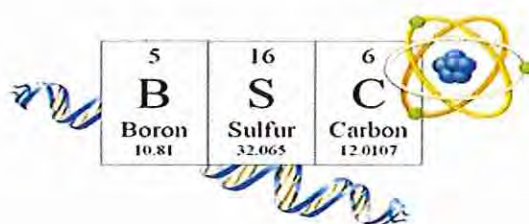
# Bluefield State College

OFFICE OF THE PRESIDENT  
(p) 304.327.4030  
(f) 304.327.4581

## Resolution

- Item:** Academic Program Review for Bachelor of Science in Applied Science, 2017-18
- Recommended Resolution:** *Resolved*, that Bluefield State College Board of Governors approves continuation of the Bachelor of Science in Applied Science program at the current level of activity.
- Staff Member:** Dr. Angela Lambert  
Interim Provost & Vice President of Academic Affairs
- Background:** This program review was conducted and recommendation presented in accordance with Board of Governors Policy 5.

# BLUEFIELD STATE COLLEGE APPLIED SCIENCE PROGRAM



## ACADEMIC PROGRAM REVIEW 2017-2018

This review covers the academic years 2012-2013, 2013-2014,  
2014 -2015, 2015-2016, and 2016-2017.

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## 1. PROGRAM MISSION AND GOALS

### **Bluefield State College Mission Statement**

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

### **Bluefield State College Vision Statement**

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

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

### **Bluefield State College Core Values**

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

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

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

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

### APPLIED SCIENCE PROGRAM

The B.S. in Applied Science is a pre-professional program in which the student chooses one of two specializations. Each student works with faculty to determine which specialization meets his or her career and academic goals. The first option is an interdisciplinary specialization in which the student designs an individualized program of study with a strong science base. Students complete general studies requirements along with faculty approved Applied Science courses. The second option is a pre-medicine specialization for students who plan to apply for admission to medical, dental, pharmacy, physical therapy, or other schools. Students have the opportunity to participate in research within both specializations. All Applied Science majors must take the capstone courses NASC 498 *Research/ Planning* and NASC 499 *Research/Projects*.

Students majoring in Applied Science must earn a 2.0 grade point average for all work entered on the student's permanent record and a 2.0 grade point average for all work accepted toward the major. Students must complete the General Studies requirement, the Applied Science core courses, and the approved Applied Science specialization courses (see Approved Applied Science electives).

### APPLIED SCIENCE PROGRAM ASSESSMENT

The Applied Science program has identified eight programmatic student learning outcomes. These are used to assess how well our program is meeting its performance objectives. They learning outcomes are:

1. Communicate effectively within the scientific community;
2. Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics;
3. Demonstrate proficiency in the use of common scientific instruments and/or protocols;
4. Demonstrate the ability to find and use scientific information;
5. Design and execute a research project;
6. Solve problems using logic, reasoning, and critical thinking skills;
7. Exhibit ethical and professional behavior; and

8. Demonstrate the ability to apply scientific knowledge to global and civic issues*

*Added during this program review period.

The Applied Science assessment matrix was revised in July 2015 to better assess the programmatic learning outcomes and is presented below. The Applied Science program also provides institutional assessment data to the college. (Under the Result Metrics column, "Inst" indicates an institutional assessment and "Prog" indicates a programmatic assessment.)

APPLIED SCIENCE PROGRAMMATIC OUTCOMES 07/15/15	ASSESSED COURSES	EMBEDDED ASSESSMENTS	STANDARDS/ PERFORMANCE GOALS	RESULT METRICS
<i>PO1: Communicate effectively within the scientific community</i>	CHEM 104L	Scientific Publication Format Lab Report	Benchmark 1 – Milestone 2	Inst: AAC&U Written Communication Rubric
			70% of students will earn a 70% or higher	Prog: Lab Report Rubric
	NASC 499	Student's Written Report	Capstone	Inst: AAC&U Written Communication Rubric
				80% of students will earn a 80% or higher
		Student's Oral Presentation	Capstone	Inst: AAC&U Oral Communication Rubric
				80% of students will earn a 80% or higher
		Student's Poster	Capstone	Inst: AAC&U Written Communication Rubric
				80% of students will earn a 80% or higher

APPLIED SCIENCE PROGRAMMATIC OUTCOMES 07/15/15	ASSESSED COURSES	EMBEDDED ASSESSMENTS	STANDARDS/ PERFORMANCE GOALS	RESULT METRICS
<i>PO2: Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics</i>	BIOL 101	Post-Test (embedded questions)	Benchmark 1 – Milestone 2	Inst: AAC&U Inquiry and Analysis
			70% of students will earn a 70% or higher	Prog: Test scores
	CHEM 101	Post-Test (embedded questions)	Benchmark 1 – Milestone 2	Inst: AAC&U Inquiry and Analysis
			70% of students will earn a 70% or higher	Prog: Test scores
	BIOL 102	Post-Test (embedded questions)	Benchmark 1 – Milestone 2	Inst: AAC&U
			70% of students will earn a 70% or higher	Prog: Test scores
	CHEM 102	Post-Test (embedded questions)	Benchmark 1 – Milestone 2	Inst: AAC&U Inquiry and Analysis
			70% of students will earn a 70% or higher	Prog: Test score
	PHYS 201/223L	Force Concepts Inventory	Milestones 2 -3	Inst: AAC&U Inquiry and Analysis
			Milestones 2 -3	Inst: AAC&U: Quantitative Literacy
<i>PO3: Demonstrate proficiency in the use of common scientific instruments and/or protocols</i>	BIOL 204L	Gram Stain Practical Exam	Milestones 2 -3	Inst: AAC&U Inquiry and Analysis

APPLIED SCIENCE PROGRAMMATIC OUTCOMES 07/15/15	ASSESSED COURSES	EMBEDDED ASSESSMENTS	STANDARDS/ PERFORMANCE GOALS	RESULT METRICS
			70% of students will earn a 80% or higher	Prog: Gram Stain Rubric
<i>PO4: Demonstrate the ability to find and use scientific information</i>	NASC 499	Student's Written Report, Oral Presentation, and Poster	Milestone 3 - Capstone	Inst: AAC&U Information Literacy
<i>PO5: Design and execute a research project</i>	NASC 498	Research Proposal	Milestone 3	Inst: AAC&U Inquiry and Analysis
			80% of students will earn a 80% or higher	Prog: Research Proposal Score
	NASC 499	Research Performance	Milestone 3 - Capstone	Inst: AAC&U Inquiry and Analysis
			80% of students will earn a 80% or higher	Prog: NASC 499 Capstone Rubric
<i>PO6: Solve problems using logic, reasoning, and critical thinking skills</i>	PHYS 201/223L	Force Concepts Inventory	Milestones 2 -3	Inst: AAC&U Critical Thinking
	ENSC 201/202	Critical Thinking Assignments	Benchmark 1 – Milestone 2	Inst: AAC&U Critical Thinking
			70% of students will earn a 70% or higher	Prog: Assignment Average
NASC 499	Research Performance	Milestone 3 - Capstone	Inst: AAC&U Critical Thinking	



APPLIED SCIENCE PROGRAMMATIC OUTCOMES 07/15/15	ASSESSED COURSES	EMBEDDED ASSESSMENTS	STANDARDS/ PERFORMANCE GOALS	RESULT METRICS
<i>PO7: Exhibit ethical and professional behavior</i>	NASC 290: Ethics in Science	Case Studies	Benchmark 1 – Milestone 2	Inst: AAC&U Ethical Reasoning
			70% of students will earn a 70% or higher	Prog: Case Study Average
<i>PO8: Demonstrate the ability to apply scientific knowledge to global and civic issues</i>	BIOL 101	<i>How Would You Vote?</i> Civic assignment	Benchmark 1 – Milestone 2	Inst: AAC&U Civic Engagement
			70% of students will earn a 70% or higher	Prog: Assignment Scores
	ENSC 201	<i>How Would You Vote?</i> Global assignment	Benchmark 1 – Milestone 2	Inst: AAC&U Global Learning
			70% of students will earn a 70% or higher	Prog: Assignment Scores

****In classes with fewer than 10 students, the performance objective requiring 70% of students (100 and 200 level) or 80% of students (300 and 400 level) to score x will be replaced by "A simple majority of students will score x"

An annual programmatic assessment report is submitted to the School of Arts and Sciences and the Director of Institutional Research and Development. The assessment report is used to identify needed improvements in the program. The Applied Science program assessment reports submitted during this review period are presented in Appendix A.

The assessment data collected by the Applied Science program during this program review period revealed that improvements are needed to address deficiencies in some of its student learning outcomes including:

- **Communicate effectively within the scientific community**

In four of the five program review years this outcome was not met for the NASC 499 capstone written report. Some students appeared to have difficulty with technical writing. Students are now required to write four scientific journal style lab reports in the one-year sequence of Environmental Science. There are plans to have some General Chemistry lab reports written in this style also. General Biology I lab students currently write one scientific journal style lab report. More technical writing experience before enrollment in NASC 499 should better prepare students for their capstone written report.

This outcome was not met for the NASC 499 capstone oral presentation in three of the five years. Students in the capstone NASC 499 are now required to orally present their research proposal and progress reports before their final research presentation. Their presentations are critiqued by the science faculty and their peers enrolled in the course. It is anticipated that there will be an improvement in their capstone oral presentations with the additional practice and critique.

- **Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics**

In every year of the program review period this outcome was not met for biology. This may be partially due to the fact that General Biology (the course in which the outcome is assessed) is the course most often used by students in other programs for their General Studies Physical and Biological Sciences requirement. In the future, data needs to be analyzed for only the students enrolled in the Applied Science program.

- **Demonstrate the ability to find and use scientific information**

This outcome was not met for four of the five years of the program review period for the NASC 499 capstone written report. Some students did not utilize sufficient information from peer-reviewed scientific journals. An effort has been made in NASC 498 Research Planning to better train students in the preparation of literature reviews.

- **Design and execute a research**

In all five years of the program review period students had difficulty with data analysis in the NASC 499 capstone course. The research mentors need to work with their individual research


students to make certain that students have a better grasp of their data presentation (especially graphs) and the statistics used to analyze their results.

An exit survey was created to assess student perception of the program. In this survey students assess how well they feel they have achieved the program's student learning outcomes. In addition, they provide feedback on various components of the program delivery including instruction and advising. They also make recommendations for program improvement. The exit survey is completed by graduating seniors at the end of their final semester. A draft of the exit survey is presented below and results of the recent exit surveys are presented in Appendix B.

The assessment data collected by the Applied Science program from students in the graduate exit surveys during this program review period revealed that improvements are needed in some areas including:

- course offerings;
- professional exam preparation; and
- career advising.

DRAFT

Class Climate	School of Arts & Sciences Applied Science Program Graduate Exit Survey	SCARS
		

Mark as shown:     Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction:     Please follow the examples shown on the left hand side to help optimize the reading results.

1. Background Information

1.1 Please enter the semester you began coursework at BSC:

1.2 Were you a transfer student?  Yes  No

1.3 If yes, list the college(s) from which you have transfer credit:

1.4 Please enter your semester of graduation:

2. Applied Science Program Evaluation

Please indicate your level of satisfaction regarding the following areas of the Applied Science program.

2.1 Academic Advising	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.2 Courses Offered	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.3 Course Instruction	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.4 Research Experience: (NASC 499)	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.5 Opportunity to Gain Scientific, Technical & Laboratory Skills	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.6 Career Preparation	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.7 Post-graduate Education and Pre-professional Exam Preparation	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied
2.8 Overall Academic Experience	Very dissatisfied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Very satisfied

2.9 Suggestions for program improvement: *(Please keep comments inside the box)*

3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:

3.1 communicate effectively within the scientific community	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.2 demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.3 demonstrate proficiency in the use of common scientific instruments and/or protocols	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.4 demonstrate the ability to find and use scientific information	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.5 design and execute a research project	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.6 solve problems using logic, reasoning, and critical thinking skills	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree
3.7 exhibit ethical and professional behavior	Strongly disagree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Strongly agree

4. Pre-Professional Exams

4.1 Please check all of the following standardized exams that you have taken:

GRE  MCAT  PCAT

DAT  OAT  OTHER

DRAFT

4. Pre-Professional Exams (Continue)

4.2 If other, please specify.

Empty text box for specifying other exams.

Please indicate if you met the minimum test score for entrance to graduate or medical school for each exam taken.

- 4.3 GRE  Yes  No
- 4.4 MCAT  Yes  No
- 4.5 PCAT  Yes  No
- 4.6 DAT  Yes  No
- 4.7 OAT  Yes  No
- 4.8 Other  Yes  No

5. Post Graduate Education

5.1 To which of the following have you applied?

- Graduate School
- Professional School
- Other

5.2 Please provide the name(s) of the institution and the program(s) of study.

Empty text box for providing institution and program names.

6. Employment Applications

6.1 Please list positions you have applied for and the name of the employer.

Empty text box for listing positions and employers.

6.2 If you are not applying for post graduate education or employment at this time, describe how you plan to put the knowledge that you have gained and the degree that you have earned in Applied Science to use.

Empty text box for describing future use of knowledge and degree.

7. Acceptances - Post Graduate Education

7.1 Check any of the following that you have been accepted for:

- Graduate School
- Professional School
- Other

7.2 Please indicate the name of the institution and the program of study to which you have been accepted.

Empty text box for indicating institution and program of study.

8. Employment

8.1 Please indicate the position you have accepted for employment and the name of the employer.

Empty text box for indicating position and employer name.

## 2. FACULTY QUALITY

During this program review period, there were two changes in the Applied Science faculty composition: a retirement and a new hire occurred (indicated below). Resignation of a Physics faculty occurred subsequent to this program review period and a search for that faculty position is currently in progress. There are currently five full-time tenure-track science faculty members in the Applied Science program.

During this program review period, seven full-time tenure-track faculty provided instruction for the program's courses. Five held terminal degrees and four were tenured. Diversity existed within the faculty: two were female and three were minorities. The vitae of the full-time science faculty providing programmatic instruction during the review period are presented in Appendix C.

### Full-time Tenure-Track Science Faculty Providing Instruction During this Review Period

1. Dr. Young Kim (Ph.D.), Assistant Professor of Chemistry, untenured (hired August 2015)
2. Dr. Tesfaye Belay (Ph.D.), Professor of Biology, tenured
3. Dr. Martha Eborall (Ph.D.), Professor of Biology, tenured
4. Mr. James Harrison (M.S.), Associate Professor of Biology, tenured
5. Dr. Julie Kalk (Ph.D.), Associate Professor of Physics, tenured (resigned December 2017)
6. Dr. James Walters (Ph.D.), Associate Professor of Biology, untenured
7. Mr. Nasr Salaita (M.S.), Professor of Physics, tenured (retired May 2014)



Dr. Tesfaye Belay, BSC Outstanding Faculty of the Year, 2015

In addition to the full-time faculty, four adjunct instructors provided instruction in biology courses. The adjunct faculty and their credentials are presented below:

**Adjunct Science Faculty**

<b>Faculty</b>	<b>Education</b>	<b>Courses Instructed</b>
Alisha Anderson, D.C.	2000 D.C. Parker College Chiropractic  1995 B.S. Biology/Anatomy, Marshall University	Anatomy and Physiology lectures and labs; General Biology labs
Elizabeth Francis	2001 M.A. Biology, College of William and Mary  1996 B.S. Biology, College of William and Mary	General Biology I and II lectures; Cell Biology lab
Kevin Howerton	1989 M.S. Biological Sciences, Marshall University  1986 B.S. Biological Sciences, Marshall University	General Biology lectures and labs
Jason Wells, Ph.D.	2003 Ph.D. Neurobiology and Anatomy, West Virginia University School of Medicine  1998 B.S. Neuroscience, Allegheny College	Anatomy and Physiology lectures and labs

**3. QUALITY, CURRENCY, AND RELEVANCE OF CURRICULUM**

**Applied Science Program Curriculum:**

**Interdisciplinary Specialization**

In the Interdisciplinary Specialization, students design an individualized program of study to meet their career goals. The following courses are required for the Interdisciplinary Specialization:

<u>1st Year</u>	<u>Fall Semester</u>	<u>Credits</u>
BIOL 101/103L	General Biology I & Lab	4
ENGL 101	Composition I	3
ENSC 201/203L	Environmental Science I & Lab	4
PSYC 103	General Psychology	<u>3</u>
Semester Total:		14

<u>1st Year</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL 102/104L	General Biology II & Lab	4
ENGL 102	Composition II	3
ENSC 202/204L	Environmental Science II & Lab	4
MATH 109	Algebra*	<u>3</u>
Semester Total:		14

<u>2nd Year</u>	<u>Fall Semester</u>	<u>Credits</u>
ENGL 201	World Literature I or	
ENGL 205	World Literature II	3
ECON 211	Principles of Economics I	3
Approved Interdisciplinary Specialization Elective		4
CHEM 101/103	General Chemistry I & Lab	4
COMM 201	Basic Communications or	
COMM 208	Fundamentals of Speech	<u>3</u>
Semester Total:		17



<u>2nd Year</u>	<u>Spring Semester</u>	<u>Credits</u>
Approved Interdisciplinary Specialization Elective		4
CHEM 102/104	General Chemistry II & Lab	4
SOCI 210	Principles of Sociology	3
MATH 301	Probability & Statistics	3
MATH 110	Trigonometry*	<u>3</u>
Semester Total:		17

<u>3rd Year</u>	<u>Fall Semester</u>	<u>Credits</u>
Approved Interdisciplinary Specialization Elective		4
COSC 201	PC Software Applications or Computer Programming Course	3
CHEM 301	Organic Chemistry I	4
PHYS 201/203	General Physics I & Lab	<u>4</u>
Semester Total:		15

<u>3rd Year</u>	<u>Spring Semester</u>	<u>Credits</u>
PHYS 202/204	General Physics II & Lab	4
BIOL 202/204	Microbiology & Lab	4

CHEM 302 Organic Chemistry II	4
Health & Wellness	<u>3</u>
Semester Total:	15

<u>4th Year</u>	<u>Fall Semester</u>	<u>Credits</u>
Approved Interdisciplinary Specialization Elective		4
Elective		6
NASC 498 Research/Planning		<u>3</u>
Semester Total:		13

<u>4th Year</u>	<u>Spring Semester</u>	<u>Credits</u>
Approved Interdisciplinary Specialization Elective		6
Elective		6
NASC 499 Research/ Projects		<u>3</u>
Semester Total:		15

**Applied Science Program Interdisciplinary Specialization total hours are 120.**

*With ACT score of 26 or higher, MATH 220 and MATH 230 may be substituted

**Approved Interdisciplinary Specialization Electives**

BIOL 210 Human Anatomy & Physiology I – 3

BIOL 212 Human Anatomy & Physiology II - 3

BIOL 211 Human Anatomy & Physiology Lab I - 1

BIOL 213 Human A &P Lab II - 1

BIOL 290 Topics in Biology – 1-4  
BIOL 300 Ecology – 3  
BIOL 301 Introduction to Genetics – 3  
BIOL 306 Botany - 4  
BIOL 310 Nutrition – 3  
BIOL 400 Pharmacology – 3  
BIOL 401 Pathogenic Microbiology – 4  
BIOL 402 Immunology – 4  
BIOL 403 Public Health Microbiology - 3  
BIOL 410 Cell Biology – 3  
BIOL 490 Topics in Biology 1-4  
BIOL 492 Developmental Embryology - 4  
CHEM 290 Topics in Chemistry – 3  
BIOL 400 Pharmacology – 3  
BIOL 401 Pathogenic Microbiology – 4  
BIOL 402 Immunology – 4  
BIOL 403 Public Health Microbiology - 3  
BIOL 410 Cell Biology – 3  
BIOL 490 Topics in Biology 1-4  
BIOL 492 Developmental Embryology - 4  
CHEM 290 Topics in Chemistry – 3  
CHEM 305 Medicinal Chemistry - 4  
CHEM 410 Instrumental Analysis – 3  
CHEM 430 Biochemistry – 3  
CHEM 490 Topics in Chemistry – 1-4  
MATH 220 Calculus I – 4  
MATH 230 Calculus II – 4

MATH 240 Calculus III – 4

MATH 250 Discrete Mathematics – 3

MATH 290 Topics in Mathematics – 1-4

MATH 310 Differential Equations – 3

MATH 311 Linear Algebra – 3

MATH 320 Modern Geometry – 3

MATH 350 Modern Algebra – 3

NASC 200 Introduction to Scientific Research - 86

NASC 290 Topics in Natural Science – 1-4NASC 301 Integrated Science I – 3

NASC 301 Integrated Science I - 3

NASC 302 Integrated Science II – 3

PHSC 314 Physical Geology and Laboratory – 4

PHYS 205 Recitation I (algebra based) – 1

PHYS 206 Recitation II (algebra based) – 1

PHYS 490 Topics in Physics – 3

SOCI 410 Medical Sociology - 3

### Pre-Medicine Specialization

In the Pre-Medicine Specialization, students take courses that will prepare them for admission to medical, dental, veterinary, pharmacy, physical therapy or other professional schools. The following courses are required, including a recommended plan of study, for the Pre-Medicine Specialization:

<u>1st Year</u>	<u>Fall Semester</u>	<u>Credits</u>
BIOL 101/103L	General Biology I & Lab	4
ENGL 101	Composition I	3
MATH 109	Algebra*	3

CHEM 101/103L General Chemistry I and Lab	4
PSYC 103 General Psychology	<u>3</u>
Semester Total:	17

<u>1st Year</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL 102/104L General Biology II & Lab		4
ENGL 102 Composition II		3
MATH 110 Trigonometry*		3
CHEM 102/104L General Chemistry II and Lab		4
SOCI 210 Principles of Sociology		<u>3</u>
Semester Total:		17

<u>2nd Year</u>	<u>Fall Semester</u>	<u>Credits</u>
ENGL 201 World Literature I or		
ENGL 205 World Literature II		3
ECON 211 Principles of Economics I		3
BIOL 210/211L Human Anatomy & Physiology I & Lab		4
PHYS 201/203L General Physics I & Lab		4
COSC 201 PC Software Applications or		
Computer Programming Course		<u>3</u>
Semester Total:		17

<u>2nd Year</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL 202/204L Microbiology & Lab		4
BIOL 212/213L Human Anatomy & Physiology II Lab		4
PHYS 202/204 L General Physics II & Lab		4
MATH 301 Probability & Statistics		<u>3</u>
	Semester Total:	15

<u>3rd Year</u>	<u>Fall Semester</u>	<u>Credits</u>
BIOL 301 Introduction to Genetics		3
COMM 201 Basic Communications or		
COMM 208 Fundamentals of Speech		3
MATH 220 Calculus I		4
CHEM 301 Organic Chemistry I		<u>4</u>
	Semester Total:	14

<u>3rd Year</u>	<u>Spring Semester</u>	<u>Credits</u>
BIOL 410 Cell Biology or		
BIOL 492 Developmental Embryology		4
Health & Wellness		3
CHEM 302 Organic Chemistry II		4
Elective		2-3
BIOL 310 Nutrition		<u>3</u>

Semester Total: 15-17

<u>4th Year</u>	<u>Fall Semester</u>	<u>Credits</u>
Foreign Language I		3
BIOL 400 Pharmacology		3
BIOL 401 Pathogenic Microbiology or BIOL 402 Immunology		4
NASC 498 Research/Planning		<u>3</u>
	Semester Total:	13

<u>4th Year</u>	<u>Spring Semester</u>	<u>Credits</u>
Foreign Language II		3
CHEM 430 Biochemistry		3
SOCI 410 Medical Sociology		3
NASC 499 Research/Projects		<u>3</u>
	Semester Total:	12

**Applied Science Program: Pre-Medicine Specialization total hours are 120.**

*With ACT score of 26 or higher, MATH 220 and MATH 230 may be substituted

#### 4. PROGRAM CONTRIBUTIONS

The Applied Science program makes many contributions to the quality of education at Bluefield State College. The major contribution is provision of the General Studies requirements for science literacy at the institution. The program also plays an instrumental role in assisting the School of Education with its Early/Middle Education 5-9 General Science endorsement. In addition, it provides the School of Nursing and Allied Health with medical support courses. The program has also made contributions towards minor offerings, international initiatives, and institutional research. A number of distance learning opportunities are provided by the program.

##### General Studies Curriculum

All Associate and Baccalaureate Degree students at Bluefield State College are required to take 8 hours of Physical or Biological Sciences (including laboratory courses). These courses include:

Biology (BIOL 101/103, 102/104, 210/211, 202/204)

Chemistry (CHEM 101/103, 102/104)

Physical Science (PHSC 101/103, 102/104)

Physics (PHYS 201/203, 202/204)

General Engineering Technology (GNET 101, 102)

Environmental Science (ENSC 201/203, 202/204)

With the exception of the Engineering Technology programs which use the GNET courses, the other College programs depend on the Applied Science program to provide this General Studies requirement.

##### School of Education

The Applied Science program also makes valuable contributions to the School of Education. In addition to the courses required in Elementary Education (K-6), the Applied Science program provides the following critical courses for the Early/Middle Education 5-9 General Science endorsement:

BIOL 101 General Biology I

BIOL 103 Lab for General Biology I

BIOL 102 General Biology II

BIOL 104 Lab for General Biology II



BIOL 300 Ecology  
CHEM 100 Introduction to Chemistry  
NASC 301 Integrated Science I  
NASC 303 Integrated Science II  
PHSC 101 Physical Science Survey I  
PHSC 103 Lab for Physical Science Survey I  
PHSC 102 Physical Science Survey II  
PHSC 104 Lab for Physical Science II  
PHSC 314 Geology

A science faculty member serves as liaison to the School of Education. This individual instructs ARSC 431: Methods in Teaching Science, observes education students in middle school classrooms, and collects science assessment data for the School of Education. This faculty member also plays an instrumental role in the preparation of documents needed for NCATE (National Council for Accreditation of Teacher Education) accreditation.

### **School of Nursing and Allied Health**

The School of Nursing and Allied Health offers degrees in nursing, radiologic technology, and imaging science. The Human Anatomy and Physiology courses offered by the Applied Science program are important support courses for students earning these degrees. During the program review period, the School of Nursing and Allied Health requested two additional courses from the Applied Science program: Pathophysiology and Microbiology for Health Professionals. Both courses were developed and have been offered. The Microbiology for Health Professionals course is an important course for the nursing degrees.

### **College-Wide Minors**

Bluefield State College offers minors for students who wish to develop expertise in a specific area. These minors can be earned by any student enrolled in any degree program offered through the College. For example, Criminal Justice majors may seek a minor in Forensic Science. The following science minors are offered:

- Biology Minor
- Chemistry Minor
- Environmental Science Minor
- Forensic Science Minor

## International Initiatives of the College

The Applied Science program continued to offer a study abroad opportunity in Costa Rica. In 2012, 2014 and 2016 students enrolled in BIOL 490: Ecology of Costa Rica participated in a 10 day field study in Costa Rica. The professor who teaches this course is a member of FACDIS - the West Virginia Consortium for Faculty and Course Development in International Studies.



2012 Costa Rica Field Study Students



2014 Costa Rica Field Study Students



2016 Costa Rica Field Study Participants

A Fulbright scholar from Russia (Dr. Mariya Kharina) was hosted by the Applied Science program during the 2016-2017 academic year. She participated in the instruction of the following BSC courses: Introduction to Chemistry, Environmental Science I and II with labs, Research Projects, Physical Science II with lab, and Nutrition. She also taught a special topics course on biotechnology. Arrangements were made for her to attend conferences with Applied

Science faculty which included the opportunity to serve as a judge at the 2016 iGEM (International Genetically Engineered Machines) Jamboree.



Dr. Mariya Kharina, Fulbright scholar from Russia.

### **Institutional Research**

During this program review period, science faculty were awarded research grants and collaborated with other academic institutions on awarded research grants. This grant funding provided research opportunities for both faculty and students in the Applied Science program. It also provided equipment for use in the program. These grant awards and collaborations are presented in Appendix D.

The research infrastructure at the college was greatly enhanced during this review period by the addition of three more biomedical research laboratories: the Metabolism and Cell Biology Research Lab, the Drug Discovery Research Lab, and the Behavioral Neuroscience Research Lab. All of these research labs have received grant funding and trained students. There are currently two laboratory technician positions in research labs funded by grants.

### **Distance Learning**

The Applied Science program provides a variety of distance learning opportunities for Bluefield State College students. In addition to traditional face-to-face courses, students may enroll in online, hybrid and integrated virtual network (IVN) courses. A number of science courses are offered at the Erma C. Byrd Higher Education Center in Beaver, West Virginia. These courses support School of Nursing and Allied Health programs delivered in that region of the state.

## 5. INTERDISCIPLINARY INITIATIVES

### Program Specialization

One of the Applied Science program specializations is the Interdisciplinary Specialization. In this specialization students design a program of study using an assortment of approved Applied Science electives including courses in biology, chemistry, computer science, environmental science, mathematics, natural science, sociology, physical science, and physics. Students may design a program of study with a strong background in mathematics or computer science.

### Program Courses

A number of the courses offered by the Applied Science program are interdisciplinary in nature. Some of these courses and their catalog descriptions are presented below:

**ENSC 201 Environmental Science I (3-0-3).** Interrelationships between human activity and the environment; provides a global perspective; emphasis on the biological principles and processes essential to understanding the environment. PR: Eligibility to enroll in ENGL 101.

**ENSC 202 Environmental Science II (3-0-3).** Interrelationships between human activity and the environment; provides a global perspective; emphasis on the chemical and physical principles and processes essential to understanding the environment. PR: Eligibility to enroll in ENGL 101.

**NASC 301 Integrated Science I (3-0-3).** Provides the student the opportunity to integrate the physical and life sciences with technology to attain further knowledge in the areas of scientific methodology, physics, chemistry, biology, geology, and astronomy. The student will investigate two major scientific themes: earth and ocean. PR: PHSC 101-104 and BIOL 101-104, or permission of instructor.

**NASC 302 Integrated Science II (3-0-3).** Provides the student the opportunity to integrate the physical and life sciences with technology to attain further knowledge in the areas of scientific methodology, physics, chemistry, biology, geology, and astronomy. The student will investigate two major scientific themes: atmosphere and space. PR: NASC 301 or permission of instructor.

## Other

On a larger scale, the Applied Science program participated in interdisciplinary initiatives with another program within the School of Arts and Sciences and with other institutions. These initiatives included:

- Collaboration occurred between the Medical Microbiology and Immunology Research lab (run by an Applied Sciences faculty) and the Behavioral Neuroscience Research lab (run by a Social Sciences faculty). Applied Science shared research equipment and an animal facility with Social Sciences.
- Collaboration also occurred between the Medical Microbiology and Immunology Research lab and the Bluefield State Minority Health Institute which resulted in joint publication of research by an Applied Science faculty and a Social Science faculty.
- The Medical Microbiology and Immunology Research Lab, the Drug Discovery Research Lab, and the Metabolism and Cell Biology Research Lab also collaborated with WV state universities. This provided an opportunity for Applied Science faculty and students to receive training and collect research data using university equipment not available on our campus.
- BSC Applied Science students presented their research along with Concord students on Concord University Undergraduate Day.

## 6. STUDENT DEGREE COMPLETION RATE

Enrollment in the Applied Science program declined over the program review period, mirroring the decline in enrollment at Bluefield State College. Program enrollment data was provided by the Registrar's Office and is presented below:

### Students Enrolled in the Applied Science Program

	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016	Academic Year 2016-2017
Number of students enrolled*	111	85	77	76	71

* Average of the two semesters in the academic year

Bluefield State College does not calculate the student degree completion rate for individual programs. The college does provide the Higher Education Policy Commission with graduation data which is reported on an academic year basis. On an academic year basis, graduation data includes the summer graduates, December graduates, and May graduates for that academic year period. The cutoff date for May graduates is June 20th. For instance, the Academic Year 2011- 2012 graduates include all of the students who graduated in summer 2011, December 2011, and May 2012.

Data received from the Registrar’s Office revealed that 54 students graduated from the Applied Science program during this program review period. The majority of these graduates were enrolled in the Pre-Medicine specialization. The graduation data is presented below:

**Applied Science Program Graduation Data for This Program Review Period**

	Academic Year 2012-2013	Academic Year 2013-2014	Academic Year 2014-2015	Academic Year 2015-2016	Academic Year 2016-2017
Degrees Awarded	14	13	7	12	9

**Graduating Student Diversity**

The graduating student population was diverse in gender. Twenty seven of the 54 graduates (50%) were female. However, the number of black graduates was low. Race/ethnicity data for the graduates is presented below:

**2012-2013 (July 1, 2012- June 30, 2013)**

- 1 Non-Resident Alien
- 3 Black
- 10 White
- 14 Total

**2013-2014 (July 1, 2013- June 30, 2014)**

- 0 Non-Resident Alien
- 1 Black
- 12 White
- 13 Total

**2014-2015 (July 1, 2014- June 30, 2015)**

- 0 Non-Resident Alien

0 Black  
7 White  
7 Total

**2015-2016 (July 1, 2015- June 30, 2016)**

0 Non-Resident Alien  
2 Black  
10 White  
12 Total

**2016-2017 (July 1, 2016- June 30, 2017)**

0 Non-Resident Alien  
0 Black  
9 White  
9 Total

## **7. JOB PLACEMENT RATE**

Some of the program's graduates stay in touch with the Applied Science faculty and share their employment successes. The Office of Career Services also tracks students after graduation. Almost half of the graduates from the Applied Science program during this review period entered the job market directly after graduation. About 28% of the graduates continued their education after graduation. Career data is presented below:

### **Career Data for Applied Science Students Graduating During This Review Period**

Employed in Field: 11

Employed Out of Field: 14

Military: 0

Unemployed: 0 (none reported)

Continuing Education: 15

No Career Data Available: 14

Employed in WV: 4

Employed in Area: 15

There is no post graduate information on 14 of the 54 graduates from this review period. Of the remaining 40 graduates, 25 are employed. Eleven of these are employed in field. Their positions include Medical Examiner, Public Health Inspector, University Research Technician, University Laboratory Manager, Medical Salesperson, Medical Certificate Program Instructor, Middle School Science Teacher, and Pharmacy Technician.

## **8. GRADUATE AND PROFESSIONAL SCHOOL ACCEPTANCE RATE**

Most of the program's graduates share their acceptance successes with the Applied Science faculty. The Office of Career Services also tracks students after graduation. About 28% of the graduates from the Applied Science program during this review period commenced post graduate study at professional or graduate schools. The graduate and professional school acceptance data is presented below:

### **Graduate and Professional School Acceptance for Applied Science Graduates from this Review Period**

Graduate School: 6

Traditional Medical School: 1

Osteopathic Medical School: 1

Physical Therapy School: 2

Pharmacy School: 2

Dentistry School: 1

Nursing Program: 2

There is no post graduate information on 14 of the 54 graduates from this review period. Of the remaining 40 graduates, 15 were accepted in graduate and professional schools.



## 9. PROGRAM STRENGTHS AND WEAKNESSES

### Strengths

Strengths of the Applied Science program include:

- The NASC 498 (Research Planning)/ NASC 499 (Research Project) course sequence
- Over 5,000 square feet of lab space now available for undergraduate research including four biomedical research labs and a core laboratory facility (shared by faculty and students)
- A designated BSL-2 lab for microbiology instruction
- Lab instruction support staff position (also the Chemical Hygiene Officer & Biosafety Officer)
- All lab instruction performed by faculty
- A Pre-Medicine Advisory Committee that provides committee recommendation letters for student applying to medical and other professional schools
- Success of Applied Science graduates in post-graduate study
- Biomedical Club for pre-medicine students

The Biomedical Club has provided pre-medicine students with educational seminars, access to professional school recruiters, visits to professional schools, interview practice, assistance with shadowing arrangements and assistance with professional school applications. In addition, there have been numerous opportunities for club members to participate in educational outreach to the community.



Biomedical Club students share the excitement of research science with the community at Bluefield's Lemonade festival.

The following program improvements were made during this program review period:

- New 12-hood chemistry lab for instruction (see photo below)
- New chemistry prep room
- Updated instructional technology in several labs
- New seating in several instructional labs
- Two new biomedical laboratory research labs established: a Drug Discovery research lab and a Cellular and Molecular research lab with an animal facility
- Expansion of the Immunology research lab
- Collaboration with the new BSC Neuroscience research lab
- Additional credit opportunities available for students performing research (NASC 200 and NASC 321)
- New courses developed:
  - BIOL 107 Microbiology for Health Professionals
  - BIOL 302 Pathophysiology
  - BIOL 307 Botany
  - BIOL 403 Public Health Microbiology
  - BIOL 492 Developmental Embryology
  - BIOM 156 Introduction to Health and Medical Professions
  - BIOM 256 Biomedical Sciences Seminar
  - BIOM 411 Molecular Biology
  - CHEM 305 Medicinal Chemistry
  - NASC 200 Introduction to Student Research
  - NASC 321 Advanced Undergraduate Laboratory Research
- New laboratory equipment acquired:
  - Fourier Transform Infrared Spectroscopy
  - Analytical Balance
  - GelDoc-It2 Imaging System
  - Texas Red filter set, Color camera, gooseneck, and Zen Lite image analysis module
  - FastPrep24 5G for extraction of DNA, RNA and Proteins
  - Zeiss V8 Stereoscope for FL
  - Pico-liter injector PLI10A DELX
  - P-1000 Horizontal pipette pulleruse
  - Zeiss stereoscope for injection station & camera for both stereoscopes
  - Nanodrop 2000C W. laptop PC
  - FastPrep24 for extraction of DNA, RNA, and Proteins

- GenPure water system
- Polarimeter
- Rotavapor with I-100 interface vacuum regulator
- Upright Fluorescence Imaging Compound Microscope with DIC
- 4 AE20 Inverted microscope/Digital Camera imaging software and computer system
- Large capacity incubator for larval development
- Two computer setups for labs



New BSC Chemistry Laboratory for Instruction

### Weaknesses

Weaknesses of the program include:

- Low student enrollment in the Applied Science program
- Small science faculty
- Need for some new analytical equipment (GC, AA, etc.)

## 10. OPPORTUNITIES FOR GROWTH

The expertise of the new chemistry faculty brings opportunities for growth in the area of pharmaceuticals. A new course in Medicinal Chemistry has been added to the program's offerings. In addition, a new Drug Development Research Laboratory facility was established to pursue research in this area. There are currently plans to expand the working space in this lab. We anticipate these initiatives will attract more pre-pharmacy students.

During this program review period, three biomedical (BIOM) courses were added to the program's offerings. Three biomedical research labs were also added – all have received grant funding and trained students. Plans for a microscopy facility in the Basic Science building have been initiated. The facility will house a variety of microscopes for biomedical research and instruction. Other Biomedical Science opportunities for Applied Science students are being explored.

Applied Science program collaborations with other academic institutions have been maintained and continue to bring opportunities for faculty and student research. New collaborations are also being pursued.



Ashley Reid from the Walters Metabolism and Cell Biology Lab at BSC worked with WVU's Shared Research Facility and Dr. Hart during her senior research project.

## 11. UNIQUE QUALITIES AND COMPETITIVE ADVANTAGES

### Undergraduate Research Opportunities

The greatest strength of the Applied Science program continues to be the undergraduate research experience gained in the NASC 498 Research Planning/ NASC 499 Research Projects course sequence. Students design, conduct, and present research in these two courses. All Applied Science students must successfully complete these capstone courses before graduation. Additional research opportunities are available to students in our biomedical research laboratory facilities. Other student research opportunities have developed through our collaborations with other institutions. Bluefield State College is a participant in a statewide higher education research network.

With the introduction of two new courses (NASC 200: Introduction to Student Research and NASC 321: Advanced Undergraduate Laboratory Research), Applied Science students now have opportunities to gain additional undergraduate research experience at the college. They can also earn additional academic credits while performing undergraduate research in these courses.

Thirty Applied Science students professionally presented their research through regional and national venues during this review period. Some of these students presented more than once. See Appendix E for a list of these presentations and some photos of student poster and oral research presentations. Our undergraduate research experience have provided graduates a competitive edge for employment and post graduate study. See Appendix F for photos of Applied Science students performing research.



Brandon Kirby, B.S.  
Applied Science, Pre-Medicine  
2015 Valedictorian

Presenting his senior research project above.  
"Biomedical research through Applied Science at Bluefield State has provided me with many opportunities. I have been able to travel across the country to San Jose, Denver and Miami; to meet professors, physicians and researchers, as well as have my name published in journals."

The capstone NASC 499 Research Projects course provides the program with valuable assessment of Applied Science students. A draft of the NASC 499 assessment rubric is presented in Appendix G. Course grades for NASC 499 students are generated using this assessment tool. The student's research mentor grades the research performance; the oral, written and poster presentations are jointly graded by the Applied Science faculty.

### Instructional Quality

Small class size at Bluefield State College provides students with ample access to instructor assistance. Students receive individualized instruction in the upper level Applied Science courses. These are lower enrollment courses rarely taken by students outside the program. The small class environments provide students an opportunity to interact closely with faculty and peers.



*"The lab courses gave me the hands on training I needed. This is an experience you can't get elsewhere, advisors work closely and one-on-one with students".*

- Tyler Kinder, B.S. Applied Science, 2015

All lecture and laboratory instruction in the program is performed by faculty. Since Bluefield State College does not have graduate programs, there are no teaching assistants. The program has a support staff position entitled Academic Laboratory Instructor Assistant. This person orders supplies, sets up laboratory exercises and exams, and maintains laboratory equipment. This allows instructors more time to focus on laboratory instruction.

## **Safety**

Bluefield State College makes it a priority to provide a safe academic learning environment. The College's Chemical Hygiene Policy (CHP) was modeled on CHPs from regional universities. Bluefield State College's CHP can be found on the College's website. All faculty members are expected to adhere to the safety policies in this CHP. CHP violations are considered a serious offense. The College maintains a Chemical Hygiene Officer (CHO) to oversee compliance with the CHP. Bluefield State College has also established a Safety Committee to provide additional safety infrastructure.

The Applied Science program also makes safety a priority. Safety training is provided in all of the Program's academic laboratory classes. There are separate student safety contracts for general biology, microbiology, chemistry and physics courses. These safety contracts address the specific safety concerns inherent to laboratory work in each area.

All Personal Protective Equipment (PPE) for students, faculty, and staff is provided by the College. Program faculty and staff receive fire extinguisher, CPR and first aid training. The College also provides periodic safety training for faculty and staff through an outside firm specializing in laboratory safety. In the past, this training has been provided through The Laboratory Safety Institute.

A Biosafety Plan is currently being drafted. The responsibility of serving as Biosafety Officer has been added to the Academic Laboratory Instructor Assistant position.

## **Low Tuition**

Bluefield State College has the lowest tuition of West Virginia's four-year colleges. This makes college education more possible for students in this economically depressed area of the state. This low tuition is especially important to Applied Science students planning to pursue expensive postgraduate medical study.

**In summary**, the Applied Science program is proud to offer affordable quality science education to its students. The program's research opportunities and small class sizes provide a high level of faculty mentorship to the individual student.

## **12. PLANS TO RESPOND TO CHALLENGES AND PURSUE OPPORTUNITIES**

One of the major challenges of the Applied Science program is low student enrollment. Bluefield State College recently entered into articulation agreements with two regional community colleges in an attempt to increase transfer student enrollment. Since the Applied Science program enrollment has traditionally included a number of transfer students, there are plans to recruit students at those colleges into the program.

Another major challenge for the program has been the high course loads carried by the full-time Applied Science faculty. Due to budgetary constraints, additional science faculty were not hired during the review period. However, an additional biology adjunct faculty was employed to assist with instruction during the program review period.



APPENDIX A  
PROGRAMMATIC ASSESSMENT REPORTS

Bluefield State College  
Report of Assessment  
(Reports due October 13)

School: Arts and Sciences

Program: Applied Science

Degree level: B.S.

Academic Year: 2016- 2017

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome	Met or Not Met	Evidence
PO1: Communicate effectively within the scientific community	MET	<p><b><u>CHEM 104L Scientific Publication Format Lab Report:</u></b></p> <p>Goal: 70% will score a 70% or better</p> <p>Result: 100% scored 70% or higher on each of the 5 lab reports</p>
	MET	<p><b><u>NASC 499 Written Report:</u></b></p> <p>Goal: 80% will average a 4 or better on a 5 point scale on the written report</p> <p>Result: 100% of the students averaged a 4 or better on a 5 point scale on the written report</p>
	MET	<p><b><u>NASC 499 Oral Presentation:</u></b></p> <p>Goal: 80% will average a 4 or better on a 5 point scale on the oral presentation</p> <p>Result: 100% of the students averaged a 4 or better on a 5 point scale on the oral presentation</p>

	NOT MET	<p><u>NASC 499 Capstone (Graduate) Exit Survey:</u></p> <p>Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p>Result: 66.7% of the students scored a 4 or above on a 5 point scale; the average was 4.17.</p>
PO2: Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics	Not Met	<p><u>BIOL 101 Post-Test (embedded questions):</u></p> <p>Goal: There will be a 70% or higher average on 70% of embedded items</p> <p>Result: 68.3% of the embedded items were answered correctly by 70% or more of the students</p>
	NO DATA	<p><u>CHEM 101 Post-Test (embedded questions):</u></p> <p>Goal: There will be a 70% or higher average on 70% of embedded items</p> <p>Result: Data unavailable</p>
	NOT MET	<p><u>BIOL 102 Post-Test (embedded questions):</u></p> <p>Goal: There will be a 70% or higher average on 70% of embedded items</p> <p>Result: Only 43.33% of the embedded items were answered correctly by 70% or more of the students. Content areas in which students were unsuccessful included genetics and zoology.</p>

	<p>MET</p> <p>NOT MET</p> <p>MET</p>	<p><u><b>CHEM 102 Post-Test (embedded questions):</b></u></p> <p><b>Goal:</b> There will be a 70% or higher average on 70% of embedded items</p> <p><b>Result:</b> 95% of students earned a 70% or higher</p> <p><u><b>PHYS 201/203L Force Concepts Inventory:</b></u></p> <p><b>Goal:</b> 70% will score 15% of max gain</p> <p><b>Result:</b> 25% of students achieved 15% of maximum gain; however, the results were based on a very small number of students.</p> <p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 83.3% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.67.</p>
<p>PO3: Demonstrate proficiency in the use of common scientific instruments and/or protocols</p>	<p>Met</p> <p>MET</p>	<p><u><b>**BIOL 204L Practical Technique Exam:</b></u></p> <p><b>Goal:</b> 70% will score a 70% or better</p> <p><b>Result:</b> 83.3% of students scored 70% or better.</p> <p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 80% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 83.4% of the students scored a 4 or above on a 5 point scale. The average was 4.33.</p>

	MET	<p><u><b>NASC 498 Research Planning Paper:</b></u></p> <p><b>Goal:</b> 80% will score a 70% or better</p> <p><b>Result:</b> 100% scored a 70% or higher. The average was 90%.</p>
PO4: Demonstrate the ability to find and use scientific information	MET          NOT MET	<p><u><b>NASC 499 Written Report:</b></u></p> <p><b>Goal:</b> 80% will average a 4 or better on a 5 point scale on the written report</p> <p><b>Result:</b> 100% of the students averaged a 4 or better on a 5 point scale on the written report</p> <p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 66.7% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.17.</p>
PO5: Design and execute a research project	MET          MET	<p><u><b>***NASC 499 Research Performance Rubric:</b></u></p> <p><b>Goal:</b> 80% will average a 4 or better on a 5 point scale on the research performance</p> <p><b>Result:</b> 100% averaged a 4 or better on a 5 point scale on the research performance</p> <p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 83.4% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.33.</p> <p><u><b>NASC 499 Data Analysis:</b></u></p>

	NOT MET	<p><b>Goal:</b> 70% will score a 70% or better (Items in Sections 6.1, 6.2, 7.1, 7.2, 8.1, 8.4)</p> <p><b>Result:</b> 62.5% of students scored 70% or better on all 6 sections; 87.5% scored 70% or higher on 5 or more sections.</p>
PO6: Solve problems using logic, reasoning, and critical thinking skills	MET	<p><u><b>ENSC 201 Data Analysis:</b></u></p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> 87.5% (7 out of 8) of the students who turned in the in-class assignment scored 70% or better. The average was 78.75%.</p>
	MET	<p><u><b>ENSC 202 Data Analysis:</b></u></p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> 100% (6 out of 6) of the students who turned the in-class assignment scored 70% or better. The class average was 82.5%.</p>
	MET	<p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 83.3% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.17.</p>

PO7: Exhibit ethical and professional behavior	MET	<b><u>NASC 499 Research Turn-It-In Score:</u></b> Goal: 100% will have a similarity of 20% or less on the Turn-It-In report. Result: 100% of students had a similarity of 20% or less on the Turn-it-in report.
	NOT MET	<b><u>NASC 499 Capstone Exit Survey:</u></b> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: 66.7% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.17.
PO8: Demonstrate the ability to apply scientific knowledge to global and civic issues	MET	<b><u>BIOL 101 CIVIC ASSIGNMENT</u></b> How would you vote? Goal: 70% of the students will score 70% or better Result: 77.5 % of students scored 70% or higher
	MET	<b><u>ENSC 201 GLOBAL ASSIGNMENT</u></b> How would you vote? Goal: 70% of the students will score 70% or better Result: 100% of the students scored 70% or higher; the class average was 84.63%.

Identify any changes, revisions, or improvements that have been made to programmatic student learning the assessment instrument or method of assessment. In addition outcomes,, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO1: Communicate effectively within the scientific community		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO2: Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO4: Demonstrate the ability to find and use scientific information		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO5: Design and execute a research project		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO6: Solve problems using logic, reasoning, and critical thinking skills		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO7: Exhibit ethical and professional behavior	Change PO7 to read: "Demonstrate knowledge of ethical and professional behavior"  Add New Assessment: NASC 201 Ethics in Science exam scores	Chair Applied Science and Mathematics, Dean School of Arts & Sciences



Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO8: Demonstrate the ability to apply scientific knowledge to global and civic issues		Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Benchmark 1 - Milestone 2</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p><i>CHEM 104 L Scientific Publication Format Lab Report</i></p> <p><i>Context &amp; Purpose of Writing (Mean 2.333)</i></p> <p><i>Content Development (Mean 2.400)</i></p> <p><i>Genre &amp; Disciplinary Conventions (Mean 2.667)</i></p> <p><i>Sources &amp; Evidence (Mean 2.333)</i></p> <p><i>Control of Syntax &amp; Mechanics (Mean 2.467)</i></p>
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Milestone 3 – Benchmark (3-4)</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<hr/> <p><i>NASC 499 Written Report</i></p> <p><i>Context &amp; Purpose of Writing (Mean 3.250)</i></p> <p><i>Content Development (Mean 3.500)</i></p> <p><i>Genre &amp; Disciplinary Conventions (Mean 3.50)</i></p> <p><i>Sources &amp; Evidence (Mean 3.500)</i></p> <p><i>Control of Syntax &amp; Mechanics (Mean 3.250)</i></p>

<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Oral Communication Rubric:  Milestone 3 – Benchmark (3-4)</p>	<p>Met  Met  MET  Met  Met</p>	<p><i>Organization: (Mean 3.857)</i></p> <p><i>Language (Mean 3.714)</i></p> <p><i>Delivery (Mean 3.714)</i></p> <p><i>Supporting Material (Mean 3.714)</i></p> <p><i>Central Message (Mean 3.714)</i></p> <hr/>
<p>ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner. AAC&amp;U Information and Technology Literacy Rubric  Milestone 3 – Capstone</p>	<p>Met  Met  Met</p>	<p>NASC 499: Written, Oral Presentation</p> <p><i>Determine the Extent of Information Needed (Mean 3.714 )</i></p> <p><i>Access in the Needed Information (Mean 3.571 )</i></p> <p><i>Evaluate Information and its Sources Critically (Mean 3.714 )</i></p> <p><i>Use Information Effectively to Accomplish a Specific Purpose (Mean 3.714 )</i></p>
	<p>Met</p>	<p><i>Access and Use Information Ethically and Legally (Mean 3.714 )</i></p>

	MET	<i>Application of Information Literacy and Technology Resources (Mean 3.571)</i>
	MET	<i>Evaluation of Web-Based and Technology Resources (Mean 3.714)</i>
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
Milestones 2-3 AAC&U Quantitative Literacy with Technology(see ILO3)		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
AAC&U Global Learning: Benchmark 1 – Milestone 2		ENSC 202: How Would You Vote? Global Assignment

	MET	Global Self-Awareness (Mean 2.667)
	MET	Perspective Taking (Mean 2.667)
	MET	Cultural Diversity (Mean 2.333)
	MET	Personal and Social Responsibility (Mean 3.167)
	MET	Understanding Global Systems (Mean 3.000)
	MET	Applying Knowledge to Contemporary Global Contexts (Mean 3.167)
<p>ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.</p> <p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</p>	NO DATA	<p>CHEM 101: Post-Test (embedded questions)</p> <p><i>Topic Selection</i></p> <p><i>Existing Knowledge, Research and/or Views</i></p> <p><i>Design Process</i></p> <p><i>Analysis)</i></p> <p><i>Conclusions</i></p> <p><i>Limitations and Implications</i></p>

<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</p>	<p>MET</p> <p>MET</p> <p>MET</p> <p>MET</p> <p>MET</p> <p>MET</p>	<p>BIOL 102: Post-Test (embedded questions)</p> <p><i>Topic Selection (Mean 1.571)</i></p> <p><i>Existing Knowledge, Research and/or Views (Mean 1.571)</i></p> <p><i>Design Process (Mean 1.571)</i></p> <p><i>Analysis (Mean 1.571)</i></p> <p><i>Conclusions (Mean 1.571)</i></p> <p><i>Limitations and Implications (Mean 1.571)</i></p>

AAC&U Inquiry and Analysis: Benchmark 1 – Milestone 2		CHEM 102: Post-Test (embedded questions)
	MET	<i>Topic Selection (Mean 3.400)</i>
	MET	<i>Existing Knowledge, Research and/or Views (Mean 3.467)</i>
	MET	<i>Design Process (Mean 3.133)</i>
	MET	<i>Analysis (Mean 3.467)</i>
	MET	<i>Conclusions (Mean 3.533)</i>
		<i>Limitations and Implications (Mean 3.600)</i>
AAC&U Inquiry and Analysis: Benchmark 1 – Milestone 2		BIOL 204L: Gram Stain Practical Exam
	MET	Smear Preparation: Thickness Gram Positive Smear (Mean 2.720)
	MET	Smear Preparation: Thickness Unknown Smear (Mean 2.720)
	MET	Smear Preparation: Thickness Gram Negative Smear (Mean 2.280)
	MET	Smear Preparation: Uniformity Gram Positive Smear (Mean 2.440)
	MET	Smear Preparation: Uniformity Unknown Smear (Mean 2.720)
		Smear Preparation: Uniformity Gram Negative Smear (Mean 2.640)

	MET	Staining: Color Gram Positive (Mean 2.680)
	MET	Staining: Color Unknown (Mean 2.920)
	MET	Staining: Color Gram Negative (Mean 2.880)
	MET	Staining: Uniformity Gram Positive (Mean 2.560)
	MET	Staining: Uniformity Unknown (Mean 2.600)
	MET	Staining: Uniformity Gram Negative (Mean 2.760)
	MET	Results Interpretation: Gram Reaction of Unknown (Mean 2.880)
	MET	Results Interpretation: Cell Morphology of Unknown (Mean 2.880)
	MET	Microscope Skills: Focus (Mean 2.960)
	MET	Microscope Skills: Speed (Mean 3.000)
	MET	Safety: PPE Biohazard Fire (Mean 3.000)



<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 3 - Capstone</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p>NASC 499: Research Performance</p> <p><i>Topic Selection</i> (Mean 3.778)</p> <p><i>Existing Knowledge, Research and/or Views</i> (Mean 3.444)</p> <p><i>Design Process</i> (Mean 3.778)</p> <p><i>Analysis</i> (Mean 3.444)</p> <p><i>Conclusions</i> (Mean 3.778)</p> <p><i>Limitations and Implications</i> (Mean 3.444)</p>
<p>ILO7. Students will interpret, analyze, and construct ethical arguments.</p> <p>AAC&amp;U Ethical Reasoning Rubric: Milestone 2 - 3</p>	<p>No Data Class not offered</p>	<p>NASC 290: Ethics in Science Case Studies</p>

<p><b>ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.</b></p>		
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Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<p>ILO1. Students will communicate effectively both orally and in writing.</p>		<p>Science Faculty, Department Chair and Dean of School of Arts and Sciences</p>
<p>ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.</p>		
<p>ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.</p>		
<p>ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.</p>		
<p>ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and</p>		

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.	Change course selections: CHEM 101 to CHEM 103L; CHEM 102 to CHEM 104L; Drop BIOL 101 and add ENSC 203L. No longer use Post-Test (embedded questions). Will use lab reports.	Department Chair and Dean of School of Arts and Sciences
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

**Describe how General Studies student learning outcomes are assessed at the program level.**

Institutional Learning Outcome 1 (Students will communicate effectively both orally and in writing.) is assessed at our program level in our capstone NASC 498/NASC 499 research courses.

**Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.**

Some of the results have been shared with Teacher Education for the purpose of NCATE accreditation. Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2017-2018 Program Review.

Bluefield State College  
Report of Assessment  
(Reports due October 15)

School:           Arts and Sciences          

Program:           Applied Science          

Degree level:           B.S.          

Academic Year:           2015- 2016          

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome (07/15/15)	Met or Not Met	Evidence
PO1: Communicate effectively within the scientific community	MET	<p><b><u>CHEM 104L Scientific Publication Format Lab Report:</u></b></p> <p>Goal: 70% will score a 70% or better</p> <p>Result: 100% scored 70% or higher</p>
	NOT MET	<p><b><u>NASC 499 Written Report:</u></b></p> <p>Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 2-9</p> <p>Result: 44.4 % of the students scored a 4 or better on each item in sections 2-9; however, the class average score for all of the items in these sections was 4.4 .</p>
	NOT MET	<p><b><u>NASC 499 Oral Presentation:</u></b></p> <p>Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 10-12</p> <p>Result: 44.44% of the students scored a 4 or better on each item in sections 10-12; however,</p>

	MET	<p>67% of the students averaged a score of 4.0 or higher on the oral presentation</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of the students scored a 4 or above on a 5 point scale; the average was 4.57.</p>
PO2: Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics	<p>MET</p> <p>WRONG DATA</p> <p>NOT MET</p>	<p><b><u>BIOL 101 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> There will be a 70% or higher average on 70% of embedded items</p> <p><b>Result:</b> 76% of the embedded items were answered correctly by 70% or more of the students</p> <p><b><u>CHEM 101 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> 70% of students will correctly answer each embedded item*</p> <p><b>Result:</b> Data not submitted for each item; however, 82.8 % of the students earned 70% or higher on the test</p> <p><b><u>BIOL 102 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> There will be a 70% or higher average on 70% of embedded items</p> <p><b>Result:</b> Only 43.33% of the embedded items were answered correctly by 70% or more of the students. Content areas in which students were unsuccessful included genetics and zoology.</p>

	MET	<p><b><u>CHEM 102 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> 70% of students will correctly answer each embedded item*</p> <p><b>Result:</b> 90 % of students earned a 70% or higher</p> <p><b><u>PHYS 201/203L Force Concepts Inventory:</u></b></p> <p><b>Goal:</b> 70% will score 15% of max gain</p> <p><b>Result:</b> 100% of students achieved 15% of maximum gain</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.33.</p>
PO3: Demonstrate proficiency in the use of common scientific instruments and/or protocols	Met	<p><b><u>**BIOL 204L Practical Technique Exam:</u></b></p> <p><b>Goal:</b> 70% will score a 70% or better</p> <p><b>Result</b> 83.3% of students scored 70% or better.</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 80% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of the students scored a 4 or above on a 5 point scale. The average was 4.33.</p>

	MET	<p><b><u>NASC 498 Research Planning Paper:</u></b></p> <p><b>Goal:</b> 80% will score a 70% or better</p> <p><b>Result:</b> 100% scored a 70% or higher. The average was 87.8%.</p>
PO4: Demonstrate the ability to find and use scientific information	NOT MET	<p><b><u>NASC 499 Written Report:</u></b></p> <p><b>Goal:</b> 80% will score a 4 or better on a 5 point scale on each item in Section 2-9</p> <p><b>Result:</b> Only 44% off the students scored a 4 or better on each item in sections 2-9; however, the average score for all of the items in these sections was 4.26.</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.88.</p>
PO5: Design and execute a research project	NOT MET	<p><b><u>***NASC 499 Research Performance Rubric:</u></b></p> <p><b>Goal:</b> 80% will score a 4 or better on a 5 point scale on each item in Section 1</p> <p><b>Result:</b> 55.6% scored 4 or better on a 5 point scale on each item in section 1; however, the average score of the class on research performance was 4.3.</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.67.</p>

	NOT MET	<p><b><u>NASC 499 Data Analysis:</u></b></p> <p><b>Goal:</b> 70% will score a 70% or better (Items in Sections 6.1, 6.2, 7.1, 7.2, 8.1, 8.4)</p> <p><b>Result:</b> 55.6% of students scored 70% or better on all 6 sections; 66.77% scored 70% or higher on 5 or more sections.</p>
PO6: Solve problems using logic, reasoning, and critical thinking skills	MET	<p><b><u>ENSC 201 Data Analysis:</u></b></p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> 72.7% of the students earned 70% or higher. The class average was 79.8%.</p>
	NO DATA Class Not Offered	<p><b><u>ENSC 202 Data Analysis:</u></b></p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> No data available</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100 % of students rated this student learning statement at a 4 or above on a 5 point scale. The average was 4.83.</p>





Identify any changes, revisions, or improvements that have been made to programmatic student learning the assessment instrument or method of assessment. In addition outcomes,, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
<p>PO1: Communicate effectively within the scientific community</p>	<p><b><u>NASC 499 Written Report:</u></b></p> <p>Goal: 80% will average 4 or better on a 5 point scale on the written report</p> <p><b><u>NASC 499 Oral Presentation:</u></b></p> <p>Goal: 80% will average 4 or better on a 5 point scale on the oral presentation</p>	<p>Science faculty, Chair Applied Science and Mathematics, Dean School of Arts &amp; Sciences</p>
<p>PO2: Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics</p>	<p><b><u>CHEM 101 Post-Test (embedded questions):</u></b></p> <p>Goal: There will be a 70% or higher average on 70% of embedded items</p> <p><b><u>CHEM 102 Post-Test (embedded questions):</u></b></p> <p>Goal: There will be a 70% or higher average on 70% of embedded items</p>	<p>Science faculty, Chair Applied Science and Mathematics, Dean School of Arts &amp; Sciences</p>

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
PO4: Demonstrate the ability to find and use scientific information	<u>NASC 499 Written Report:</u> Goal: 80% will average 4 or better on a 5 point scale on the written report	Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences
PO5: Design and execute a research project	<u>NASC 499 Research Performance Rubric:</u> Goal: 80% will average 4 or better on a 5 point scale on research performance	Science faculty, Chair Applied Science and Mathematics, Dean School of Arts & Sciences

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Benchmark 1 - Milestone 2</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p><i>CHEM 104 L Scientific Publication Format Lab Report</i></p> <p><i>Context &amp; Purpose of Writing (Mean 4.0)</i></p> <p><i>Content Development (Mean 4.0)</i></p> <p><i>Genre &amp; Disciplinary Conventions (Mean 4.0)</i></p> <p><i>Sources &amp; Evidence (Mean 4.0)</i></p> <p><i>Control of Syntax &amp; Mechanics (Mean 4.0)</i></p>
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Milestone 3 – Benchmark (3-4)</p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<hr/> <p><i>NASC 499 Written Report</i></p> <p><i>Context &amp; Purpose of Writing (Mean 3.24)</i></p> <p><i>Content Development (Mean 3.4)</i></p> <p><i>Genre &amp; Disciplinary Conventions (Mean 3.4)</i></p> <p><i>Sources &amp; Evidence (Mean 3.4)</i></p> <p><i>Control of Syntax &amp; Mechanics (Mean 3.567)</i></p>

<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Oral Communication Rubric:  Milestone 3 – Benchmark (3-4)</p>	<p>Met Met Not Met Not Met Not Met Not Met Not Met</p>	<p><i>Organization:</i> (Mean 3.0)</p> <p><i>Language</i> (Mean 2.833)</p> <p><i>Delivery</i> (Mean 2.5)</p> <p><i>Supporting Material</i> (Mean 2.667)</p> <p><i>Central Message</i> (Mean 2.833)</p> <hr/>
<p style="background-color: #ffffcc;"> </p>	<p>Not Met</p>	<p> </p>
<p>ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.  Milestone 3 – Capstone</p>	<p>Met  Met  Not Met</p>	<p>NASC 499: Written, Oral Presentation</p> <p><i>Determine the Extent of Information Needed</i> (Mean 3.0)</p> <p><i>Access in the Needed Information</i> (Mean 3.0)</p> <p><i>Evaluate Information and its Sources Critically</i> (Mean 2.833)</p>
<p style="background-color: #ffffcc;"> </p>	<p>Met  Met</p>	<p><i>Use Information Effectively to Accomplish a Specific Purpose</i> (Mean 3.167)</p> <p><i>Access and Use Information Ethically and Legally</i> (Mean 3.333)</p>

<p><b>ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making</b></p>		
<p><b>ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.</b></p>		
<p><b>Milestones 2-3</b> <b>AAC&amp;U Quantitative Literacy with Technology(see ILO3)</b></p>		
<p><b>ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.</b></p>		<p><b>BIOL 101: How Would You Vote? Civic Assignment</b></p> <p><b>ENSC 201: How Would You Vote? Global Assignment</b></p>
<p><b>AAC&amp;U Civic Engagement: Benchmark 1 – Milestone 2</b></p>		
<p><b>AAC&amp;U Global Learning: Benchmark 1 – Milestone 2</b></p>		

<p><b>ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.</b></p> <p><b>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</b></p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p><b>CHEM 101: Post-Test (embedded questions)</b>  <b>101: Post-Test (embedded questions)</b></p> <p><i>Topic Selection</i>  <i>(Mean 2.667)</i></p> <p><i>Existing Knowledge, Research and/or Views</i>  <i>(Mean 2.667)</i></p> <p><i>Design Process</i>  <i>(Mean 2.667)</i></p> <p><i>Analysis</i>  <i>(Mean 2.667)</i></p> <p><i>Conclusions</i>  <i>(Mean 2.667)</i></p> <p><i>Limitations and Implications</i>  <i>(Mean 2.667)</i></p>

<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</p>	<p>No Data</p>	<p>BIOL 102: Post-Test (embedded questions)</p> <p><i>Topic Selection</i></p> <p><i>Existing Knowledge, Research and/or Views</i></p> <p><i>Design Process</i></p> <p><i>Analysis</i></p> <p><i>Conclusions</i></p> <p><i>Limitations and Implications</i></p>
<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</p>	<p>No Data</p>	<p>CHEM 102: Post-Test (embedded questions)</p> <p><i>Topic Selection</i></p> <p><i>Existing Knowledge, Research and/or Views</i></p> <p><i>Design Process</i></p> <p><i>Analysis</i></p> <p><i>Conclusions</i></p> <p><i>Limitations and Implications</i></p> <p>BIOL 204L: Gram Stain Practical Exam</p>



<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</p>	<p>No Data</p>	<p>NASC 498: Research Proposal</p>
<p>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 3 - Capstone</p>	<p>Met</p> <p>Not Met</p> <p>Not Met</p> <p>Not Met</p> <p>Not Met</p> <p>Not Met</p>	<p>NASC 499: Research Performance</p> <p><i>Topic Selection</i> <i>(Mean 3.0)</i></p> <p><i>Existing Knowledge, Research and/or Views</i> <i>(Mean 2.5)</i></p> <p><i>Design Process</i> <i>(Mean 2.5)</i></p> <p><i>Analysis</i> <i>(Mean 2.375)</i></p> <p><i>Conclusions</i> <i>(Mean 2.750)</i></p> <p><i>Limitations and Implications</i> <i>(Mean 2.375)</i></p>

<p><b>ILO7. Students will interpret, analyze, and construct ethical arguments.</b></p> <p><b>AAC&amp;U Ethical Reasoning Rubric: Milestone 2 - 3</b></p>	<p><b>No Data Class not offered</b></p>	<p><b>NASC 290: Ethics in Science Case Studies</b></p>
<p><b>ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.</b></p>		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
<p>ILO1. Students will communicate effectively both orally and in writing.</p>	<p>NASC 499 poster no longer used for assessment</p>	<p>Science Faculty, Department Chair and Dean of School of Arts and Sciences</p>

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.	Review and revise Post-test embedded questions	Chemistry and Biology Faculty
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

**Describe how General Studies student learning outcomes are assessed at the program level.**

Institutional Learning Outcome 1 (Students will communicate effectively both orally and in writing.) is assessed at our program level in our capstone NASC 498/NASC 499 research courses.

**Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.**

Some of the results have been shared with Teacher Education for the purpose of NCATE accreditation. Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2017-2018 Program Review.





	NOT MET	<p><b>Goal:</b> 70% of students will correctly answer each embedded item*</p> <p><b>Result:</b> Only 56% of the embedded items were answered correctly by 70% or more of the students. Content areas in which students were primarily unsuccessful included zoology and anatomy and physiology.</p>
	NO DATA	<p><b><u>CHEM 102 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> 70% of students will correctly answer each embedded item*</p> <p><b>Result:</b> None.</p>
	MET	<p><b><u>PHYS 201/203L Force Concepts Inventory:</u></b></p> <p><b>Goal:</b> 70% will score 15% of max gain</p> <p><b>Result:</b> 78% of students achieved 15% of maximum gain</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100% of students rated this student learning statement at a 4 or above on a 5 point scale</p>







	MET	<p><b>Result:</b> 100.0% of the students scored 70% or better. The class average was 86.67%.</p> <p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 85.8 % of students rated this student learning statement at a 4 or above on a 5 point scale</p>
PO7: Exhibit ethical and professional behavior	NO DATA	<p><u><b>NASC 499 Research Turn-It-In Score:</b></u></p> <p><b>Goal:</b> 100% will have a similarity of 20% or less on the Turn-It-In report.</p> <p><b>Result:</b> None</p>
	MET	<p><u><b>NASC 499 Capstone Exit Survey:</b></u></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 100 % of students rated this student learning statement at a 4 or above on a 5 point scale</p>

<p>PO8: Demonstrate the ability to apply scientific knowledge to global and civic issues</p>	<p>MET</p>	<p><u>BIOL 101 CIVIC ASSIGNMENT</u></p> <p>How would you vote?</p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> 71.4 % of students</p> <p><u>ENSC 201 GLOBAL ASSIGNMENT</u></p> <p>How would you vote?</p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> None</p>
	<p>NO DATA</p> <p>CLASS NOT OFFERED</p>	

Identify any changes, revisions, or improvements that have been made to programmatic student learning the assessment instrument or method of assessment. In addition outcomes,, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents involved in decision making
P08: Demonstrate the ability to apply scientific knowledge to global and civic issues	ADDED	Science faculty and Dean
		Science faculty and Dean

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Benchmark 1 - Milestone 2</p>	NO DATA	<p><i>CHEM 104 L Scientific Publication Format Lab Report</i></p>
<p>ILO1. Students will communicate effectively both orally and in writing. AAC&amp;U Written Communication Rubric:  Milestone 3 – Benchmark (3-4)</p>	<p>Met</p> <p>Met</p> <p>Not Met</p> <p>Met</p> <p>Not Met</p>	<p><i>Context &amp; Purpose of Writing (Mean 3.125)</i></p> <p><i>Content Development (Mean 3.375)</i></p> <p><i>Genre &amp; Disciplinary Conventions (Mean 2.750)</i></p> <p><i>Sources &amp; Evidence (Mean 3.250)</i></p> <p><i>Control of Syntax &amp; Mechanics (Mean 2.875)</i></p>

<p><b>ILO1. Students will communicate effectively both orally and in writing.</b>  <b>AAC&amp;U Oral Communication Rubric:</b></p> <p style="text-align: center;"><b>Milestone 3 – Benchmark (3-4)</b></p>	<p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p> <p>Met</p>	<p><i>Organization: (Mean 3.500)</i></p> <p><i>Language (Mean 3.000)</i></p> <p><i>Delivery (Mean 3.333)</i></p> <p><i>Supporting Material (Mean 3.500)</i></p> <p><i>Central Message (Mean 3.500)</i></p>

ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making	See ILO4	
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		PHYS 201/223L Force Concepts Inventory
Milestones 2-3 AAC&U Quantitative Literacy with Technology(see ILO3)		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		BIOL 101: How Would You Vote? Civic Assignment

<p><b>AAC&amp;U Civic Engagement: Benchmark 1 – Milestone 2</b></p> <p><b>AAC&amp;U Global Learning: Benchmark 1 – Milestone 2</b></p>		<p><b>ENSC 201: How Would You Vote?</b></p> <p><b>Global Assignment</b></p>
<p><b>ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.</b></p> <p><b>AAC&amp;U Inquiry and Analysis: Benchmark 1 – Milestone 2</b></p>		<p><b>BIOL 101: Post-Test (embedded questions)</b></p> <p><b>CHEM 101: Post-Test (embedded questions)</b></p>
<p><b>AAC&amp;U Inquiry and Analysis : Benchmark 1</b></p> <p><b>Milestone 2</b></p>		

AAC&U Inquiry and Analysis: Benchmark 1 – Milestone 2		BIOL 102: Post-Test (embedded questions)
<p>Benchmark 1 – Milestone 2</p> <p>Milestone 2 - 3</p> <p>Milestone 2 – 3</p> <p>Milestone 3</p>		<p>CHEM 102: Post-Test (embedded questions)</p> <p>PHYS 201/223L: Force Concepts Inventory</p> <p>BIOL 204L: Gram Stain Practical Exam</p> <p>NASC 498: Research Proposal</p>



Milestone 3 – Capstone		<b>NASC 499: Research Performance</b>
ILO7. Students will interpret, analyze, and construct ethical arguments.  Milestone 2 - 3		<b>PHYS 201/223L: Force Concepts Inventory</b>

<p><b>Benchmark 1 – Milestone 2</b></p>		<p><b>ENSC 201/202: Critical Thinking Assignments</b></p>
<p>Benchmark 1 – Milestone 2</p> <p>Milestone 3 - Capstone</p>		<p><b>NASC 290: Case Studies</b></p> <p>NASC 499: Research Performance</p>
<p><b>ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.</b></p>		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or improvements	Constituents involved in decision making
ILO1. Students will communicate effectively both orally and in writing.	ADDED	Science Faculty and Dean
ILO2. Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
ILO3. Students will be able to demonstrate the ability to use appropriate technology for communicating, solving problems, and decision making.		
ILO4. Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
ILO5. Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
ILO6. Students will understand and apply scientific concepts and develop science inquiry and research skills.		
ILO7. Students will interpret, analyze, and construct ethical arguments.		
ILO8. Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

Institutional Learning Outcome 1 (Students will communicate effectively both orally and in writing.) is assessed at our program level.

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.

Some of the results have been shared with Teacher Education for the purpose of NCATE accreditation. Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2014 Program Review.

9/2/10, 12/11/12, 8/12/13, 9/26/14

**Bluefield State College  
Report of Assessment  
(Reports due October 15)**

School: Arts and Sciences

Program: Applied Science

Degree level: B.S.

Academic Year: 2013-2014

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome (8/14/13)	Met or Not Met	Evidence
Communicate effectively within the scientific community	NO DATA	<p><b><u>BIOL 103L Scientific Publication Format Lab Report:</u></b></p> <p>Goal: 70% will score a 70% or better</p> <p>Result:</p>
	NOT MET	<p><b><u>NASC 499 Written Report:</u></b></p> <p>Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 2-9</p> <p>Result: None of the students scored a 4 or better on each item in sections 2-9. The average score for all of the items in these sections was 4.1</p>
	NOT MET	<p><b><u>NASC 499 Oral Presentation:</u></b></p> <p>Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 10-12</p> <p>Result: None of the students scored a 4 or better</p>

	<p>MET</p> <p>MET</p>	<p>on each item in sections 10-12; however, 100% scored a 4 or better on one item. The average score for all of the items in these sections was 4.2.</p> <p><b><u>NASC 499 Poster:</u></b>  <b>Goal:</b> 80% will score a 4 or better on a 5 point scale on each item in Section 13  <b>Result:</b> Fourteen (87.5%) of the students scored a 4 or better on each item in Section 13. The average score for all of the items in these sections was 4.4</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b>  <b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale  <b>Result:</b> 86.7% of the students scored a 4 or above on a 5 point scale; however, the average was 4.27/5.00.</p>
<p>Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics</p>	<p>NOT MET</p> <p>MET</p>	<p><b><u>BIOL 101 Post-Test (embedded questions):</u></b>  <b>Goal:</b> There will be a 70% or higher average on 70% of embedded items  <b>Result:</b> Only 58.67% of the embedded items were answered correctly by 70% or more of the students</p> <p><b><u>CHEM 101 Post-Test (embedded questions):</u></b>  <b>Goal:</b> 70% of students will correctly answer each embedded item*  <b>Result:</b> 69.7% of the students correctly answered each embedded item.</p>

	NOT MET	<p><b><u>BIOL 102 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> 70% of students will correctly answer each embedded Item*</p> <p><b>Result:</b> Only 58.3% of the embedded Items were answered correctly by 70% or more of the students. Content areas in which students were primarily unsuccessful included zoology and anatomy and physiology.</p>
	NOT MET	<p><b><u>CHEM 102 Post-Test (embedded questions):</u></b></p> <p><b>Goal:</b> 70% of students will correctly answer each embedded item*</p> <p><b>Result:</b> 66.7% of the students correctly answered each embedded item.</p>
	MET	<p><b><u>PHYS 201/203L Force Concepts Inventory:</u></b></p> <p><b>Goal:</b> 70% will score 15% of max gain</p> <p><b>Result:</b> 78% of students achieved 15% of maximum gain</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 80% of students rated this student learning statement at a 4 or above on a 5 point scale</p>

<p>Demonstrate proficiency in the use of common scientific instruments and/or protocols</p>	<p>MET</p> <p>MET</p> <p>MET</p>	<p><b>**BIOL 204L Practical Technique Exam:</b></p> <p>Goal: 70% will score a 70% or better</p> <p>Result: 82.4% of the students scored 70% or better</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p>Goal: 80% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p>Result: 86.7% of the students scored a 4 or above on a 5 point scale</p> <p><b><u>NASC 498 Research Planning Paper:</u></b></p> <p>Goal: 80% will score a 70% or better</p> <p>Result: 100% scored 70% or better</p>
<p>Demonstrate the ability to find and use scientific information</p>	<p>NOT MET</p> <p>MET</p>	<p><b><u>NASC 499 Written Report:</u></b></p> <p>Goal: 80% will score a 4 or better on a 5 point scale on each item in Section 2-9</p> <p>Result: None of the students scored a 4 or better on each item in sections 2-9. The average score for all of the items in these sections was 4.1.</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p>Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p>Result: 93.3% of students rated this student learning statement at a 4 or above on a 5 point scale</p>



<p>Design and execute a research project</p>	<p>MET</p>	<p><b>***NASC 499 Research Performance Rubric:</b></p> <p><b>Goal:</b> 80% will score a 4 or better on a 5 point scale on each Item in Section 1</p> <p><b>Result:</b> 87.5% scored 4 or better on a 5 point scale on each Item in section 1; however, the average score for all of the Items in Section 1 was 4.4.</p>
	<p>MET</p>	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p><b>Goal:</b> 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p><b>Result:</b> 73.3% of students rated this student learning statement at a 4 or above on a 5 point scale</p>
	<p>NOT MET</p>	<p><b><u>NASC 499 Data Analysis:</u></b></p> <p><b>Goal:</b> 70% will score a 70% or better (Items in Sections 6.1, 6.2, 7.1, 7.2, 8.1, 8.4)</p> <p><b>Result:</b> 87.5% of students scored 70% or better on <u>two</u> sections – 6.1 and 6.2.</p>
<p>Solve problems using logic, reasoning, and critical thinking skills</p>	<p>NOT MET</p>	<p><b><u>ENSC 201 Data Analysis:</u></b></p> <p><b>Goal:</b> 70% of the students will score 70% or better</p> <p><b>Result:</b> ONLY 66.6% of the students scored 70% or better. The class average was 73.6%.</p>

	MET	<p><b><u>ENSC 202 Data Analysis:</u></b></p> <p>Goal: 70% of the students will score 70% or better</p> <p>Result: 80.0% of the students scored 70% or better. The class average was 88.0%.</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p>Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p>Result: 92.9 % of students rated this student learning statement at a 4 or above on a 5 point scale</p>
Exhibit ethical and professional behavior	NO DATA	<p><b><u>NASC 499 Research Turn-It-In Score:</u></b></p> <p>Goal: 100% will have a similarity of 20% or less on the Turn-It-In report.</p> <p>Result:</p>
	MET	<p><b><u>NASC 499 Capstone Exit Survey:</u></b></p> <p>Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale</p> <p>Result: 93.3 % of students rated this student learning statement at a 4 or above on a 5 point scale</p>

9/2/10, 12/11/12, 8/12/13, 9/26/14

Identify any changes, revisions, or improvements that have been made to programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or Improvements	Constituents Involved in decision making
Solve problems using logic, reasoning, and critical thinking skills	PHYS 202 COMPREHENSIVE FINAL EXAM - removed	Science faculty and Dean
	NASC 499 Embedded Items - removed	Science faculty and Dean

Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
Students will communicate effectively both orally and in writing.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will be able to demonstrate the ability to use appropriate technology for communicating,		

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
solving problems, and decision making		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will understand and apply scientific concepts and develop science inquiry and research skills.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will interpret, analyze, and construct ethical arguments.		
Assessment Point 1: Benchmark 1 Assessment Point 2: Milestone 3		
Students will be able to apply skills necessary to maintain physical and mental wellness.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or Improvements	Constituents Involved in decision making
Students will communicate effectively both orally and in writing.		
Students will select appropriate resources, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.		
Students will be able to demonstrate the ability to use appropriate technology for communicating,		

9/2/10, 12/11/12, 8/12/13, 9/26/14

Institutional Student Learning Outcome(s)	Changes, revisions, or Improvements	Constituents Involved In decision making
solving problems, and decision making.		
Students will use mathematical problem solving skills to investigate, model, and solve real-world problems at an appropriate level.		
Students will analyze and compare diverse social and cultural patterns, texts, and performances and will evaluate them from a global perspective.		
Students will understand and apply scientific concepts and develop science inquiry and research skills.		
Students will interpret, analyze, and construct ethical arguments.		
Students will be able to apply skills necessary to maintain physical and mental wellness.		

Describe how General Studies student learning outcomes are assessed at the program level.

Institutional Learning Outcome 1 (Students will communicate effectively both orally and in writing.) is assessed at our program level.

Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.

Some of the results have been shared with Teacher Education for the purpose of NCATE accreditation. Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2014 Program Review.

**Bluefield State College  
Report of Assessment  
(Reports due October 15)**

School: Arts and Sciences

Program: Applied Science

Degree level: B.S.

Academic Year: 2012-2013

Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.

Programmatic Student Learning Outcome (6/1/11)	Met or Not Met	Evidence
Communicate effectively within the scientific community	MET	<b>BIOL 103L Scientific Publication Format Lab Report:</b> Goal: 70% will score a 70% or better Result: 80.9% of students earned a score of 70% or higher
	NOT MET	<b>NASC 499 Written Report:</b> Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 2-9 Result: None of the students scored a 4 or better on each item in sections 2-9. The average score for all of the items in these sections was 3.2
	NOT MET	<b>NASC 499 Oral Presentation:</b> Goal: 80% will score a 4 or better on a 5 point scale on each item in Sections 10-12 Result: None of the students scored a 4 or better on each item in sections 10-12; however, 100% scored a 4 or better on two items. The average score for all of the items in these sections was 3.7.
	NOT MET	<b>NASC 499 Poster:</b> Goal: 80% will score a 4 or better on a 5 point scale on each item in Section 13

	NOT MET	<p>Result: None of the students scored a 4 or better on each Item in Section 13. The average score for all of the Items in these sections was 3.8</p> <p><u>NASC 499 Capstone Exit Survey:</u>  Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale  Result: Only 66.7% of the students scored a 4 or above on a 5 point scale; however, the average was 4.06/5.00.</p>
<p>Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics</p>	<p>NOT MET</p> <p>NO DATA</p> <p>NOT MET</p> <p>NO DATA</p>	<p><u>BIOL 101 Post-Test (embedded questions):</u>  Goal: 70% of students will correctly answer each embedded Item*  Result: Only 49.3% of the embedded Items were answered correctly by 70% or more of the students. Content areas in which students were primarily unsuccessful Included metabolic pathways, plant science, and ecology.</p> <p><u>CHEM 101 Post-Test (embedded questions):</u>  Goal: 70% of students will correctly answer each embedded Item*  Result: No data available; professor left mid-year without submitting data</p> <p><u>BIOL 102 Post-Test (embedded questions):</u>  Goal: 70% of students will correctly answer each embedded Item*  Result: Only 50.0% of the embedded Items were answered correctly by 70% or more of the students. Content areas in which students were primarily unsuccessful Included mitosis, translation, genetics, and the nervous system.</p> <p><u>CHEM 102 Post-Test (embedded questions):</u>  Goal: 70% of students will correctly answer each embedded Item*  Result: no data submitted by visiting</p>

	<p>MET</p> <p>MET</p>	<p>professor that semester</p> <p><b><u>PHYS 201/203L Force Concepts Inventory:</u></b> Goal: 70% will score 15% of max gain Result: 100% of students achieved 15% of maximum gain</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: 70.6% of students rated this student learning statement at a 4 or above on a 5 point scale</p>
Demonstrate proficiency in the use of common scientific instruments and/or protocols	<p>MET</p> <p>NOT MET</p> <p>MET</p>	<p><b><u>**BIOL 204L Practical Technique Exam:</u></b> Goal: 70% will score a 70% or better Result: 82.5% of the students scored 70% or better</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b> Goal: 80% will rate this student learning statement at a 4 or above on a 5 point scale Result: Only 64.7% of the students scored a 4 or above on a 5 point scale</p> <p><b><u>NASC 498 Research Planning Paper:</u></b> Goal: 80% will score a 70% or better Result: 100% of students scored 70% or better</p>
Demonstrate the ability to find and use scientific information	<p>NOT MET</p> <p>MET</p>	<p><b><u>NASC 499 Written Report:</u></b> Goal: 80% will score a 4 or better on a 5 point scale on each item in Section 2-9 Result: None of the students scored a 4 or better on each item in sections 2-9. The average score for all of the items in these sections was 3.2</p> <p><b><u>NASC 499 Capstone Exit Survey:</u></b> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: 79% of students rated this student learning statement at a 4 or above on a 5 point scale</p>
Design and execute a research project	NOT MET	<p><b><u>***NASC 499 Research Performance Rubric:</u></b> Goal: 80% will score a 4 or better on a 5 point scale on each item in Section 1</p>



	<p>NOT MET</p> <p>NOT MET</p>	<p>Result: Students scored 4 or better on only 4 of the 9 Items in Section 1; however, the average score for all of the Items in Section 1 was 4.0.</p> <p><u>NASC 499 Capstone Exit Survey:</u> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: Only 62.5% of students rated this student learning statement at a 4 or above on a 5 point scale</p> <p><u>NASC 499 Data Analysis:</u> Goal: 70% will score a 70% or better (Items in Sections 6.1, 6.2, 7.1, 7.2, 8.1, 8.4) Result: 70% of students scored 70% or better on <u>only</u> one section - 8.4.</p>
<p>Solve problems using logic, reasoning, and critical thinking skills</p>	<p>MET</p> <p>MET</p> <p>MET</p> <p>MET</p> <p>NOT MET</p>	<p><b>****PHYS 202 Comprehensive Final Exam:</b> Goal: 70% will score a 70% or better Result: 80% of students scored a 70% or better</p> <p><u>ENSC 201 Data Analysis:</u> Goal: 70% of the students will score 70% or better Result: 94% of the students scored 70% or better. The class average was 88.4%.</p> <p><u>ENSC 202 Data Analysis:</u> Goal: 70% of the students will score 70% or better Result: 71.43% scored 70% or better. The class average was 77.86%.</p> <p><u>NASC 499 Capstone Exit Survey:</u> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: 75.1 % of students rated this student learning statement at a 4 or above on a 5 point scale</p> <p><u>NASC 499 Embedded Items:</u> Goal: 100% will score a 4 or better on a 5 point scale on each Item Result: None of the students scored a 4 or</p>

		better on a 5 point scale on each Item
Exhibit ethical and professional behavior	NOT MET	<b>NASC 499 Research Turn-It-In Score:</b> Goal: 100% will have a similarity of 20% or less on the Turn-It-In report. Result: Only 76% of students had a similarity score of 20% or less on the Turn-It-In report.
	MET	<b>NASC 499 Capstone Exit Survey:</b> Goal: 70% will rate this student learning statement at a 4 or above on a 5 point scale Result: 81.3 % of students rated this student learning statement at a 4 or above on a 5 point scale

The following typing errors were present on the 6/1/11 Applied Science Programmatic Assessment Matrix and were corrected within this report:

* BIOL 101, BIOL 102, CHEM 101, CHEM 102 Post-Test Performance Goals: The assessment matrix read that the Performance Goal was "70% will score a 70% or better on each embedded Item". The Performance Goal was corrected within this report to read "70% of students will correctly answer each embedded Item".

** Assessment Tool BIOL 204L Practical Technique Exam: The assessment matrix placed this assessment with the Student Learning Outcome *Demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and mathematics*. It was moved within this report to placement with the Student Learning Outcome *Demonstrate proficiency in the use of common scientific instruments and/or protocols*.

*** Assessment Tool NASC 499 Student's Research Performance: The assessment matrix placed this assessment with the Student Learning Outcome *Demonstrate the ability to find and use scientific information*. It was moved within this report to placement with the Student Learning Outcome *Design and execute a research project*.

**** Assessment Tool used in Physics for the Student Learning Outcome *Solve problems using logic, reasoning, and critical thinking skills*: The assessment matrix read that the assessed course was PHYS 201/223L and that the assessment tool was the Force Concept Inventory. The assessment tool was corrected within the report and shows the PHYS 202 Comprehensive Final Exam as the tool used as evidence.

Identify any changes, revisions, or improvements that have been made to programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.

Programmatic Student Learning Outcome	Changes, revisions, or improvements	Constituents Involved in decision making
Demonstrate the ability to find and use scientific information <ul style="list-style-type: none"> <li>BIOL 101 "How Would You Vote?" Assignment (Fall)</li> </ul>	New additional assessment tool for this learning outcome	Science faculty and Dean

9/2/10, 12/11/12, 8/12/13

Solve problems using logic, reasoning, and critical thinking skills <ul style="list-style-type: none"> <li>PHYS 201 Student Dialog Assessment (Fall)</li> </ul>	New additional assessment tool for this learning outcome	Science faculty and Dean
Demonstrate the ability to apply scientific knowledge to global and civic Issues: <ul style="list-style-type: none"> <li>BIOL 101 "How Would You Vote?" Assignment 70% will score a 70% or higher (Fall)</li> <li>CHEM 302 Assignment (Spring)</li> </ul>	New additional programmatic student learning outcome and new assessment tools	Science faculty and Dean

**REVISED ITEM:** Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program (**MUST INCLUDE AT LEAST ONE GENERAL STUDIES OUTCOME ASSESSED IN THE PROGRAM**). Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.

Institutional Student Learning Outcome(s)	Met or Not Met	Evidence
1. Students will read, write, and speak effectively.		
2. Students will demonstrate information literacy through the use of technology.		
3. Students will demonstrate basic mathematical problem solving skills.		
4. Students will understand diverse societal practices and patterns.		
5. Students will identify, explain, and apply scientific concepts and methods.	NOT MET NO DATA NOT MET NO DATA MET MET	BIOL 101 Post Test CHEM 101 Post Test BIOL 102 Post Test CHEM 102 Post Test PHYS 201 Force Concepts Inventory PHYS 202 Final Comp. Exam:
6. Students will describe artistic, literary, and human creativity products.		
7. Students will interpret, analyze, and construct arguments.		

Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

Institutional Student Learning Outcome(s)	Changes, revisions, or Improvements	Constituents Involved in decision making
1. Students will read, write, and speak effectively.		
2. Students will demonstrate Information literacy through the use of technology.		
3. Students will demonstrate basic mathematical problem solving skills.		
4. Students will understand diverse societal practices and patterns.		
5. Students will identify, explain, and apply scientific concepts and methods.		
6. Students will describe artistic, literary, and human creativity products.		
7. Students will interpret, analyze, and construct arguments.		

**NEW ITEM:** Identify how faculty utilized the Collegiate Learning Assessment (CLA) results to inform decisions to improve writing, critical thinking, analytic reasoning, and problem solving within the program.

*The most recent CLA data has been shared with the science faculty and will be used to plan programmatic assessment.*

**NEW ITEM:** Identify how the faculty ensure that the General Studies student learning outcomes are assessed at the program level.

*Institutional Learning Outcome 5 (Students will identify, explain, and apply scientific concepts and methods.) is assessed by our program.*

**REVISED ITEM:** Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.

9/2/10, 12/11/12, 8/12/13

*Some of the results have been shared with Teacher Education for the purpose of NCATE accreditation. Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2013 Program Review.*

**REVISED ITEM:** Identify key stakeholders with which Institutional student learning outcomes assessed within the program have been shared.

*Results will be shared with the Dean, Provost, Board of Directors and HEPC in the 2013 Program Review.*

APPENDIX B  
APPLIED SCIENCE  
GRADUATE EXIT SURVEYS

# 2017 GRADUATE EXIT SURVEY



Bluefield State College

Bluefield State College Surveys (as private and confidential)

## Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,


This email contains evaluation results for APSC Exit Survey SP2017 / EXIT-APPSC:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

In the second part of the analysis the average values of all individual questions are listed.

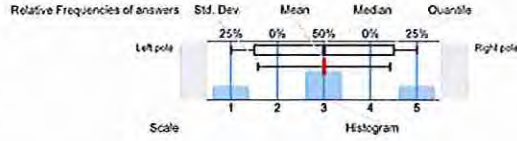
Your Class Climate Administrator

**Bluefield State College Surveys**  
 APSC Exit Survey SP2017 ()  
 No. of responses = 7



**Legend**

Question text



n=No. of responses  
 av.=Mean  
 md=Median  
 dev.=Std. Dev.  
 ab.=Abstention

**1. Background Information**

¹¹ Please enter the semester you began coursework at BSC:

2011-2012; 2014-2017  
 _____  
 Fall 2014  
 _____  
 Fall 2013  
 _____  
 Fall 2013  
 _____  
 Fall 2012  
 _____  
 Fall 2015  
 _____  
 Fall 2014  
 _____

¹² Were you a transfer student?

Yes	<input type="checkbox"/>	83.3%	n=6
No	<input type="checkbox"/>	16.7%	

¹³ If yes, list the college(s) from which you have transfer credit:

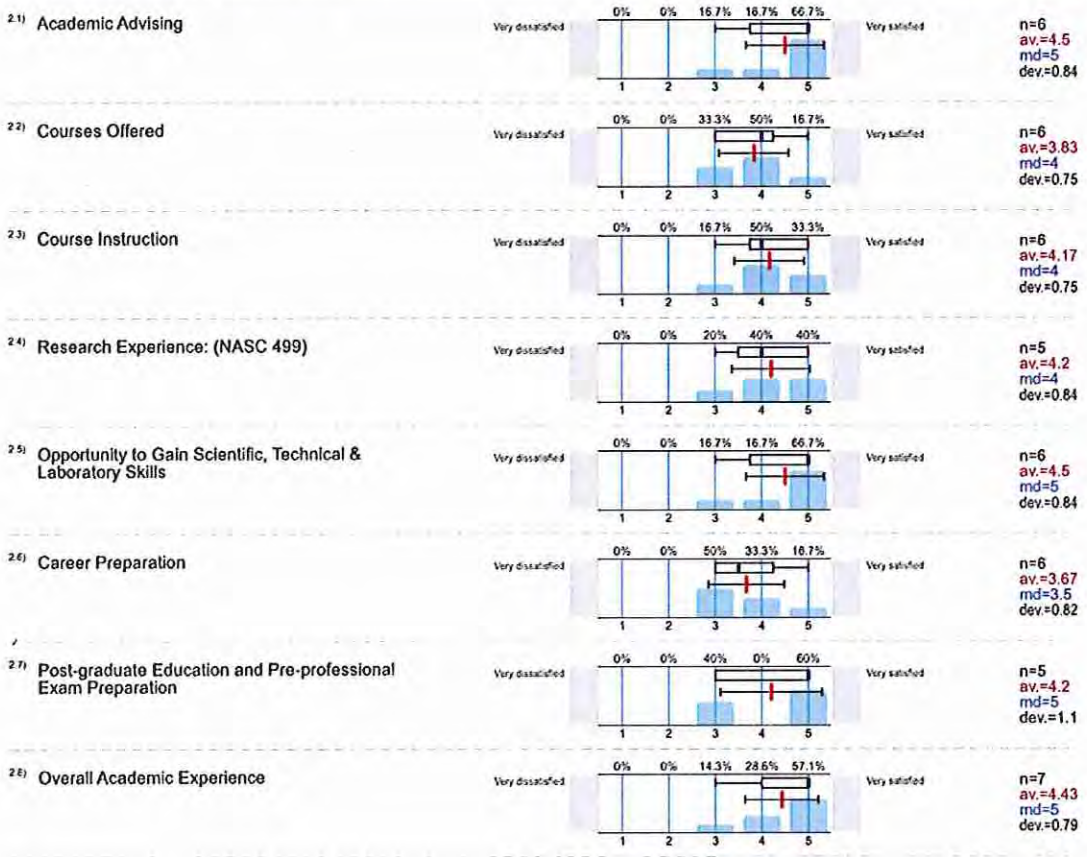
Bluefield College  
 _____  
 West Virginia Wesleyan  
 _____  
 Concord University  
 New River Community  
 _____  
 Southwest Virginia Community College  
 Southwest Virginia Community College  
 _____



14) Please enter your semester of graduation:

Fall 2017 _____  
 Spring 2017 _____  
 Spring 2017 _____  
 Spring 2017 _____  
 Spring 2017 _____  
 Spring 2017 _____

2. Applied Science Program Evaluation



25) Suggestions for program improvement: *(Please keep comments inside the box)*

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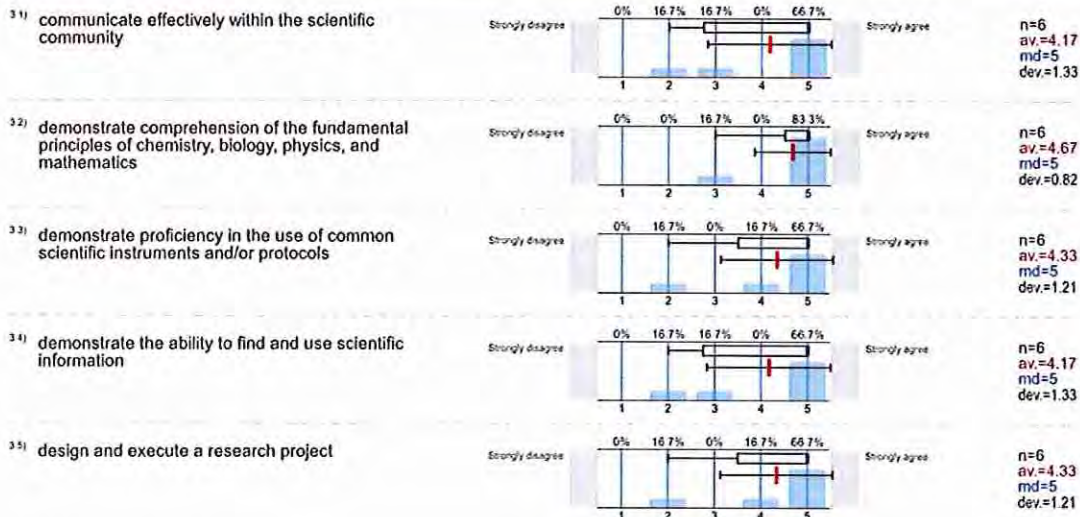
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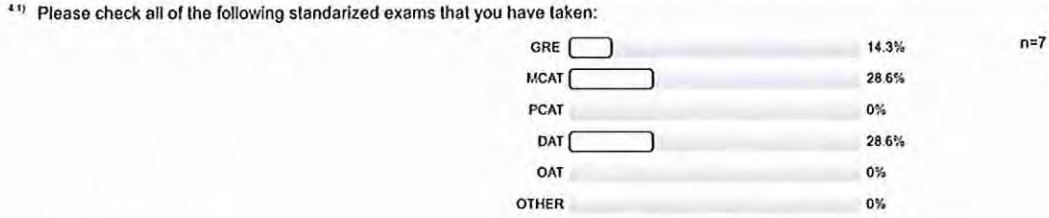
For those not pursuing a masters or professional d... I'd like to see  
 more career prep than what that we have BSC and super proud

3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:





**4. Pre-Professional Exams**

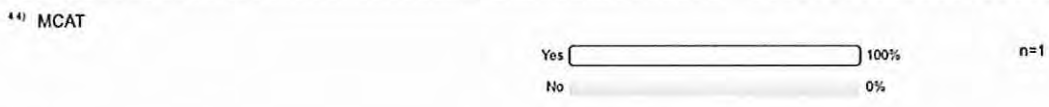
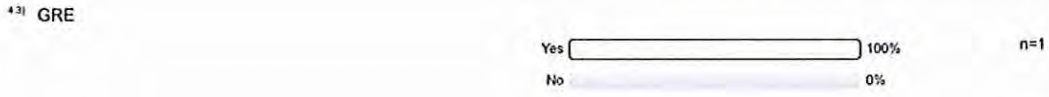


4²⁾ If other, please specify.

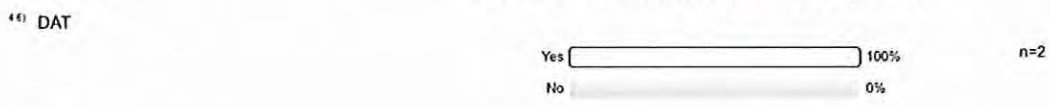
_____

_____

_____



4⁵⁾ PCAT The evaluation will not be displayed due to low response rate.



4⁷⁾ OAT The evaluation will not be displayed due to low response rate.

4⁸⁾ Other The evaluation will not be displayed due to low response rate.

**5. Post Graduate Education**

51) To which of the following have you applied?

Graduate School	<input type="text"/>	42.9%	n=7
Professional School	<input type="text"/>	28.6%	
Other	<input type="text"/>	14.3%	

52) Please provide the name(s) of the Institution and the program(s) of study.

ZSUS- Master's of Science Nonprofit Management

American National University MBA in Health-care Administration

NVA School of Dentistry

OSU School of Dentistry

LECOM school of Dentistry

VCU School of Dentistry

Kentucky School of Dentistry

UF school of Dentistry

Bluefield College

6. Employment Applications

61) Please list positions you have applied for and the name of the employer.

Patient Services Specialist - Southern VA VA + International Surgeons, which I GCI + start doing I even anticipate 'Contract'

Analytical Chemist - LPM Pharmaceuticals

Medical Sales Representative - AccoCare USA

62) If you are not applying for post graduate education or employment at this time, describe how you plan to put the knowledge that you have gained and the degree that you have earned in Applied Science to use.



Gap year to study for MCAT, then apply to medical school

I will put the knowledge I have gained from Applied Science by earning a Masters Degree in Biology Education.

7. Acceptances - Post Graduate Education

71) Check any of the following that you have been accepted for:

Graduate School	<input type="checkbox"/>	28.6%	n=7
Professional School	<input type="checkbox"/>	0%	
Other	<input type="checkbox"/>	0%	

72) Please indicate the name of the institution and the program of study to which you have been accepted.

ZSUS

American National University: M^{BA} in Healthcare Administration

8. Employment

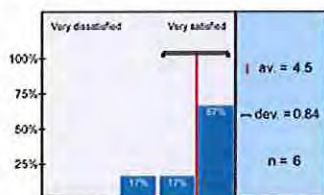
* Please indicate the position you have accepted for employment and the name of the employer.

NA

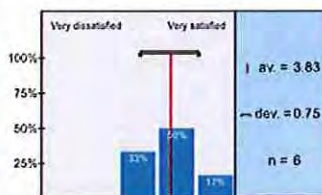
Patient Services Specialist  
Medical Sales Representative - Aerolene USA

## Histogram for scaled questions

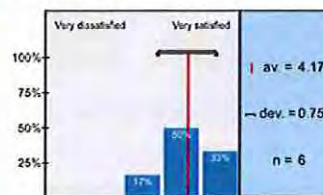
Academic Advising



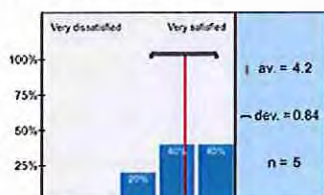
Courses Offered



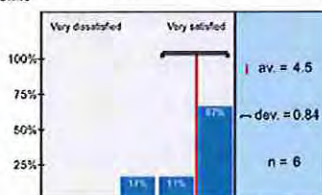
Course Instruction



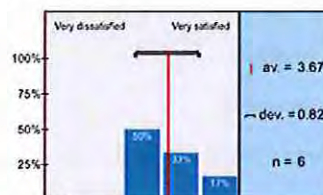
Research Experience: (NASC 499)



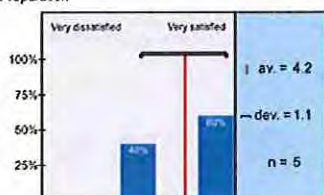
Opportunity to Gain Scientific, Technical &amp; Laboratory Skills



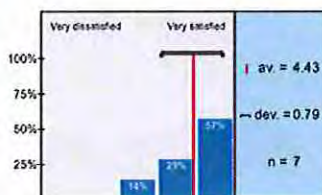
Career Preparation



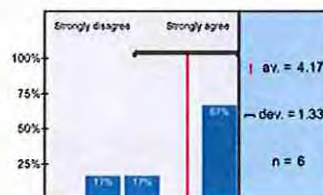
Post-graduate Education and Pre-professional Exam Preparation



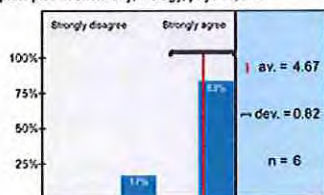
Overall Academic Experience



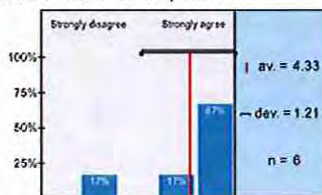
communicate effectively within the scientific community



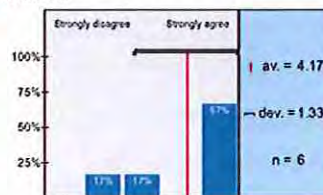
demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and



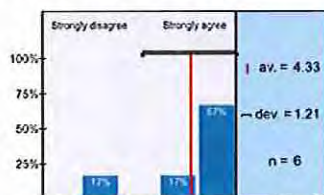
demonstrate proficiency in the use of common scientific instruments and/or protocols



demonstrate the ability to find and use scientific information



design and execute a research project



solve problems using logic, reasoning, and critical thinking skills

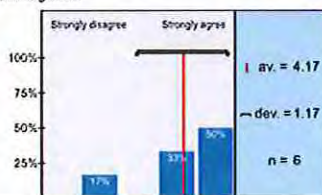
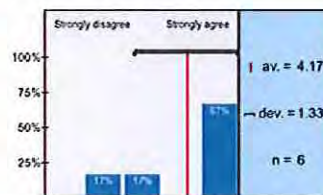


exhibit ethical and professional behavior



## Profile

Subunit: **BSC General Surveys**  
 Name of the instructor: **Bluefield State College Surveys**  
 Name of the course:  
 (Name of the survey) **APSC Exit Survey SP2017**

Values used in the profile line: Mean

### 2. Applied Science Program Evaluation



### 3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:






# 2016 GRADUATE EXIT SURVEY

2016

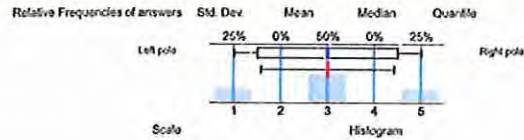
Bluefield State College Surveys, Graduate Exit Survey

**Bluefield State College Surveys**  
 Graduate Exit Survey ()  
 No. of responses = 94



## Legend

Question text



n=No. of responses  
 av.=Mean  
 md.=Median  
 dev.=Std. Dev.  
 ab.=Abstention

## 1. Education

1¹⁾ What was the highest degree you received at BSC? (Check only one)

Associate	<input type="checkbox"/>	14.3%	n=77
Baccalaureate	<input type="checkbox"/>	85.7%	

1²⁾ What program did you receive your highest degree? (Check all that apply)

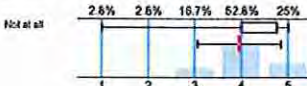
Applied Science	<input type="checkbox"/>	6.4%	n=94
Social Science	<input type="checkbox"/>	6.4%	
Criminal Justice Administration	<input type="checkbox"/>	12.8%	
Humanities		0%	
Regents Bachelor of Arts	<input type="checkbox"/>	9.6%	
Accountancy		0%	
Business Information Systems		0%	
Business Administration	<input type="checkbox"/>	5.3%	
Early / Middle Education	<input type="checkbox"/>	9.6%	
Architectural Engineering Tech.	<input type="checkbox"/>	2.1%	
Civil Engineering Tech.	<input type="checkbox"/>	6.4%	
Electrical Engineering Tech.	<input type="checkbox"/>	5.3%	
Mechanical Engineering Tech.	<input type="checkbox"/>	5.3%	
Mining Engineering Tech.	<input type="checkbox"/>	1.1%	
Computer Science	<input type="checkbox"/>	4.3%	
Nursing	<input type="checkbox"/>	6.4%	
Radiologic Tech.	<input type="checkbox"/>	5.3%	
Imaging Sciences		0%	
Health Services Management	<input type="checkbox"/>	3.2%	
Engineering Management	<input type="checkbox"/>	3.2%	

## 2. Additional Education

2¹⁾ Do you plan to pursue a graduate degree?  
 Yes (Go to question 2.2)  46.2% n=78  
 No (Skip to Section 3)  53.8%

2²⁾ Where do you plan to pursue a graduate degree?  
 Graduate School inside West Virginia  32.4% n=34  
 Graduate School outside West Virginia  67.6%

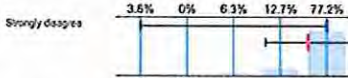
2³⁾ Which degree do you plan to pursue?  
 Master's  70.6% n=34  
 Doctorate (PHD, EdD, DA, DBA, DNP, etc.)  8.6%  
 Medicine (MD, DO)  8.8%  
 Law (LLB, JD)  2.9%  
 Health Professional (dentistry, pharmacy, podiatry, optometry, etc.)  5.9%  
 Other  2.9%


2⁴⁾ In general, how prepared do you feel entering your graduate program?  
 Not at all  Very well n=36  
 av.=3.94  
 md=4  
 dev=0.89

3. Employment

3¹⁾ What is MOST LIKELY to be your PRINCIPAL activity upon graduation? (select only one answer)  
 Employment, full-time  74.4% n=78  
 Employment, part-time  10.3%  
 Graduate or professional school, full-time  12.6%  
 Graduate or professional school, part-time  2.6%  
 Additional undergraduate coursework 0%  
 Military service 0%  
 Volunteer activity (e.g. Peace Corps) 0%  
 Starting or raising a family 0%  
 Other 0%

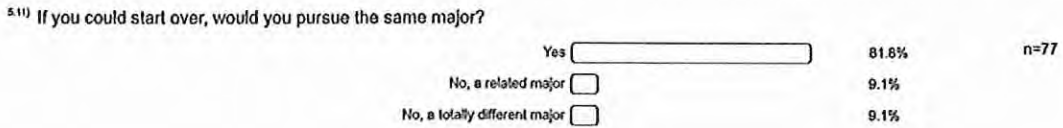
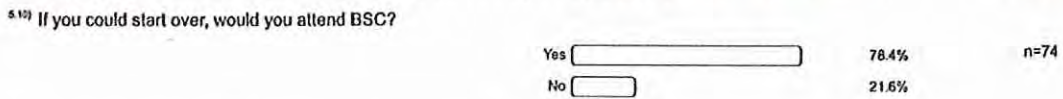
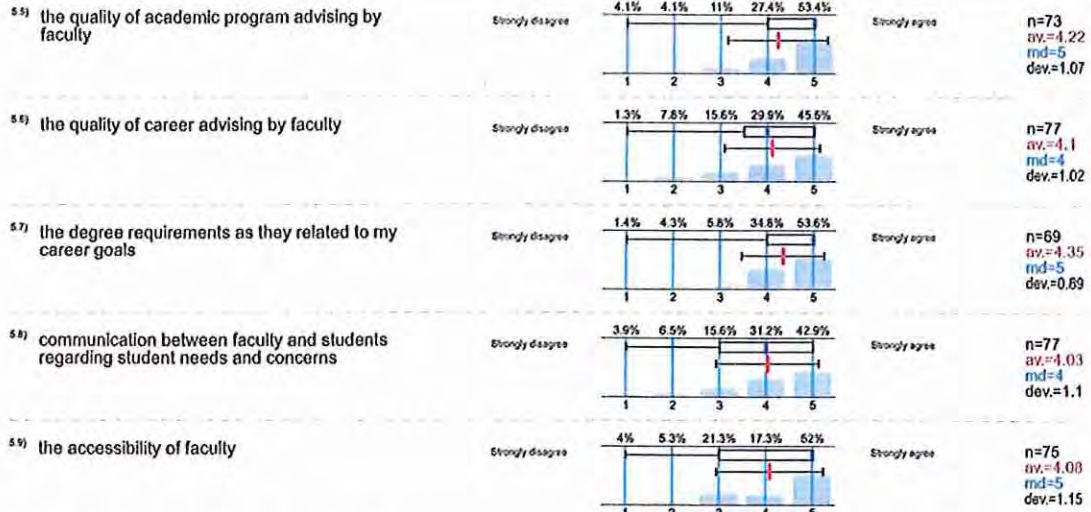
4. Attitudes and Perceptions

4¹⁾ read, write, and speak effectively  
 Strongly disagree  Strongly agree n=79  
 av.=4.50  
 md=5  
 dev=0.91

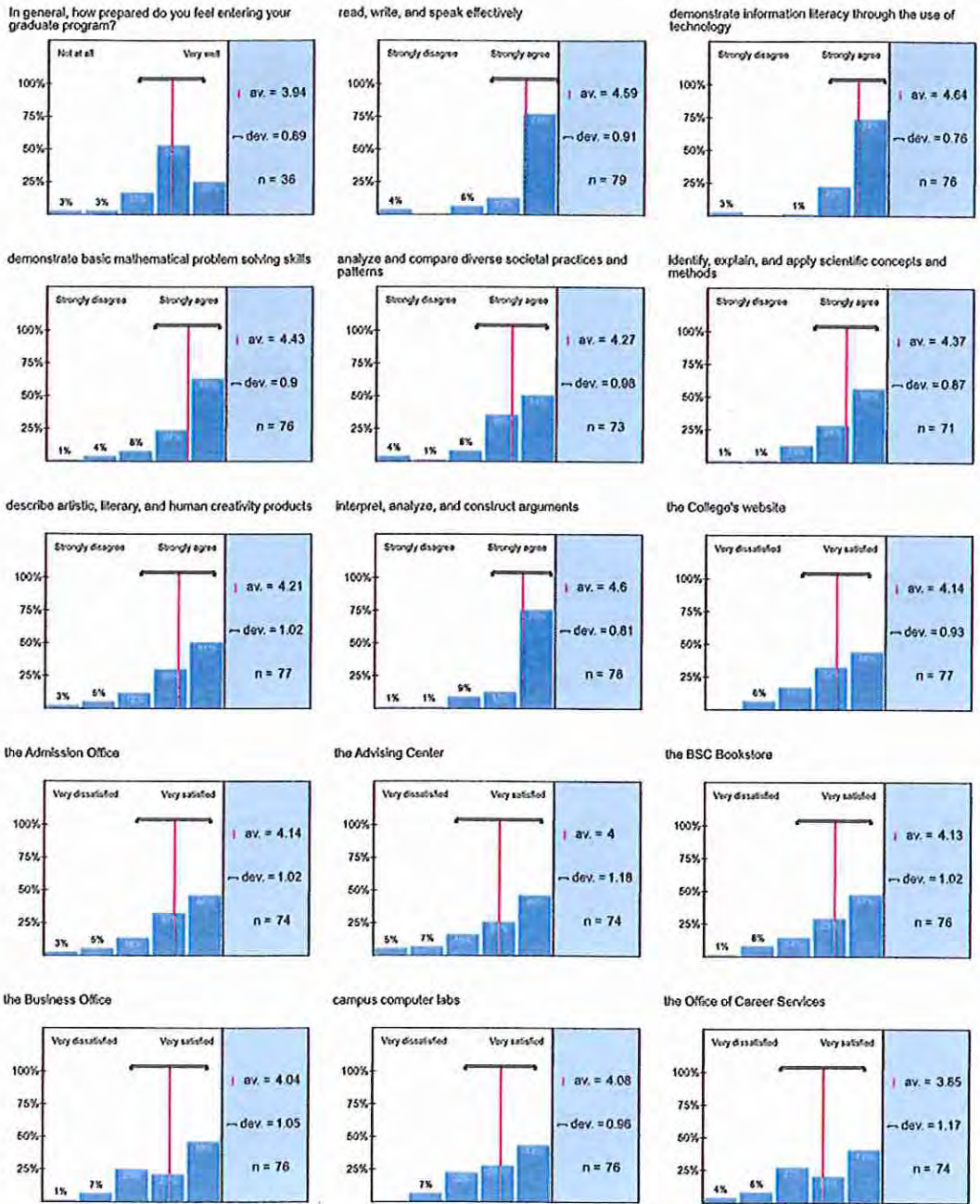
4²⁾ demonstrate information literacy through the use of technology  
 Strongly disagree  Strongly agree n=76  
 av.=4.64  
 md=5  
 dev=0.76

4 ³⁾ demonstrate basic mathematical problem solving skills	Strongly disagree	1.3% 3.9% 7.9% 23.7% 63.2%	Strongly agree	n=76 av.=4.43 md=5 dev.=0.9
4 ⁴⁾ analyze and compare diverse societal practices and patterns	Strongly disagree	4.1% 1.4% 8.2% 35.6% 50.7%	Strongly agree	n=73 av.=4.27 md=5 dev.=0.98
4 ⁵⁾ identify, explain, and apply scientific concepts and methods	Strongly disagree	1.4% 1.4% 12.7% 28.2% 56.3%	Strongly agree	n=71 av.=4.37 md=5 dev.=0.87
4 ⁶⁾ describe artistic, literary, and human creativity products	Strongly disagree	2.6% 5.2% 11.7% 29.9% 50.6%	Strongly agree	n=77 av.=4.21 md=5 dev.=1.02
4 ⁷⁾ Interpret, analyze, and construct arguments	Strongly disagree	1.3% 1.3% 9% 12.6% 75.6%	Strongly agree	n=78 av.=4.6 md=5 dev.=0.81
4 ⁸⁾ the College's website	Very dissatisfied	0% 6.5% 16.9% 32.5% 44.2%	Very satisfied	n=77 av.=4.11 md=4 dev.=0.93
4 ⁹⁾ the Admission Office	Very dissatisfied	2.7% 5.4% 13.5% 32.4% 45.9%	Very satisfied	n=74 av.=4.14 md=4 dev.=1.02
4 ¹⁰⁾ the Advising Center	Very dissatisfied	5.4% 6.6% 16.2% 25.7% 45.9%	Very satisfied	n=74 av.=4 md=4 dev.=1.18
4 ¹¹⁾ the BSC Bookstore	Very dissatisfied	1.3% 7.9% 14.5% 28.9% 47.4%	Very satisfied	n=76 av.=4.13 md=4 dev.=1.02
4 ¹²⁾ the Business Office	Very dissatisfied	1.3% 6.6% 25% 21.1% 46.1%	Very satisfied	n=76 av.=4.01 md=4 dev.=1.05
4 ¹³⁾ campus computer labs	Very dissatisfied	0% 6.6% 22.4% 27.6% 43.4%	Very satisfied	n=76 av.=4.03 md=4 dev.=0.96
4 ¹⁴⁾ the Office of Career Services	Very dissatisfied	4.1% 8.1% 27% 20.3% 40.5%	Very satisfied	n=74 av.=3.85 md=4 dev.=1.17

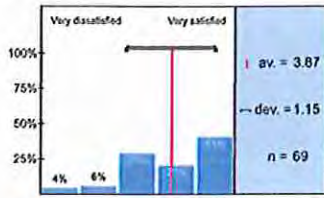
4 ¹⁵⁾ the Counseling Center	Very dissatisfied	4.3% 5.6% 29% 20.3% 40.6%	Very satisfied	n=69 av.=3.87 md=4 dev.=1.15
4 ¹⁶⁾ the Educational Opportunity Center	Very dissatisfied	5.4% 6.6% 28.4% 18.9% 40.5%	Very satisfied	n=74 av.=3.82 md=4 dev.=1.2
4 ¹⁷⁾ the Financial Aid Office	Very dissatisfied	1.3% 5.1% 17.9% 26.9% 48.7%	Very satisfied	n=78 av.=4.17 md=4 dev.=0.99
4 ¹⁸⁾ the Office of the Registrar	Very dissatisfied	0% 7.6% 19.5% 24.7% 48.1%	Very satisfied	n=77 av.=4.13 md=4 dev.=0.99
4 ¹⁹⁾ Student Support Services	Very dissatisfied	1.3% 10.5% 23.7% 22.4% 42.1%	Very satisfied	n=76 av.=3.93 md=4 dev.=1.1
4 ²⁰⁾ the Student Government Association	Very dissatisfied	2.6% 9.1% 29.5% 18.2% 40.3%	Very satisfied	n=77 av.=3.84 md=4 dev.=1.14
4 ²¹⁾ the Wendell G. Hardway Library	Very dissatisfied	0% 6.3% 20.3% 29.1% 44.3%	Very satisfied	n=79 av.=4.11 md=4 dev.=0.95
4 ²²⁾ the learning management system	Very dissatisfied	1.3% 8% 29.3% 22.7% 38.7%	Very satisfied	n=75 av.=3.89 md=4 dev.=1.06
<b>5. Educational Effectiveness</b>				
5 ¹⁾ the content and structure of my major	Strongly disagree	1.3% 1.3% 2.6% 32.5% 61.8%	Strongly agree	n=76 av.=4.53 md=5 dev.=0.74
5 ²⁾ the overall quality of instruction I received in my major department	Strongly disagree	1.4% 2.7% 5.5% 30.1% 60.3%	Strongly agree	n=73 av.=4.45 md=5 dev.=0.83
5 ³⁾ the availability of classes	Strongly disagree	5.2% 5.2% 22.1% 22.1% 45.5%	Strongly agree	n=77 av.=3.97 md=4 dev.=1.17
5 ⁴⁾ the frequency required courses were offered	Strongly disagree	2.6% 0.1% 22.1% 31.2% 35.1%	Strongly agree	n=77 av.=3.87 md=4 dev.=1.08



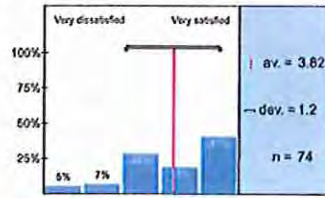
Histogram for scaled questions



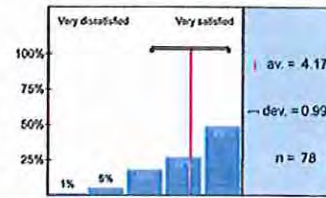
the Counseling Center



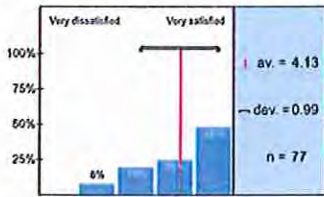
the Educational Opportunity Center



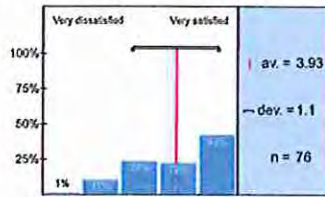
the Financial Aid Office



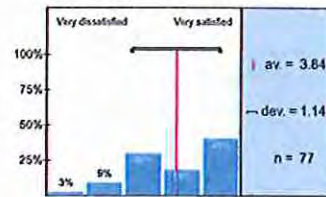
the Office of the Registrar



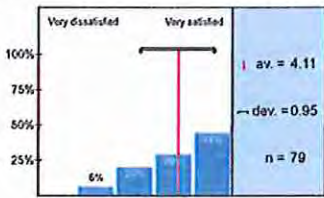
Student Support Services



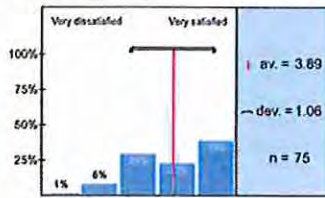
the Student Government Association



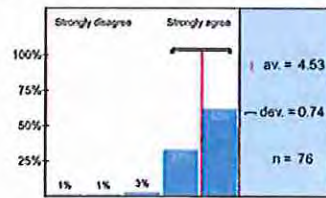
the Wendell G. Hardway Library



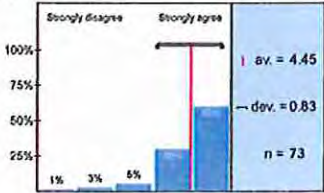
the learning management system



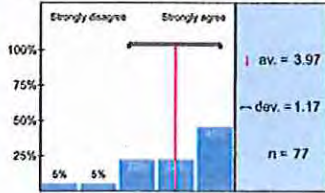
the content and structure of my major



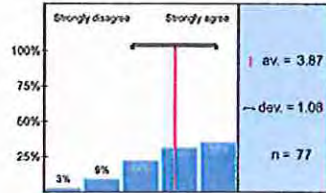
the overall quality of instruction I received in my major department



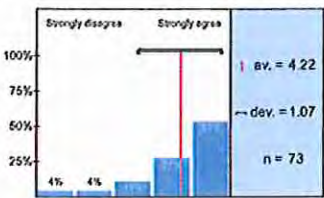
the availability of classes



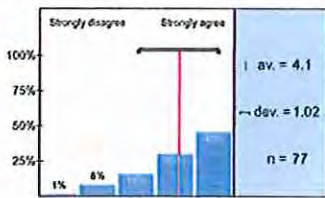
the frequency required courses were offered



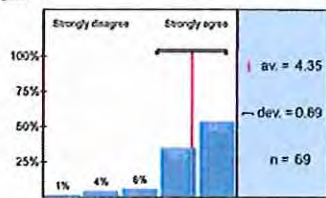
the quality of academic program advising by faculty



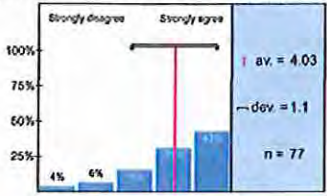
the quality of career advising by faculty



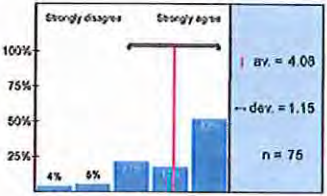
the degree requirements as they related to my career goals



communication between faculty and students regarding student needs and concerns



the accessibility of faculty





## Profile

Submit: BSC General Surveys  
 Name of the instructor: Bluefield State College Surveys  
 Name of the course: Graduate Exit Survey  
 (Name of the survey)

Values used in the profile line: Mean

### 2. Additional Education

2.4) In general, how prepared do you feel entering your graduate program? Not at all |-----| Very well n=36 av.=3.91 md=4.00 dev.=0.8

### 4. Attitudes and Perceptions

4.1) read, write, and speak effectively	Strongly disagree	Strongly agree	n=79	av.=4.59 md=5.00 dev.=0.5
4.2) demonstrate information literacy through the use of technology	Strongly disagree	Strongly agree	n=76	av.=4.64 md=5.00 dev.=0.7
4.3) demonstrate basic mathematical problem solving skills	Strongly disagree	Strongly agree	n=76	av.=4.43 md=5.00 dev.=0.5
4.4) analyze and compare diverse societal practices and patterns	Strongly disagree	Strongly agree	n=73	av.=4.27 md=5.00 dev.=0.8
4.5) identify, explain, and apply scientific concepts and methods	Strongly disagree	Strongly agree	n=71	av.=4.37 md=5.00 dev.=0.8
4.6) describe artistic, literary, and human creativity products	Strongly disagree	Strongly agree	n=77	av.=4.21 md=5.00 dev.=1.0
4.7) interpret, analyze, and construct arguments	Strongly disagree	Strongly agree	n=78	av.=4.60 md=5.00 dev.=0.8
4.8) the College's website	Very dissatisfied	Very satisfied	n=77	av.=4.14 md=4.00 dev.=0.5
4.9) the Admission Office	Very dissatisfied	Very satisfied	n=74	av.=4.14 md=4.00 dev.=1.0
4.10) the Advising Center	Very dissatisfied	Very satisfied	n=74	av.=4.00 md=4.00 dev.=1.1
4.11) the BSC Bookstore	Very dissatisfied	Very satisfied	n=76	av.=4.13 md=4.00 dev.=1.0
4.12) the Business Office	Very dissatisfied	Very satisfied	n=76	av.=4.04 md=4.00 dev.=1.0
4.13) campus computer labs	Very dissatisfied	Very satisfied	n=76	av.=4.08 md=4.00 dev.=0.5
4.14) the Office of Career Services	Very dissatisfied	Very satisfied	n=74	av.=3.85 md=4.00 dev.=1.1
4.15) the Counseling Center	Very dissatisfied	Very satisfied	n=69	av.=3.87 md=4.00 dev.=1.1
4.16) the Educational Opportunity Center	Very dissatisfied	Very satisfied	n=74	av.=3.82 md=4.00 dev.=1.2
4.17) the Financial Aid Office	Very dissatisfied	Very satisfied	n=78	av.=4.17 md=4.00 dev.=0.5
4.18) the Office of the Registrar	Very dissatisfied	Very satisfied	n=77	av.=4.13 md=4.00 dev.=0.5
4.19) Student Support Services	Very dissatisfied	Very satisfied	n=76	av.=3.93 md=4.00 dev.=1.1

4.20) the Student Government Association	Very dissatisfied					Very satisfied	n=77	av.=3.84	md.=4.00	dev.=1.1
4.21) the Wendell G. Hardway Library	Very dissatisfied					Very satisfied	n=79	av.=4.11	md.=4.00	dev.=0.9
4.22) the learning management system	Very dissatisfied					Very satisfied	n=75	av.=3.89	md.=4.00	dev.=1.0

5. Educational Effectiveness

5.1) the content and structure of my major	Strongly disagree					Strongly agree	n=76	av.=4.53	md.=5.00	dev.=0.7
5.2) the overall quality of instruction I received in my major department	Strongly disagree					Strongly agree	n=73	av.=4.45	md.=5.00	dev.=0.6
5.3) the availability of classes	Strongly disagree					Strongly agree	n=77	av.=3.97	md.=4.00	dev.=1.1
5.4) the frequency required courses were offered	Strongly disagree					Strongly agree	n=77	av.=3.07	md.=4.00	dev.=1.0
5.5) the quality of academic program advising by faculty	Strongly disagree					Strongly agree	n=73	av.=4.22	md.=5.00	dev.=1.0
5.6) the quality of career advising by faculty	Strongly disagree					Strongly agree	n=77	av.=4.10	md.=4.00	dev.=1.0
5.7) the degree requirements as they related to my career goals	Strongly disagree					Strongly agree	n=69	av.=4.35	md.=5.00	dev.=0.6
5.8) communication between faculty and students regarding student needs and concerns	Strongly disagree					Strongly agree	n=77	av.=4.03	md.=4.00	dev.=1.1
5.9) the accessibility of faculty	Strongly disagree					Strongly agree	n=75	av.=4.09	md.=5.00	dev.=1.1

# 2015 GRADUATE EXIT SURVEY

2015



Bluefield State College

Bluefield State College Surveys (as private and confidential)

## Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,


This email contains evaluation results for APPS Exit survey Spring 2015 / EXIT-APPSC:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

In the second part of the analysis the average values of all individual questions are listed.

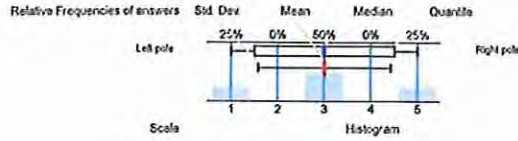
Your Class Climate Administrator

**Bluefield State College Surveys**  
 APPS Exit survey Spring 2015 ()  
 No. of responses = 9



**Legend**

Question text



1. Background Information

1⁰ Please enter the semester you began coursework at BSC:

Fall 2017 _____  
 Fall 2011 _____  
 Fall ~~2010~~ 2010 _____  
 _____  
 Fall 2012 _____  
 Spring 2012 _____  
 Fall 2011 _____  
 Fall 2012 _____  
 Fall 2011 _____

1² Were you a transfer student?

Yes  66.7% n=6  
 No  33.3%

1³ If yes, list the college(s) from which you have transfer credit:

West Virginia University _____  
 _____  
 Concord University & Marshall University _____  
 Mountain State University _____  
 Mountain State University, New river technical & Community College.

Concord College

West Virginia University

1.0 Please enter your semester of graduation:

Fall 2015

~~Fall 2015~~ Spring 2015

Fall 2015 or Spring 2016

~~Spring 2015~~ Spring 2016

Spring 2015

Spring 2015

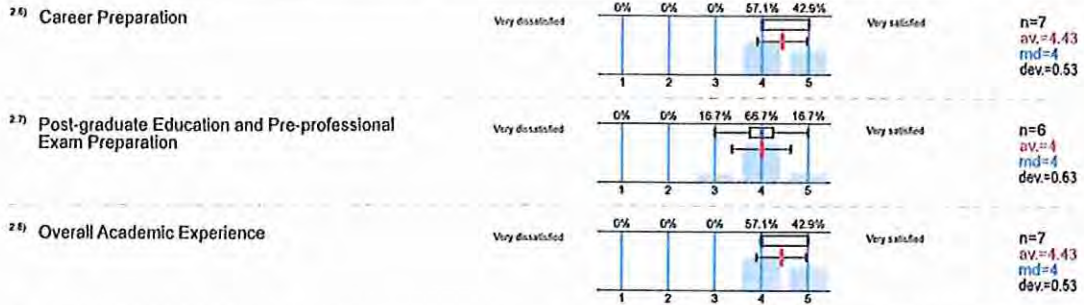
Spring 2015

Summer 2015

~~Fall 2015~~ Spring 2015

2. Applied Science Program Evaluation

2.0 Academic Advising	Very dissatisfied	0%	0%	0%	25%	75%	Very satisfied	n=8 av.=4.75 md=5 dev=0.46
2.1 Courses Offered	Very dissatisfied	0%	11.1%	55.6%	22.2%	11.1%	Very satisfied	n=9 av.=3.33 md=3 dev=0.87
2.2 Course Instruction	Very dissatisfied	0%	0%	0%	62.5%	37.5%	Very satisfied	n=8 av.=4.38 md=4 dev=0.52
2.3 Research Experience: (NASC 499)	Very dissatisfied	0%	0%	0%	25%	75%	Very satisfied	n=8 av.=4.75 md=5 dev=0.46
2.4 Opportunity to Gain Scientific, Technical & Laboratory Skills	Very dissatisfied	0%	0%	0%	16.7%	83.3%	Very satisfied	n=6 av.=4.83 md=5 dev=0.41



27) Suggestions for program improvement: (Please keep comments inside the box)

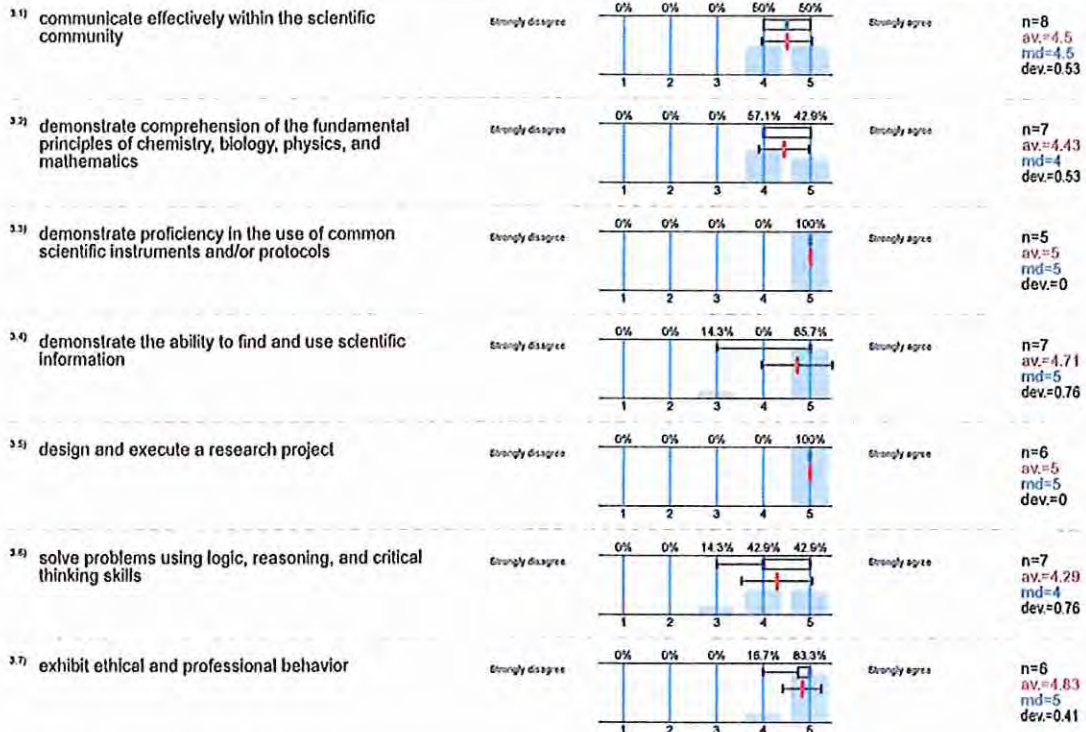
No major complaints aside from the Chemistry professor situation. Terry Price needs to be the permanent Chemistry professor. More organized with greater outreach to students. More variety of coursework offered.

Need to offer more courses, so students have to wait for next time class is scheduled.

Offer more chemistry classes ~~so that there can't just be a completion of a chemistry minor~~. The issue with chemistry has persisted since I began and I needs more chemistry programs. The classes are fine but need more detail at times. Some students may have been poorly advised for their major class.

I honestly have no complaints whatsoever. This program in general is professional and taught me so much. I got so many opportunities as if's program that I could not have gotten somewhere else.

3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:



4. Pre-Professional Exams

4.1) Please check all of the following standardized exams that you have taken:

GRE	<input type="checkbox"/>	22.2%	n=9
MCAT	<input type="checkbox"/>	22.2%	
PCAT	<input type="checkbox"/>	11.1%	
DAT		0%	
OAT		0%	
OTHER		0%	

4.2) If other, please specify.

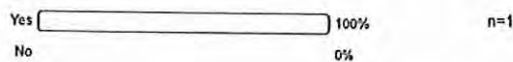
_____

_____

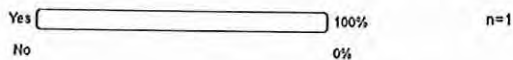
_____

_____

43) GRE



44) MCAT



45) PCAT



46) DAT

The evaluation will not be displayed due to low response rate.

47) OAT

The evaluation will not be displayed due to low response rate.

48) Other

The evaluation will not be displayed due to low response rate.

5. Post Graduate Education

51) To which of the following have you applied?



52) Please provide the name(s) of the institution and the program(s) of study.

Not applied yet

University of Kentucky, Integrated Biomedical M.D. Program, Marshall University School of Medicine, West Virginia University School of Medicine  
will be applying within the next few months



WVU, Marshall, V Tech, Wison, Duke, UNC, etc. - all medical schools

6. Employment Applications

6a) Please list positions you have applied for and the name of the employer.

I haven't applied yet because I graduate in 12 months and plan on applying for physician assistant school.

not applied yet

Bluefield State College, D. Ebrall

N/A

N/A

BRMC - Transfer

6b) If you are not applying for post graduate education or employment at this time, describe how you plan to put the knowledge that you have gained and the degree that you have earned in Applied Science to use.

Not applied yet

Entering the scientific job market in environmental or ecological endeavors

N/A

I am using my skills to gain clinical experience in a hospital and studying to take and complete MCAT.

7. Acceptances - Post Graduate Education

7.1 Check any of the following that you have been accepted for:

Graduate School <input type="checkbox"/>	11.1%	n=9
Professional School	0%	
Other	0%	

7.2 Please indicate the name of the institution and the program of study to which you have been accepted.

_____  
_____  
_____

Not applied

University of Kentucky Integrated Biomedical Science Ph.D.

B. Employment

* Please indicate the position you have accepted for employment and the name of the employer.

I haven't gained a position in the application process. I have accepted a sales job and have been shadowing for physician assistant

not applied

Bluefield State College, Dr. Strong!!

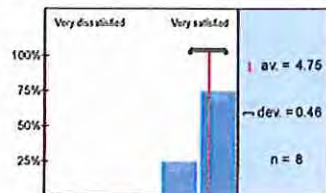
N/A

Transcriber - Emergency Room at BRMC  
Monitor Tech)

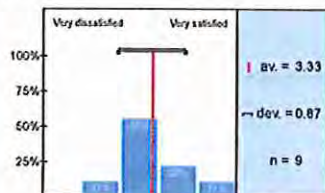
also shadowing surgeons, cardiology,  
internal medicine, ER docs, etc.

## Histogram for scaled questions

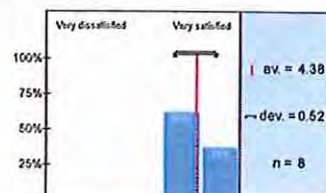
Academic Advising



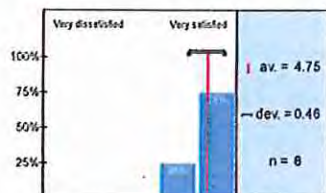
Courses Offered



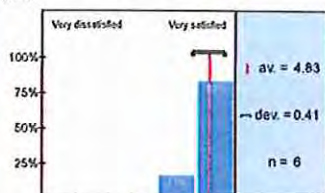
Course Instruction



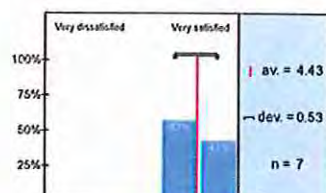
Research Experience: (NASC 499)



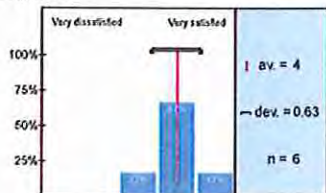
Opportunity to Gain Scientific, Technical &amp; Laboratory Skills



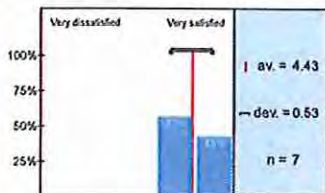
Career Preparation



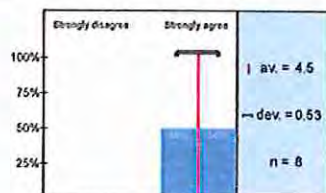
Post-graduate Education and Pre-professional Exam Preparation



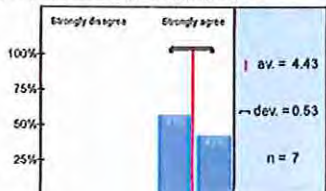
Overall Academic Experience



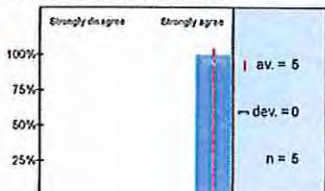
communicate effectively within the scientific community



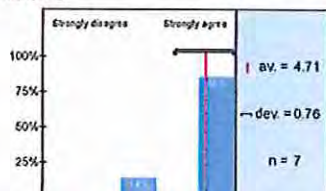
demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and



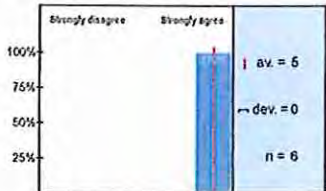
demonstrate proficiency in the use of common scientific instruments and/or protocols



demonstrate the ability to find and use scientific information



design and execute a research project



solve problems using logic, reasoning, and critical thinking skills

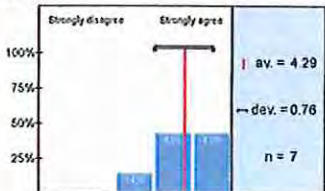
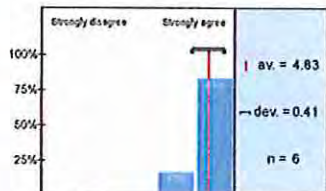


exhibit ethical and professional behavior



## Profile

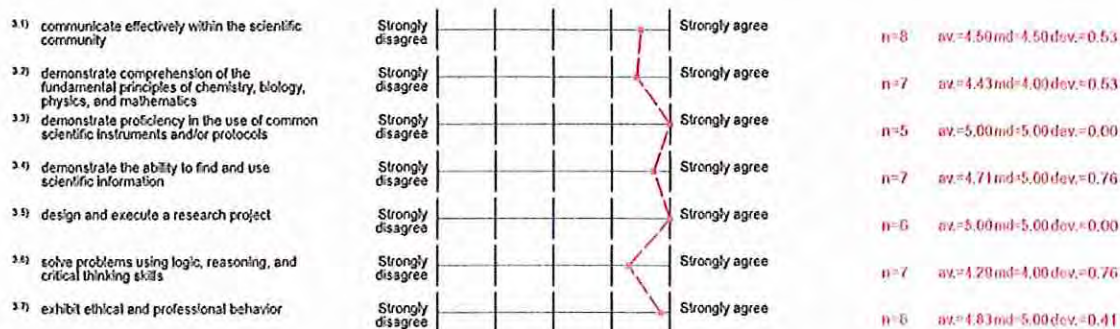
**Subunit:** BSC General Surveys  
**Name of the instructor:** Bluefield State College Surveys  
**Name of the course:  
(Name of the survey)** APPS Exit survey Spring 2015

Values used in the profile line: Mean

### 2. Applied Science Program Evaluation



### 3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:



# 2014 GRADUATE EXIT SURVEY

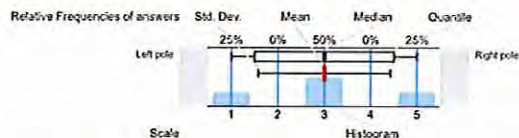
Bluefield State College Surveys, Applied Science Exit Survey

**Bluefield State College Surveys**  
Applied Science Exit Survey ()  
No. of responses = 15



## Legend

Question text



n=No. of responses  
av=Mean  
md=Median  
dev=Std. Dev.  
ab.=Abstention

1. Background Information

1¹⁾ Please enter the semester you began coursework at BSC:

Fall 2011	
Fall 2008	
Summer 2012	
Fall 2010	
Fall 2010	
Summer 2012	
Fall 2006	
Fall Semester 2010	
Fall 2010	
Spring 2012	
Spring 2010	
Summer 2008	
Fall 2009	
Fall 2010	

1²⁾ Were you a transfer student?

Yes	6	63.6%	n=11
No	5	36.4%	

13) If yes, list the college(s) from which you have transfer credit:

UNIVERSITY OF PHOENIX

UNIVERSITY OF MISSISSIPPI

Brookdale Community College / Coastal Carolina University

Southwest Virginia Community College & Concord University

BRENDA College, University of South Carolina, Radford University, Coastal Carolina

Concord University

~~BRIDGEMAN~~ Bridgewater College, New River Community and Technical, Southwest VA

Concord University

14) Please enter your semester of graduation:

Spring 2014

Spring 2014

Summer 2014

SP'14 *

Spring 2014

Spring 2014

Spring 2014

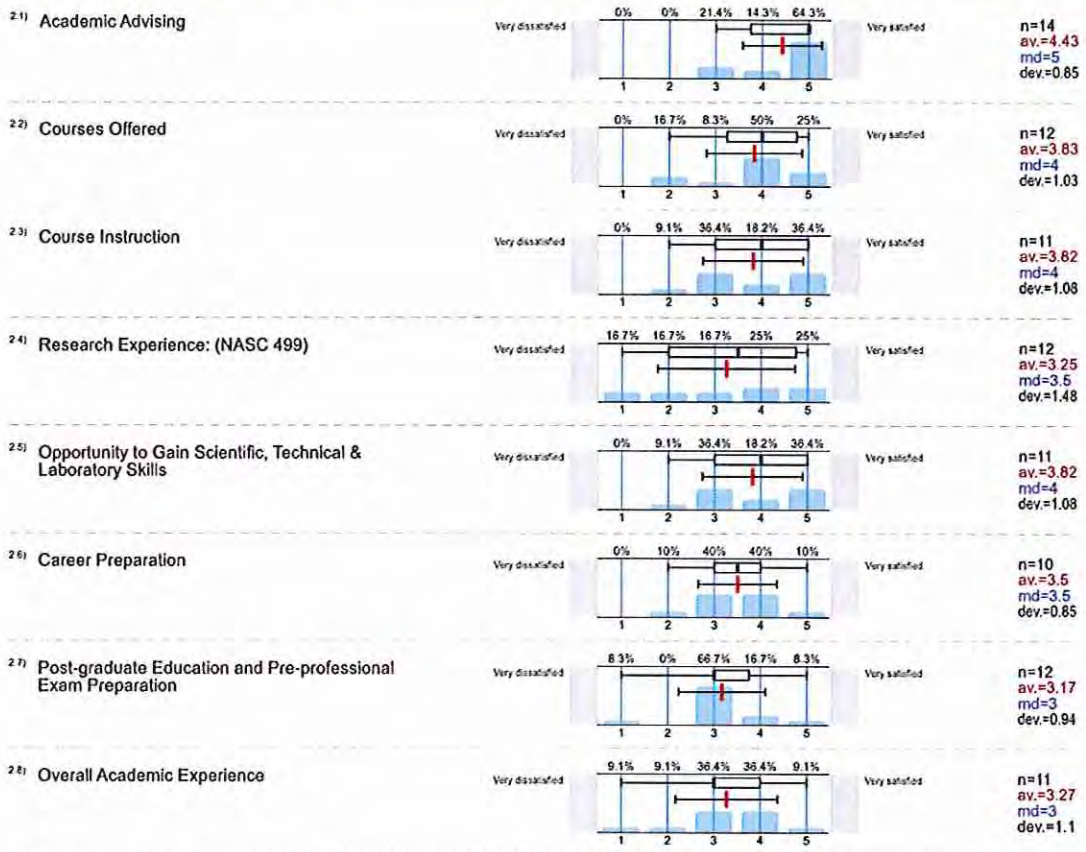
Spring 2014

Spring Semester 2014

Spring 2014

Spring 2014  
 Spring 2014  
 Spring 2014  
 Spring 2014

2. Applied Science Program Evaluation



2⁹⁾ Suggestions for program improvement: *(Please keep comments inside the box)*



The lack of organization by faculty esp. in Research 497 needs to be improved. ANSC 498 did not prepare students for future research.

Research 498 & 499 needs to be rethought & restructured.

Make research supply list at end of fall semester instead of beginning of Spring to limit delays  
 * Don't Hire A Professor To Teach A Course They've Never Had (Dr. ABRAMUS) & BIOCHEM

Organization, Organization, Organization!

Organization, cohesiveness among faculty.

Maybe in the first year of coursework teach students more on how to write a research paper.

Senior Research information given in 499, should've been given in 498. Resources for 499 should be used for ~~Research~~ purposes not a lecture. Professors were helpful, however, presentation was not available or time short, well late for meetings, in different times, inappropriate and uncomfortable. However, knowledge acquired from course was beneficial for future opportunities.

VASC 499 could have been more organized. felt like I was rushed to complete project due to not having supplies.

Organization, Organization, Organization!

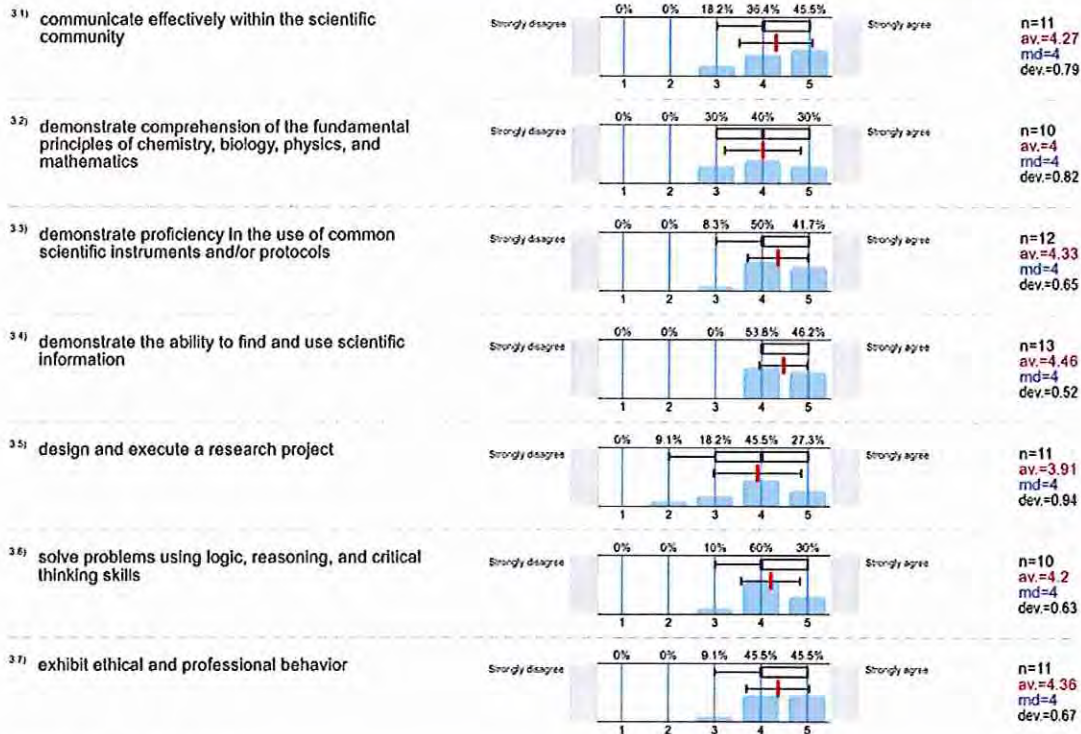
Cohesiveness among faculty members was tremendous in 499!

More classes both semesters. Another Physics offering. Better layout for 498, 499. Public at Bessinger Research.

Help provide students with more resources for lab courses.

Better Chemistry, more organized! Overall wonderful experience on ESC.  
 Thank you all!!

3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:



4. Pre-Professional Exams

4¹⁾ Please check all of the following standardized exams that you have taken:

GRE	<input type="checkbox"/>	20%	n=15
MCAT	<input type="checkbox"/>	13.3%	
PCAT	<input type="checkbox"/>	6.7%	
DAT	<input type="checkbox"/>	0%	
OAT	<input type="checkbox"/>	13.3%	
OTHER	<input type="checkbox"/>	0%	

4²⁾ If other, please specify.

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Still have to take MCAT, to be taken Fall 2014

43) GRE

Yes  50% n=2  
No  50%

44) MCAT

The evaluation will not be displayed due to low response rate.

45) PCAT

The evaluation will not be displayed due to low response rate.

46) DAT

The evaluation will not be displayed due to low response rate.

47) OAT

Yes  0% n=2  
No  100%

48) Other

The evaluation will not be displayed due to low response rate.

5. Post Graduate Education

51) To which of the following have you applied?

Graduate School  20% n=15  
Professional School  20%  
Other  6.7%

52) Please provide the name(s) of the institution and the program(s) of study.

Norm Southeastern University Southern College of Optometry

Norm Southeastern University, Southern College of Optometry

VED & Marshall - Forensic Science (Master's Program)  
Colin D Prime Science Forensic Investigation (Master's Program)

Still have to complete 2 courses, applying for medical school in fall of 2015.

Osteopathic School of Health Sciences, University of  
Charleston - Planning Assistant

Ecology of Wildlife Biology from accredited College

6. Employment Applications

*1) Please list positions you have applied for and the name of the employer.

Employed at Bluefield Eye Clinic, Head Scan Technician

Currently employed full-time.

Currently applying for post-grad internships

Anything related to teaching others about the environment.

Ⓢ

* If you are not applying for post graduate education or employment at this time, describe how you plan to put the knowledge that you have gained and the degree that you have earned in Applied Science to use.

I plan on taking the MCAT and attending PA/MD school.

I plan to find a short term career. My goal is to earn a GRE and attend graduate school for Microbiology.

Find a job in a lab.

Will be applying for employment with forestry service after graduation, as a wildlife biologist assistant.

Will finish required courses, take MCAT, and apply to medical school in fall of 2015.

Teaching others about my emphasis in applied science for now.

I plan to take the GRE and apply to some jobs after spending some time to relax and prepare my resume.

7. Acceptances - Post Graduate Education

7¹⁾ Check any of the following that you have been accepted for:

Graduate School	0%	n=15
Professional School	0%	
Other <input type="checkbox"/>	6.7%	

7²⁾ Please indicate the name of the institution and the program of study to which you have been accepted.

_____

_____

_____

_____

*None, thanks to lack of preparation*

*Have yet to apply*

8. Employment

*1 Please indicate the position you have accepted for employment and the name of the employer.

None

Taylor Optical C.O. , Scan Tech , Optometric Asst.

Employed full time.

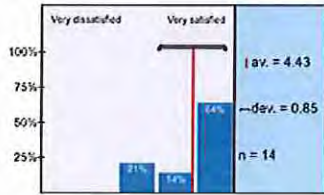
Life long experience to teach others about the Earth and its diverse environments!



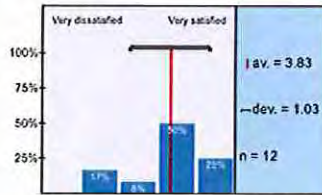


**Histogram for scaled questions**

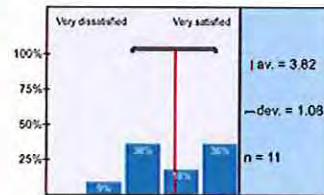
Academic Advising



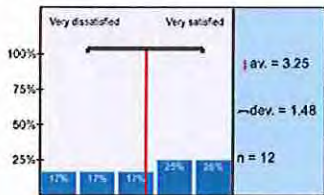
Courses Offered



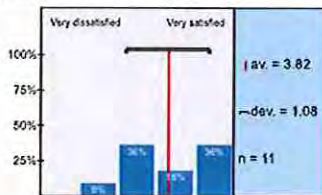
Course Instruction



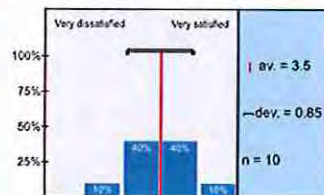
Research Experience: (NASC 499)



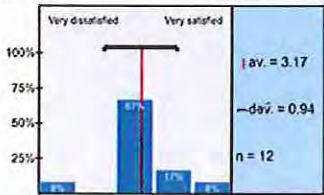
Opportunity to Gain Scientific, Technical & Laboratory Skills



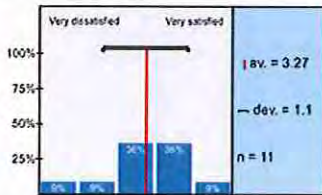
Career Preparation



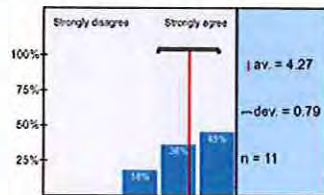
Post-graduate Education and Pre-professional Exam Preparation



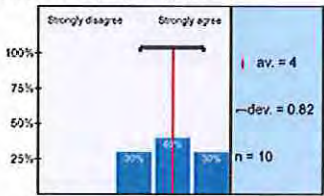
Overall Academic Experience



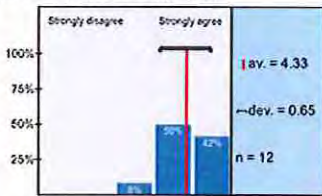
communicate effectively within the scientific community



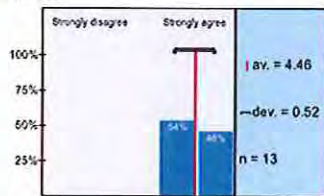
demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and



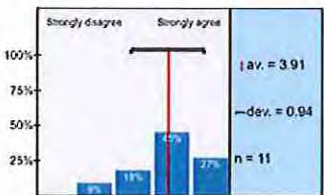
demonstrate proficiency in the use of common scientific instruments and/or protocols



demonstrate the ability to find and use scientific information



design and execute a research project



solve problems using logic, reasoning, and critical thinking skills

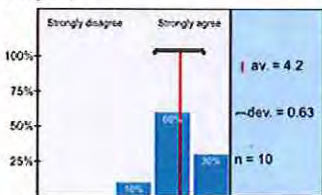
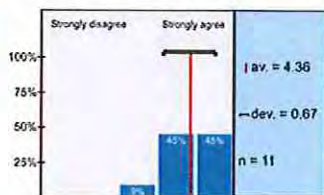


exhibit ethical and professional behavior



## Profile

Subunit: BSC General Surveys  
 Name of the instructor: Bluefield State College Surveys  
 Name of the course: Applied Science Exit Survey  
 (Name of the survey)

Values used in the profile line: Mean

### 2. Applied Science Program Evaluation



### 3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:



# 2013 GRADUATE EXIT SURVEY

2013



Bluefield State College

Bluefield State College Surveys (as private and confidential)

## Course Evaluation Results

Dear Mr./Dear Ms Bluefield State College Surveys,

This email contains evaluation results for Exit Survey APPSC SP 2013 / EXIT-APPSC:

The global indicators are listed first, followed by the individual average values, consisting of the following scales:

In the second part of the analysis the average values of all individual questions are listed.

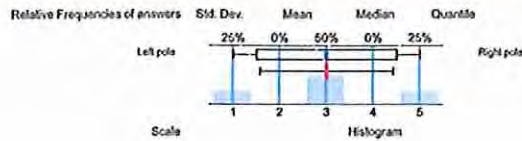
Your Class Climate Administrator

**Bluefield State College Surveys**  
Exit Survey APPSC SP 2013 ()  
No. of responses = 20



**Legend**

Question text



n=No. of responses  
av.=Mean  
md=Median  
dev.=Std. Dev.  
nb.=Abstention

1. Background Information

1) Please enter the semester you began coursework at BSC:

- Fall 2011 _____
- Fall 2010 _____
- Spring '09 _____
- Fall 2007 _____
- Summer 2011 _____
- First Summer Term 2012 _____
- Fall 2008 _____
- Summer 2010 _____
- Fall 2010 _____
- Fall 2008 _____
- Fall 2008 _____
- Spring 2013 _____
- Summer 2013 _____
- Fall 2009 _____
- Fall 2011 _____
- Fall 2011 _____
- Fall 2009 _____
- Fall 2009 _____

Sprina 2010

Sprina 104'

12) Were you a transfer student?

Yes	<input type="text" value="66.7%"/>	66.7%	n=15
No	<input type="text" value="33.3%"/>	33.3%	

13) If yes, list the college(s) from which you have transfer credit:

US Air Force, Mountain State University and Concord University

Paradise at Simon's Rock

Concord University

Concord University

Concord University and New River Community College

Roxbury Community College

Labrador Community College

Alia Lloyd college KY, Hanbay Community college Boston Ma.

Marshall University

Colorado Tech university

MOUNTAIN STATE UNIVERSITY, WVU

(Concord) University

Southern WV Community & Technical College

ALLA

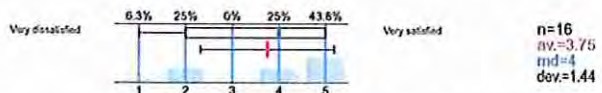
Almont State University

19) Please enter your semester of graduation:

Spring 2013 _____  
 Spring 2013 _____  
 Spring '13 _____  
 Spring 2013 _____  
 Spring 2013 _____  
 Spring 2013 _____  
 05-18-2013 _____  
~~May~~ Spring 2013 _____  
 May 2013 _____  
 Spring 2013 _____  
 Spring 2013 _____  
 Spring 2013 _____  
 May 2013 _____  
 Spring 2014 _____  
 SPRING '2013 _____  
 Spring 2013 August 2013 _____  
 Spring 2013 _____  
 Spring 2013 _____  
 Spring 13' _____

2. Applied Science Program Evaluation

2.1) Academic Advising



22) Courses Offered	Very dissatisfied	5.6% 22.2% 22.2% 33.3% 16.7%	Very satisfied	n=18 av.=3.33 md=3.5 dev=1.19
23) Course Instruction	Very dissatisfied	6.3% 6.3% 18.8% 37.5% 31.3%	Very satisfied	n=16 av.=3.81 md=4 dev=1.17
24) Research Experience: (NASC 499)	Very dissatisfied	18.8% 18.8% 25% 18.8% 18.8%	Very satisfied	n=16 av.=3 md=3 dev=1.41
25) Opportunity to Gain Scientific, Technical & Laboratory Skills	Very dissatisfied	5.6% 22.2% 22.2% 27.8% 22.2%	Very satisfied	n=18 av.=3.39 md=3.5 dev=1.24
26) Career Preparation	Very dissatisfied	17.6% 11.8% 11.8% 47.1% 11.8%	Very satisfied	n=17 av.=3.24 md=4 dev=1.35
27) Post-graduate Education and Pre-professional Exam Preparation	Very dissatisfied	28.7% 20% 26.7% 13.3% 13.3%	Very satisfied	n=15 av.=2.67 md=3 dev=1.4
28) Overall Academic Experience	Very dissatisfied	0% 17.6% 23.5% 47.1% 11.8%	Very satisfied	n=17 av.=3.53 md=4 dev=0.94

29) Suggestions for program improvement: (Please keep comments inside the box)

Offer more upper level classes more often  
Hire more faculty to be able to have classes.

I was exposed to grad school and that prep only reliance my advisor, Jr. Belong made the effort to go so out not my city needs of the Arts and Science school as a whole.

Hire more staff so classes may be taught more often ensure that teachers are adequately teaching course material

Better communication between administrative advisors & advisors

I believe the Chemistry classes need to be more challenging, encourage more chemistry classes give them at least 8-10 greater content and cover more material to give the student for



Teach more statistic aspect of Research and also make sure student get topic as end semester of Junior year. Teach how to do literature review

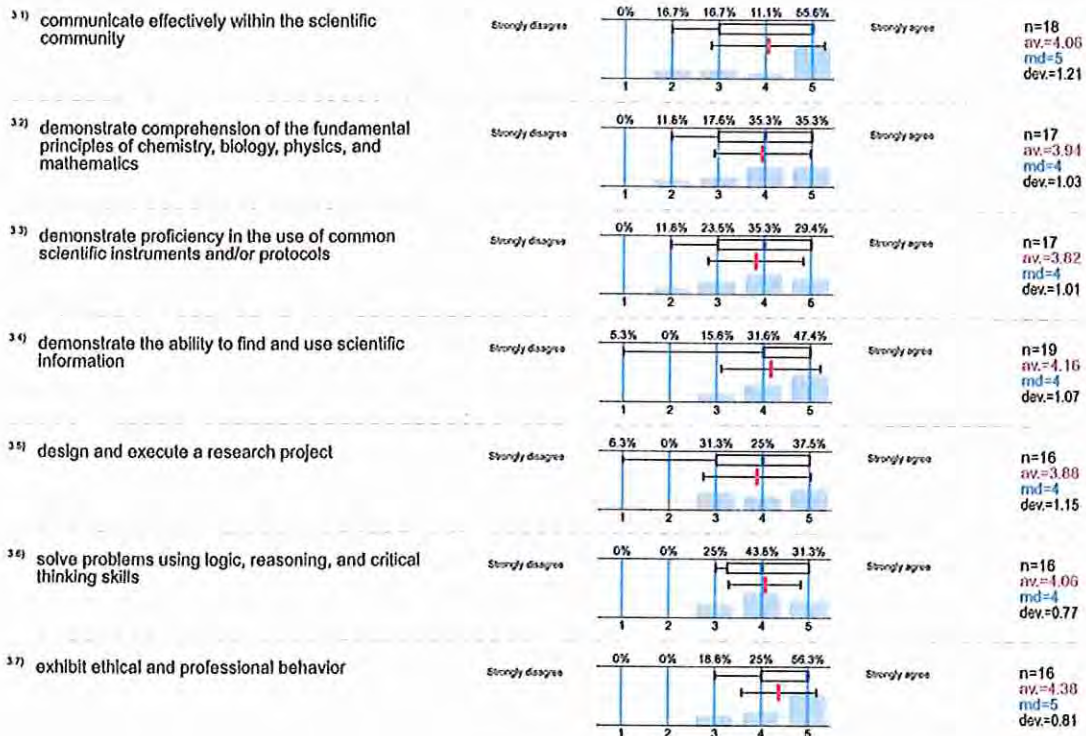
Classes that are needed to graduate should be offered more than every other semester of year

Better Communication between faculty. More time to do form Research

Keep the same teachers throughout the entire academic year. Emphasize research to start EARLY! Don't let students ask questions during research presentation.

Research should be an in class activity, not online.

3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:



4. Pre-Professional Exams

4¹⁾ Please check all of the following standardized exams that you have taken:

GRE <input type="checkbox"/>	30%	n=20
MCAT <input type="checkbox"/>	15%	
PCAT <input type="checkbox"/>	25%	
DAT <input type="checkbox"/>	5%	
OAT <input type="checkbox"/>	0%	
OTHER <input type="checkbox"/>	10%	

4²⁾ If other, please specify.

Teays Test for Nursing

Pharmacy school w physical therapy.

4 ³⁾ GRE	Yes <input type="text" value="100%"/>	100%	n=4
	No <input type="text" value="0%"/>	0%	
<hr/>			
4 ⁴⁾ MCAT	Yes <input type="text" value="66.7%"/>	66.7%	n=3
	No <input type="text" value="33.3%"/>	33.3%	
<hr/>			
4 ⁵⁾ PCAT	Yes <input type="text" value="76%"/>	76%	n=4
	No <input type="text" value="25%"/>	25%	
<hr/>			
4 ⁶⁾ DAT	The evaluation will not be displayed due to low response rate.		
4 ⁷⁾ OAT	The evaluation will not be displayed due to low response rate.		
<hr/>			
4 ⁸⁾ Other	Yes <input type="text" value="100%"/>	100%	n=2
	No <input type="text" value="0%"/>	0%	

5. Post Graduate Education

5 ¹⁾ To which of the following have you applied?	Graduate School <input type="text" value="25%"/>	25%	n=20
	Professional School <input type="text" value="20%"/>	20%	
	Other <input type="text" value="15%"/>	15%	

5²⁾ Please provide the name(s) of the institution and the program(s) of study.

mercer County Vocational LPN School  
will apply again to RN at BSC

Lincoln Memorial, South Carolina (College of Pharmacy, Pharmaceutical)

NA

WVU school of Public Health - Epidemiology      Kent State U. - Epidemiology

University of Toledo - Epidemiology

University of Charleston Physician Assistant Program  
Adams-Bridges College Physician Assistant Program  
West Liberty Physician Assistant Program

West Virginia University Dental School  
WVU, EPIDEMIOLOGY, DENTAL, BIOTECHNOLOGY

BSC AS nursing - starting Fall 2013

6. Employment Applications

* Please list positions you have applied for and the name of the employer.

Have not applied but talking about teaching  
Pharmacy Technicians courses at National & MCTEC

N/A

N/A

Student Researcher at NIH

~~At home~~ I work on a farm. Farm manager. The employer is ^{Athen} ~~home~~ Farm and investments

N/A

Research asst. @ WCU with Nan-gang Yu  
 Research asst. @ University Texas Southwestern Medical School

62) If you are not applying for post graduate education or employment at this time, describe how you plan to put the knowledge that you have gained and the degree that you have earned in Applied Science to use.

Currently have a job as CPHI at PCH Hospital

n/a

NA

N/A

I'm going into the nursing program at BSC. Once I finish that, I will work for at least 5 years. Then I will apply to the Osteopathic School of medicine in Lewisburg.

I plan on working for a year with a degree already obtained. Hopfully wanting to apply to graduate school next year.

I plan to apply to grad school as well as maintaining a career in an applied science field.

7. Acceptances - Post Graduate Education

7.1) Check any of the following that you have been accepted for:

- |                                              |    |      |
|----------------------------------------------|----|------|
| Graduate School <input type="checkbox"/>     | 5% | n=20 |
| Professional School <input type="checkbox"/> | 5% |      |
| Other <input type="checkbox"/>               | 5% |      |

12) Please indicate the name of the institution and the program of study to which you have been accepted.

Amalachian Coller. of Pharmcees

NA

Still waiting

~~NA~~ No where Yet.

West Virginia University Dental School

WVU, EPIDEMIOLOGY, DRETEL, BIOTECHNOLOG

BSC AS Nursing

2) Please indicate the name of the institution and the program of study to which you have been accepted.

Amalochian College of Pharmacy

Nil

Still waiting

~~None~~ No where yet.

West Virginia University Dental School

WVU, EPIDEMIOLOGY, DREXEL, BIOTECHNOLOGY

BSC AS Nursing

8. Employment

* Please indicate the position you have accepted for employment and the name of the employer.

Princeton Community Hospital Pharmacy already  
employed for 13 years!

Didn't receive position.

Athena Farm and Vineyard.

HA

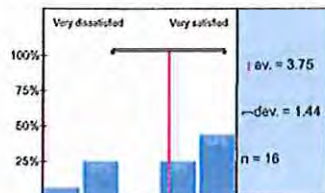
~~Princeton Community Hospital~~

Still talking to both institutions final decision will

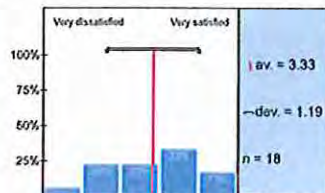


## Histogram for scaled questions

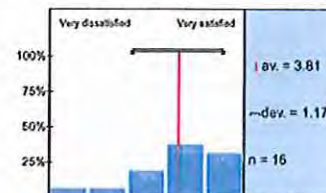
Academic Advising



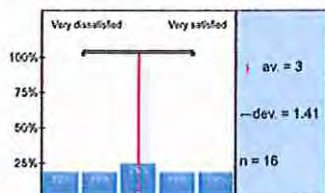
Courses Offered



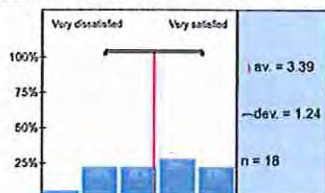
Course Instruction



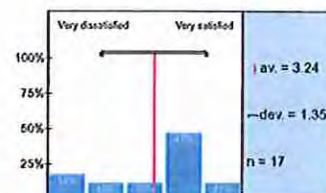
Research Experience: (NASC 499)



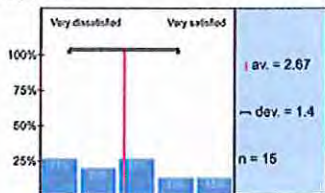
Opportunity to Gain Scientific, Technical &amp; Laboratory Skills



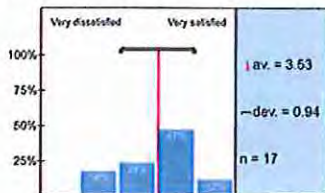
Career Preparation



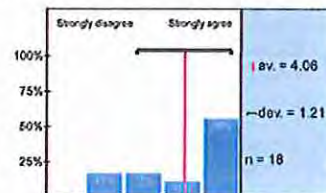
Post-graduate Education and Pre-professional Exam Preparation



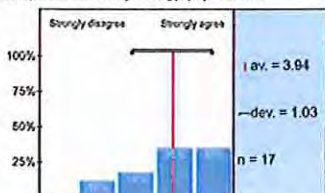
Overall Academic Experience



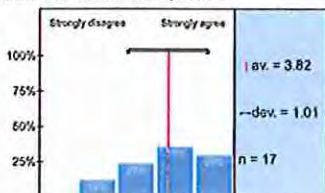
communicate effectively within the scientific community



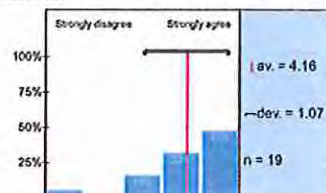
demonstrate comprehension of the fundamental principles of chemistry, biology, physics, and



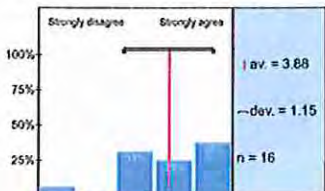
demonstrate proficiency in the use of common scientific instruments and/or protocols



demonstrate the ability to find and use scientific information



design and execute a research project



solve problems using logic, reasoning, and critical thinking skills

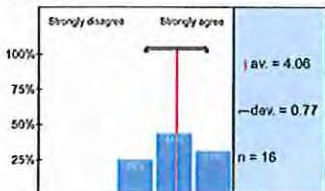
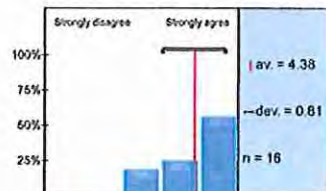


exhibit ethical and professional behavior



## Profile

Subunit: BSC General Surveys  
 Name of the instructor: Bluefield State College Surveys  
 Name of the course: Exit Survey APPSG SP 2013  
 (Name of the survey)

Values used in the profile line: Mean

### 2. Applied Science Program Evaluation

2.1) Academic Advising	Very dissatisfied					Very satisfied	n=16	av.=3.75	md=4.00	dev.=1.44
2.2) Courses Offered	Very dissatisfied					Very satisfied	n=18	av.=3.33	md=3.50	dev.=1.19
2.3) Course Instruction	Very dissatisfied					Very satisfied	n=16	av.=3.81	md=4.00	dev.=1.17
2.4) Research Experience: (NASC 499)	Very dissatisfied					Very satisfied	n=16	av.=3.00	md=3.00	dev.=1.41
2.5) Opportunity to Gain Scientific, Technical & Laboratory Skills	Very dissatisfied					Very satisfied	n=18	av.=3.39	md=3.50	dev.=1.24
2.6) Career Preparation	Very dissatisfied					Very satisfied	n=17	av.=3.24	md=4.00	dev.=1.35
2.7) Post-graduate Education and Pre-professional Exam Preparation	Very dissatisfied					Very satisfied	n=15	av.=2.67	md=3.00	dev.=1.40
2.8) Overall Academic Experience	Very dissatisfied					Very satisfied	n=17	av.=3.53	md=4.00	dev.=0.94

### 3. In completing your academic program, please indicate your level of agreement with the following statements regarding your ability to:

3.1) communicate effectively within the scientific community	Strongly disagree					Strongly agree	n=18	av.=4.06	md=5.00	dev.=1.21
3.2) demonstrate comprehension of the fundamental principles of chemistry, biology, physics,	Strongly disagree					Strongly agree	n=17	av.=3.94	md=4.00	dev.=1.03
3.3) demonstrate proficiency in the use of common scientific instruments and/or protocols	Strongly disagree					Strongly agree	n=17	av.=3.82	md=4.00	dev.=1.01
3.4) demonstrate the ability to find and use scientific information	Strongly disagree					Strongly agree	n=19	av.=4.16	md=4.00	dev.=1.07
3.5) design and execute a research project	Strongly disagree					Strongly agree	n=16	av.=3.68	md=4.00	dev.=1.15
3.6) solve problems using logic, reasoning, and critical thinking skills	Strongly disagree					Strongly agree	n=16	av.=4.06	md=4.00	dev.=0.77
3.7) exhibit ethical and professional behavior	Strongly disagree					Strongly agree	n=16	av.=4.38	md=5.00	dev.=0.81

APPENDIX C  
FULL-TIME FACULTY  
CURRICULUM VITAE

## Curriculum Vitae

Tesfaye Belay, Ph. D.

School of Arts and Sciences, Bluefield State College, Bluefield, WV 24701  
Telephone #: (304) 327 4549 (W), Fax # (304) 327-4572,  
E-mail: [tbelay@bluefieldstate.edu](mailto:tbelay@bluefieldstate.edu)

### Education

Ph. D. Botany & Plant Pathology, Michigan State University, December 1991  
MS. Microbiology, Michigan State University, December 1989  
BS. Biology, Addis Ababa University, Ethiopia, July 1982

### Professional Experiences

2014-present Professor of Biology, School of Arts and Sciences, BSC  
2008-2013 Associate Professor of Biology, School of Arts and Sciences, BSC  
2005-2008 Assistant Professor of Biology, School of Arts and Sciences, BSC  
2004-2005 Adjunct Professor of Biology, Spelman College, Atlanta, GA  
2000-2004 Adjunct Professor of Biology, Morehouse College, Atlanta, GA  
1986-1991 Teaching Assistant, Michigan State University,  
2004-2005 Senior Research Scientist. Clark Atlanta University, Atlanta, GA  
1998-2004 Postdoctoral Research Associate, Morehouse School of Medicine, Atlanta, GA  
1992-1998 Postdoctoral Trainee. Dept. of Chemistry, Georgia State University, Atlanta, GA  
1986-1991 Research Assistant. Dept. Microbiology, Botany and Plant Pathology, Michigan State University, East Lansing, MI  
1982-1985 Teaching Assistant. Black Lion Hospital and School of Medicine, Addis Ababa University, Ethiopia  
1982-1985 Assistant Lecturer, Medical School of Addis Ababa University, Ethiopia.  
Courses taught: Introductory Microbiology and Parasitology

### Funding track

#### Currently Funded Awards

1. Genomic sequence comparison of *Pseudomonas aeruginosa* strains surviving under Starved conditions in water. NASA WV Space Grant Consortium. Seed Grant Research. Funding Period: 06/15/2017 to 05/30/18. \$20,000.00
2. Equipment: AE20 Inverted Microscope/Digital Camera Imaging Software and Computer System. WV-INBRE. Funding Period: 03/01- 07/31/2017. \$16,666.00

3. Effects and mechanisms of cold-induced stress on the development of chlamydia \ Genital infection  
in a mouse model. The National Institutes of Health National

Institute of Allergy and Infectious Diseases. Grant Number: 1R15AI124156-0.

Funding period: 07/12/16 to 06/30/19. \$300,000

### **Completed Funded Awards**

1. *Testing the effect of Manuka Honey on Biofilm Formation of P. aeruginosa strains in Water under Starved Conditions. NASA WV Space Grant Consortium. Seed Grant Research.*

*Funding Period: 06/15/2016 to 06/15/17. \$10,000.00*

2. *West Virginia-IDEA Network Biomedical Research Excellence (WV-INBRE), Center for Natural*

*Product Research. Funding amount: \$30,000 funding period: 10/2014-08/31/2015.*

3. *NASAWV-EPSCoR Consortium Research Seed Grant. Funding amount: \$10,000 funding period: 05/2014-06/30/2015.*

### **Honors/Awards**

1. **American Association of Immunologist new techniques learning Travel Award.**

This is a travel support program intended to assist me in learning mice breeding and knock out generating techniques in needed for my research in Midwestern University, AZ, May 22-26, 2017.

2. **American Association of Immunologist Undergraduate Faculty Travel Grant.**

This travel grant is to assist me in attending the AAI annual meeting and present a poster in Washington, DC. May 12-16.

3. **Certificates of Appreciation from the Annual Biomedical Research Conference for**

Minority Students (ABRCMS) of American Society for Microbiology in recognition of outstanding contribution in reviewing undergraduate, post baccalaureate and graduate student abstracts and poster presentations. **Phoenix, AZ. November 1-4, 2017**

4. **Certificates of Appreciation** from the Annual Biomedical Research Conference for Minority Students (ABRCMS) of American Society for Microbiology in recognition of outstanding contribution in reviewing undergraduate, post baccalaureate and graduate student abstracts and poster presentations. **Tampa, FL. November 9-13, 2016.**

### **Publications (5 of 28)**

1. Fatehchand K, Santhanam R, Shen B, Erickson EL, Gautam S, Elavazhagan S, Mo X, **Belay T**, Tridandapani S, Butchar JP. 2017. Active hexose-correlated compound enhances Extrinsic-pathway-mediated apoptosis of Acute Myeloid Leukemic cells. PLoS One. 12:e0181729.
2. **Belay T**, Woart A, Graffeo V. 2017. Effect of cold water-induced stress on immune response, pathology and fertility in mice during *Chlamydia muridarum* genital infection. Pathog Dis.3: 75: doi: 10.1093/femspd/ftx045
3. **Tesfaye Belay** and Anthony Woart. 2013. Cold-induced stress increases the intensity of Chlamydia genital infection in mice. J Microbiol Immunol Infect. 2012 Jul 10. J Microbiol Immunol Infect. 46:330-337.
4. Hernan Aviles, **T. Belay**, G. Sonnenfeld, B. Girten, B. Dalton and J. Barrett. 2005. Role of Gender in the Induction of Tumor Necrosis Factor-Alpha in Mice Fed a Unique Foodbar Diet. J Gravit Physiol.
5. Hernan Aviles, **T. Belay**, M. Vance, G. Sonnenfeld. Effects of the Hindlimb Unloading Rodent Model Of Space Flight Conditions on the Function of the Immune System and Catecholamine Production. 2005. NeuroImmunoModulation.12:173-181 .
6. Erika Barr, S. Ouburg, J. Igietssem, S. Morre, E. Okwandu, F. Eko, G. Ifere, **T. Belay**, Q.He, D.Lyn, G. Nwankwo, J. Lillard, C. Black, G. Ananaba. 2005. Host inflammatory response and development of complications of *Chlamydia trachomatis* genital infection in CCR5 deficient mice and sub-fertile women with the CCR5delta 32 gene deletion. J Micrbiol. Immunol. Infect. 38:244-254.
7. Hernan Aviles, **T. Belay**, M. Vance, B. Sun, G. Sonnenfeld. 2004. Active hexose correlated compound enhances the immune function of mice in the hindlimb-unloading model of spaceflight conditions. J Appl Physiol. 97:1437-44. 2004.

## Invited Oral presentations (3 of 12)

1. Keynote speaker at the International Conference on Sexually transmitted Diseases, AIDS and Parasitic Infections. San Antonio, Texas, USA. **September 21-22, 2017**
2. **Tesfaye Belay**. Enhancing Undergraduate Research in the School of Arts and Sciences at Bluefield State College presented to Bluefield State College community, Rotary Club of Bluefield WV, **Feb 15, 2014**.
3. **Tesfaye Belay**. Decreased Mortality Rate of Mice Challenged with Serially in vitro passaged of starved *Pseudomonas aeruginosa* strain. 29th American Society for Gravitation and Space Research and the 5th International Symposium for Physical Sciences in Space. Orlando, Florida, USA at the [Hilton Lake Buena Vista hotel](#). **November 3-8, 2013**.
4. **Tesfaye Belay**. Enhancing Undergraduate Research in the School of Arts and Sciences at Bluefield State College presented to Bluefield State College community, Board of Trustees, Visiting State legislatures. **October 17, 2013**.

## Professional Affiliations

- Association of American Immunologists (2017-present).
- American Society for Microbiology (1991-present). Serving as a Microbiology Mentor of Microbiology for Minority Students since 2006
- American Society for Gravitational and Space Biology (2000-present)

## Professional References

**Robert Cherniak, Ph. D.**

Professor Emeritus of Biochemistry

Georgia State University

Atlanta, GA 30303-3083

E-mail: [cherniar@bellsouth.net](mailto:cherniar@bellsouth.net)

**Joseph U. Igietseme, Ph.D.**

Professor of Microbiology and Immunology

Chief, Molecular Pathogenesis Laboratory

National Center for Infectious Diseases, CDC

1600 Clifton Road, Mailstop C-17

Atlanta, GA 30333

Tel: 404-639-3352. Fax: 404-639-1190

Email: [jjgietseme@cdc.gov](mailto:jjgietseme@cdc.gov)

Martha Anderson Eborall, Ph.D.  
Curriculum Vitae

Work Phone: (304) 327-4316

Work E-mail: [meborall@bluefieldstate.edu](mailto:meborall@bluefieldstate.edu)

Work Address: Bluefield State College, 219 Rock Street, Bluefield, WV 24701

Home Phone: (540) 449-7085

Home E-mail: [eborand@comcast.net](mailto:eborand@comcast.net)

Home Address: 5176 Bradshaw Road, Salem, VA 24153

#### EDUCATION

1997, Ph.D., Crop & Soil Environmental Sciences, Virginia Tech

1990, M.S., Agronomy, Virginia Tech

1987, B.S., Horticulture, Virginia Tech

1984, A.A.S. Horticulture, Virginia Western Community College

#### AWARDS, FELLOWSHIPS

2009, Member, The National Scholars **Honor Society**

2008 Member, Phi Sigma **Honor Society**, Biological Sciences Honor Society, Virginia Tech Chapter

2008, Member, Golden Key International **Honour Society**, Virginia Tech Chapter

1998, Honorary Member, Phi Eta Sigma **Honor Society**, Freshman Honor Society, Bluefield State College Chapter (awarded for outstanding faculty service to freshmen)

1991-1994: Patricia Roberts Harris **Fellowship**, Virginia Tech

1987, Member, Gamma Sigma Delta **Honor Society**, International Honor Society of Agriculture, Virginia Tech Chapter



1985-1987, Women's Auxiliary, Virginia State Horticultural Society Scholarship, Virginia Tech

#### PROFESSIONAL MEMBERSHIPS

National Science Teachers Association

West Virginia Science Teachers Association

FACDIS: The West Virginia Consortium for Faculty and Course Development in International Studies

#### TEACHING EXPERIENCE

1997-present, **Professor of Biology** (tenured), Bluefield State College, WV

**Teaching responsibilities:** instruction of the following courses: Botany, Cyberinfrastructure, Economic Botany, Ecology, Ecology of Costa Rica, Environmental Science I and II and Labs, General Biology and Lab, Integrated Science I and II, Methods in Teaching Science, Microbiology and Lab, Microbiology for Health Professionals, Nutrition, Pathogenic Microbiology, Pathophysiology (Co-instructed), Plant Kingdom, Plant Physiology, Research/Projects, and Physical Science Survey II and lab; developed the following courses: BIOL 099 (Introduction to Biology), BIOL 107 (Microbiology for Health Professionals), BIOL 302 (Pathophysiology - codeveloped), BIOL 306 (Botany), NASC 301-302 (Integrated Science I and II), NASC 474 (Cyberinfrastructure), ENSC 201-204 (Environmental Science I and II with labs); BIOL 490 (Ecology of Costa Rica)

2003, **Agriculture Technology Instructor**, Virginia Tech

**Teaching Responsibilities:** adjunct instruction of Agricultural Chemistry; development of a lab component for the course; acquisition and organization of equipment & supplies for hands on exercises for the course

1998-1999 (Summer), **Biology Instructor**, Wytheville Community College, VA

**Teaching Responsibilities:** adjunct instruction of General Biology I and II lecture and lab

1995-1996, **Biology Instructor**, New River Community College, VA

Teaching Responsibilities: adjunct instruction of General Biology I and II lecture & lab, Microbiology lab

1987-1994, **Graduate Teaching Assistant**, Virginia Tech

Teaching Responsibilities: lab instruction, some lectures, and grading for the following courses:

Soils, Agronomic Crops, World Crops & Cropping Systems, Soils & Fertilizers, and Fundamentals of Environmental Science

### INSTRUCTIONAL TECHNOLOGY EXPERIENCE

Computer skills: Microsoft Word, Excel & Power Point

Distance Learning: development and instruction of Blackboard and Moodle courses; IVN courses

Assessment: LiveText

### ACADEMIC ADVISING, COMMITTEE, AND PROGRAM REVIEW EXPERIENCE

#### Bluefield State College, Bluefield, WV

**Academic Advising:** schedule planning, course registration, 45 and 90 hour evaluations, programs of study

**Research Advising:** supervision of more than 40 undergraduate research projects

**Committee Service:** Academics Committee, BSC International Initiatives Committee, Curriculum Committee, EPPAC (Educational Personnel Preparation Advising) Committee, Faculty Rights & Responsibilities Committee, General Studies Committee, Joint Advisory Committee, Library Committee, hiring committees, & various ad hoc committees including Ad Hoc Hiring Policy Committee

**Program Review Preparation:** Applied Science Program; General Studies Program; Biology Program; NSTA General Science 5-9

**Liaison:** Science & Teacher Education

West Virginia Department of Education

**Program Reviewer:** CAR (Curriculum Analysis Review) for General Science, Biology, Chemistry, Physics

**Committee Service:** West Virginia Higher Education Policy Commission Transfer Committee

**PROFESSIONAL DEVELOPMENT**

**Conferences:** FACDIS 2016: *Food for Thought: Feeding the World in the 21st Century*, EcoSummit 2012: Ecological Sustainability (2012); Celebration of Darwin: A Conference on Darwin's *Origin* (2009); WV Higher Education Technology Conference (2008); West Virginia Science Teachers Association 23rd Annual Conference (2007); Virginia Bioinformatics Institute (VBI) 2007 Second Annual Research Symposium; Regional International Genetically Engineered Team (iGEM) Meeting (2007); Multicultural Academics Opportunity Program (MAOP) and McNair Research Symposium (2007), Internationalizing Higher Education in West Virginia (2006); Higher Education Symposium for Mathematics & Science Education, 2000, 2001, & 2002; WV IMPACT (Implementing Model Practices to Assure Competent Teachers), 1999 & 2000;

**Workshops:** FACDIS (West Virginia Consortium for Faculty and Course Development in International Studies), 2013 Annual Workshop – "Immigration and Migration: Cultural, Social and Economic Impacts"; WV HEPC (Higher Education Policy Commission) Common Core State Standards/Smarter Balanced Assessment workshop, 2013; HEPC (Higher Education Policy Commission) Developmental Education, 2012; Curriculum Analysis Report (CAR) Review Training, West Virginia Department of Education, 2010; Cyberinfrastructure (VBI), 2006; WV IMPACT (Implementing Model Practices to Assure Competent Teachers), 2000

**Safety Training:** Red Cross Adult First Aid and CPR, 2015; DOT-Basic Hazmat Training certification, 2014; RCRA Hazardous Waste Generator certification, 2014;; The Laboratory Safety Institute's Two Day Lab Safety Short Course, 2004; Forensic Epidemiology Joint Training for Law Enforcement, Public Health, Fire and Rescue, and other Safety & Health Agencies on Investigative Responses to Bioterrorism, 2004

**Postdoctoral Coursework:** University of Virginia courses- Ecology and Conservation of Fish (2005), Stream Ecology (2006), Biology of Fungi (2008)

Virginia Tech courses –Microbial Genetics (2007), Biotechnology Applications (2008); Freshwater Ecology (2008)

## RESEARCH/GRANT EXPERIENCE

### **M.S. Research, Virginia Tech**

Thesis: “Long-term effects of copper rich swine manure on continuous corn production”

Description: field crop and analytical laboratory research

### **Ph.D. Research, Virginia Tech**

Dissertation: “Long-term effects of sewage sludge application on adsorption and availability of copper in a Davidson clay loam”

Description: field crop and analytical laboratory research

### **NSF Funded Research, Virginia Tech iGEM Team**

Faculty advisor, Virginia Tech team (2011); Principal Investigator – Dr. Jean Peccoud, Virginia Bioinformatics Institute

Description: multi institutional team made of students from a number of states and France

### **NSF Funded Research, Virginia United iGEM Team**

Faculty advisor, Bluefield State College/Virginia Tech subteam (2010); Principal Investigator – Dr. Jean Peccoud, Virginia Bioinformatics Institute

Description: regional, multi-institutional team made of groups from Virginia Tech, Virginia Commonwealth University and the University of Virginia joined by students from Bluefield State College and Virginia State University

### **NSF Funded Research Experiences for Teachers (RET)**

Virginia Bioinformatics Institute (2007)

Project: “Synthetic Biology”

Description: wet lab training in molecular biology; construction of engineered biological systems

### **NSF Funded Research**

Virginia Bioinformatics Institute, Bluefield State College, & Galileo Magnet High School (2005-2006)

Project: "CI TEAM Demonstration Project"

Description: development and implementation of a project-centric cyberinfrastructure course

### **INDUSTRY EXPERIENCE**

1990-1991, **Greenhouse Manager**, Agronomy Teaching Greenhouse, Virginia Tech

Responsibilities: container crop care; academic lab setup & instruction

1984-1985, **Greenhouse Technician**, Virginia Tech

Responsibilities: container crop care

1982-1984, **Greenhouse Technician**, Virginia Western Community College

Responsibilities: propagation, care of container crops

1981-1983, **Greenhouse Technician**, Bent Mountain Greenhouses, VA

Responsibilities: propagation, care of container crops & cut flower beds

### **PUBLICATIONS**

Evanylo, G., Sukkariyah, B., **Eborall, M.A.**, and Zelazny, L. 2006. Bioavailability of heavy metals in biosolids-amended soil. *Commun. Soil Sci. Plant Anal.* 37: 2157-2170.

**Anderson, M.A.**, J.R. McKenna, D.C. Martens, and S.J. Donohue. 1993. Nitrogen recovery by timothy from surface application of dairy cattle slurry. *Commun. Soil Sci. Plant Anal.* 24 (11 & 12): 1139-1151.

**Anderson, M.A.**, J. R. McKenna, D.C. Martens, S.J. Donohue, and M.D. Lindemann. 1991. Long-term effects of copper rich swine manure application on continuous corn production. *Commun. Soil Sci. Plant Anal.* 22 (9 & 10):993-1002.

Martens, D.C., J.R. McKenna, and **M.A. Anderson**. 1990. Crop response to high levels of copper application. International copper Association, Ltd. Annual Report No. 292(k) 28p.

**Anderson, M.A.**, D.C. Martens, E.T. Kornegay, and M.D. Lindemann. 1989. Corn response to eleven annual applications of copper-enriched swine manure. p. 183-185. IN: E.T. Kornegay et al (ed.) Virginia Tech livestock research report, Animal Science Research Report No. 8, Virginia Agricultural Experiment Station, Blacksburg, VA.

### PROFESSIONAL PRESENTATIONS

**Eborall, M.A.** and L. Craddock. 2007. Cyberinfrastructure in the Biology Classroom. West Virginia Science Teacher's Association 23rd Annual Conference.

Craddock, L. and **M. Eborall**. 2008. Introduction to Cyberinfrastructure Tools. WV Higher Education Technology Conference.

**Eborall, M.A.**, Cooper, K., Evans, C., and J. Peccoud. 2007. Summer Research Experiences for Teachers (RET) in Synthetic Biology Lab, VBI 2007 Second Annual Research Symposium

**Eborall, M.A.**, and L. Craddock. 2007. Cyberinfrastructure. Multicultural Academic Opportunities Program (MAOP) Seminar, Virginia Tech.

Rainey, D., Mutter, B., Craddock, L., Faulkner, F., Hart, F., **Eborall, M.**, Foster, L., Cammer, S., Tretola, B., Sobral, B., and O. Crasta. 2007. A project-centric approach for cyberinfrastructure in bioinformatics., American Society for Engineering Education.

Evanylo, G., Sokkariyah, B., **Eborall, M.**, and L. Zelazney. 2005. Bioavailability of Heavy Metals in Biosolids-Amended Soil. 9th International Symposium on Soil and Plant Analysis.

Donohue, S.J. and **M.A. Anderson**. 1995. Innovative Teaching Techniques in an Applied Course in Soils and Fertilizers. Annual Meeting, American Society of Agronomy.

Reed, S.T., D.C. Martens, and **M.A. Anderson**. 1994. The effect of competing ions on Cu, Pb, and Zn retention by a Davidson clay loam. Annual meeting, American Society Agronomy

**Anderson, M.A.**, D.C. Martens, and L.W. Zelazney. 1993. Long-term effects of sewage sludge application on corn production and properties of a Davidson clay loam. Patricia Roberts Harris Fellowship Poster Session, December 1, Washington, DC.

Dunford, W.C., **M.A. Anderson**, S.T. Reed, D.C. Martens, and O.A. Abaye. 1993. Copper adsorption on a sludge-amended soil. College of Agriculture and Life Sciences summer internship program, VPI & SU.

**Anderson, M.A.** 1993. Fertilizer management. Advanced training program for extension agents and master gardeners, Virginia Cooperative Extension.

**Anderson, M.A., J.R., McKenna, D.C. Martens, and S.J. Donohue.** 1992. Nitrogen recovery by timothy from surface application of dairy cattle slurry. Annual Meeting, Southern Branch, American Society of Agronomy.

**Anderson, M.A.,** 1990. Long-term effects of copper-enriched swine manure application on continuous corn production. Annual meeting, Southern Branch, American Society of Agronomy.

#### **PROFESSIONAL JUDGING**

2016 iGEM (International Genetically Engineered Machines) Giant Jamboree - serving on iGEM Responsible Conduct Committee, Boston, Massachusetts

2015 Judge iGEM (International Genetically Engineered Machines) Giant Jamboree - serving on iGEM judging committee, Boston, Massachusetts

2014 Judge iGEM (International Genetically Engineered Machines) Giant Jamboree - head poster judge, served on iGEM judging committee, awarded iGEM Judge's Prize, Boston, Massachusetts

2013 Judge World iGEM (International Genetically Engineered Machines) Jamboree, MIT, Cambridge, Massachusetts

2013 Judge North America Regional iGEM (International Genetically Engineered Machines) Jamboree;, University of Toronto; Toronto, Canada

2012 Judge Americas East Regional iGEM (International Genetically Engineered Machines) Jamboree; Duquesne University; Pittsburgh, Pennsylvania

2011 Judge Americas Regional iGEM (International Genetically Engineered Machines) Jamboree; Institute of Biological Engineering; Indianapolis, Indiana

2010 Judge iGEM (International Genetically Engineered Machines) Jamboree; MIT; Cambridge, Massachusetts

## INTERNATIONAL EXPERIENCE

Tentative Spring 2018: Brazil

Description: **Field Study Instruction** in Brazil

Spring 2009, 2010, 2012, 2014, 2016: Costa Rica

Description: **Field Study Instruction** in Costa Rica

Summer 2005: Panama

Description: **Ecotour** – studied tropical flora & fauna, ethnobotany

Summer 2004: Costa Rica

Description: **Ecotour** – studied tropical flora & fauna, ethnobotany

Summer 1986: Zambia & Zimbabwe

Description: **Agricultural Internship** - Commercial Farm: vegetable & fruit crop production

## COMMUNITY SERVICE

1994-2018 **Judge**

Blue Ridge Highlands Regional Science Fair: middle school and high school science fair projects; served as Grand Award Judge in 2015

2014 -2016 **Judge**

Brushfork Elementary School Science Fair



2010-2018 **Faculty Advisor, Student Organization** EnviroMentalists – a Bluefield State College organization providing education about environmental issues to the campus and community

2004-2007 **Scholarship Sponsor**

Bluefield State College

Isaac A. Robinson Minority Textbook Scholarship

Virginia Anderson Nursing Textbook Scholarship

James W. Harrison

304-327-4164

[jharrison@bluefieldstate.edu](mailto:jharrison@bluefieldstate.edu)

### Education

1969 **B.S. Chemistry**, Marshall University

1973 **M.S. Biology**, Marshall University

**Additional Study:** 89 semester hours of graduate work in biology, physiology, and pharmacology from Marshall University and the University of Louisville-School of Medicine; 102.5 semester hours of graduate work (total) at Marshall University and the University of Louisville-School of Medicine.

### Employment

1969 - 1971 **Clinical Lab Specialist**, United States Army

1972 - 1973 **High School Biology Teacher**, Guylan Valley High School, WV

1974 – present **Associate Professor of Biology**, Bluefield State College;

Courses taught:

- BIOL 102 General Biology II
- BIOL 104 General Biology II Lab
- BIOL 210 Human Anatomy and Physiology I
- BIOL 211 Human Anatomy and Physiology I Lab
- BIOL 212 Human Anatomy and Physiology II
- BIOL 213 Human Anatomy and Physiology II Lab
- BIOL 301 Introduction to Genetics
- BIOL 302 Pathophysiology (co-instructor)
- BIOL 303 Animal Kingdom
- BIOL 400 Pharmacology
- BIOL 410 Cell Biology
- NASC 499 Research/Projects

### **Professional Development**

Health Professional Advisors Conferences, West Virginia School of Osteopathic Medicine

### **Professional Activities**

Department Chair, Science and Mathematics

Faculty Senate Representative, School of Arts and Sciences

Medical School Liaison: coordination of visits from the WVU-Health Sciences Center, Marshall University School of Medicine, and the West Virginia School of Osteopathic Medicine

Reviewer: comprehensive review of the MCAT Exam.

Program Revision: revision and updating of the Interdisciplinary, Pre-medical, Pre-Pharmacy, Pre-Dental, and Pre-Physical Therapy specialization within the Applied Science Program

Committee Service: Promotion and Tenure Committee; Faculty Rights and Responsibilities Committee; Curriculum Committee; Academics Committee; several Chemistry faculty search committees; Chair - search committees for Biology faculty positions;

Grant Preparation: participated in grant application to Appalachian Power to better equip the Human Anatomy and Physiology lab with updated Physiology equipment.

### **Awards/Honors**

Judge, student competitions for the annual meeting of the West Virginia Academy of Science

Certificate of Appreciation, Bluefield State College

Faculty Society Award, Gamma Beta Phi Society.

*JULIE KALK*

**Contact Information** _____

*Address*

411 Lynn Street  
Bluefield, Virginia 24701

*Telephone*

304-327-4100 (office)  
630-234-4261 (cellular)

*Email*

jkalk@bluefieldstate.edu

**Education** _____

*Ph.D in Physics, University of Notre Dame, 2005, The Charge Asymmetry in W Bosons Produced in  $p\bar{p}$  Collisions at  $\sqrt{s} = 1.96$  TeV*

*Bachelor of Arts, Physics and English, Hamline University, 1997*

**Employment** _____

*Interim Director*

*June 2015-present*

*EARDA Associate*

*2010-June 2015*

*Bluefield State College, Office of Research and Sponsored Programs*

Established the Office of Research and Sponsored Programs (RASP) under an NIH EARDA grant. Develop and implement policy and procedure. Assist with grant proposal development and submission. Oversee grant management. Supervise two part-time employees.

*Associate Professor*

*2013-present*

*Assistant Professor*

*2007-2013*

*Bluefield State College, School of Arts and Sciences*

Regularly teach PHYS 201 and PHYS 202, the algebra-based general physics sequence, GNET 102: Technical Physics II, an algebra-based course in electromagnetism and PHSC 314, physical geology. Have taught GNET 101: Technical Physics I; PHYS 211/212, General Physics; and MATH 109, Algebra. Have participated in team teaching NASC 301 and NASC 302, a sequence examining oceanography, geology, meteorology, and astronomy through the lens of biology, chemistry and physics; and NASC 498-499, senior research. Research projects mentored:

- Comparison of Restitution Coefficients: White Ash and Rock Maple
- Coefficient of Restitution of a Hard Core Golf Ball vs. a Soft Core Golf Ball
- A Study of the Effect of Impact Accumulation on the Elasticity of Baseballs
- Changes in Solar Irradiance Along With Insolation and How It Affects the Local Winter Climate
- Relative Distribution of Caloric Content in Two Fast Food Restaurants' Plain and Regular Cheeseburger Menu Items
- The Effect of Differential Roughness on the *Contrast Swing* of a Cricket Ball

- Measuring Impulse in Sport Ball Collisions to Evaluate the Danger of Heading a Ball in Soccer
- The Role of Kevlar in Protective Headgear for Baseball Pitchers
- The Significance of Blood Viscosity in Bloodstain Pattern Analysis
- Analysis of the Changing Elasticity of Cricket Balls to Evaluate Optimum Use and Replacement During International Matches
- The Elastic Durability of Kinesio® Tex Gold™

Serve as an advisor to Applied Science majors. Served on various School of Arts and Science committees, the college-wide Office of Sponsored Programs Steering Committee, served as an elected member of Faculty Senate and as a member of the Bluefield State College Research and Development Corporation governing board.

*Assistant Professor*

*St. Cloud State University Department of Physics, Astronomy and Engineering* 2006-2007

Taught PHYS 103: Concepts in Physics, a survey course for students not majoring in the sciences and PHYS 231: General Physics I (algebra-based).

Advised students in the Radiation Technology major. Served on Department of Physics, Astronomy and Engineering and College of Science and Engineering committees.

*Post-Doctoral Research Associate*

*Louisiana Tech University High Energy Physics Department* 2005-2006

Assisted in the upgrade, calibration and operation of the D-zero Intercryostat Detector (ICD), including managing two graduate students. Continues work on the W asymmetry topic. Focused on developing a method for removing QCD background from the W sample using statistical analysis.

*Graduate Research Assistant*

*University of Notre Dame High Energy Physics Department* 1999-2005

Assisted in the design, fabrication and calibration of the D-zero Central Fiber Tracker (CFT). Performed the first-ever W-boson charge asymmetry measurement at D-zero.

*Graduate Teaching Assistant*

*University of Notre Dame Physics Department* 1998-1999

Duties included grading, assisting in laboratory sessions, and holding office hours to assist students with their coursework. Some laboratory lecturing. Assisted in redesigning the laboratory manual for PHYS 221, General Physics I.

*Walk-in Tutor*

*Hamline University Department of Physics* 1996-1997

Assisted General Physics students during walk-in tutoring sessions.

*Tech Aide*

*Minnesota Mining and Manufacturing (3M) Company* 1996-1997

Assisted in an industrial laboratory developing co-extruded polymer optical thin film technology. Duties included microscopy, spectroscopy, histology and birefringence and viscosity analysis. Developed an optical-digital microscopy system to measure the thickness of film layers.

*Undergraduate Research Assistant*  
*Hamline University Department of Physics* 1995-1997  
 Professor-guided study of Brillouin scattering. Duties included developing photography plates, aligning a Fabry-Perot interferometer, developing sample purification methods, design and fabrication of optically transparent liquid containment equipment.

**Grants** _____

*National Institutes of Health Extramural Associates Research Development Award* 2010  
 Funded for five years at \$556,200

*Hewlett Packard Technology for Teaching* 2007  
 Not funded

**Conferences, Workshops and Lectures** _____

*The Mechanics of Developing Competitive Proposals* October 10-11, 2012  
 Participant

*SC11, International Conference for High Performance Computing, Networking, Storage and Analysis* November 12-18, 2011  
 Participant

*QEM HBCU-UP Proposal Development Workshop* October 21-22, 2011  
 Participant

*Workshop/Short Course on the Development and Study of Advanced Sensors and Sensor Materials for Undergraduate Students and College Faculty, Alabama A&M University* 2008  
 Participant

*American Physical Society April Meeting, Philadelphia, Pennsylvania* 2003  
 "The Lepton Charge Asymmetry in Decays of W Bosons in  $p\bar{p}$  Collisions"

*Indiana University South Bend, South Bend, Indiana* 2003  
 "Graduate Studies in Physics"

*D-zero Workshops*

- "W  $\rightarrow$   $e\nu$  Charge Asymmetry Measurement" 2005
- "Status of W  $\rightarrow$   $e\nu$  Charge Asymmetry" 2004
- "W  $\rightarrow$   $e\nu$  Production Asymmetry Update" 2003
- "The WZ Event Database" 2002
- "The WZ Event Database" 2001
- "WZ Event Database" 2001
- "WZ Run Database" 2001

### ***Awards and Honors***

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- GE Fund Graduate Fellowship 1997
- The Alfred D. and Hazel Stedman Endowed Writing Award, Hamline University 1997
- Alumni Award in Physics, Hamline University 1996
- Robert Morris Page Physics Scholarship, Hamline University 1995
- Hamline Honors Scholarship, Hamline University annually 1993-1996

### ***Professional and Honor Societies***

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- American Physical Society since 2007
- American Association of Physics Teachers since 2007
- Phi Beta Kappa inducted 1997
- Sigma Tau Delta, Honorary Membership inducted 1997

### ***Education Outreach***

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- Volunteer for the Lederman Science Center, Fermilab, Batavia Illinois 2005
- Volunteer for QuarkNet, [www.quarknet.fnal.gov](http://www.quarknet.fnal.gov) 2004
- Lab presentations at Girl Scouts Science Fair, Joliet, Illinois 2003
- Lab presentations at Girl Scouts Science Fair, Hamline University 1995, 1996, 1997

### ***Computing and Technology***

---

- Skilled in WebCT, Blackboard, Moodle
- Experience with DegreeWorks electronic advising and Banner electronic registration
- Experience with Pasco ScienceWorkshop and Xplorer GLX, and Vernier LogPro
- Skilled in C++ and Python, proficient in HTML and L_AT_EX, experience in Pascal
- Extensive PC and Linux/Unix experience

### ***Peer-Reviewed Publications (selected—since 2006)***

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- *Measurement of the electron charge asymmetry in  $p\bar{p} \rightarrow W + X \rightarrow e\nu + X$  events at  $\sqrt{s} = 1.96\text{-TeV}$ .* DØ Collaboration (V.M. Abazov *et al.*). *Phys.Rev.Lett.*101:211801,2008.
- *The Upgraded DØ detector.* DØ Collaboration (V.M. Abazov *et al.*). *Nucl.Instrum.Meth.*A565:463-537,2006.
- *Measurement of the isolated photon cross section in  $p\bar{p}$  collisions at  $\sqrt{s} = 1.96\text{-TeV}$ .* DØ Collaboration (V.M. Abazov *et al.*). *Phys.Lett.*B639:151-158,2006, Erratum-*ibid.*B658:285-289,2008.
- *Measurement of the muon charge asymmetry from  $W$  boson decays.* DØ Collaboration (V.M. Abazov *et al.*). *Phys.Rev.*D77:011106,2008.
- *First measurement of the forward-backward charge asymmetry in top quark pair production.* DØ Collaboration (V.M. Abazov *et al.*). *Phys.Rev.Lett.*100:142002,2008.
- *Measurement of the top quark mass in the lepton+jets final state with the matrix element method.* DØ Collaboration (V.M. Abazov *et al.*). *Phys.Rev.*D74:092005,2006.

## Young B. Kim, Ph.D.

### Curriculum Vitae

#### CURRENT POSITION

Department of Applied Sciences & Mathematics      Email: [ykim@bluefieldstate.edu](mailto:ykim@bluefieldstate.edu)  
Bluefield State College  
219 Rock St.      Phone: 304-327-4168  
Bluefield, WV 24701      Fax: 304-327-4572

#### CURRENT ACADEMIC APPOINTMENT

2015-present Assistant Professor of Chemistry, Department of Applied Sciences & Mathematics, Bluefield State College, Bluefield, WV

#### EDUCATION

2002-08 Ph. D. in Medicinal Chemistry, *University of Mississippi*, University, MS  
• Advisor: John M. Rimoldi, Ph. D.

#### EMPLOYMENT and ACADEMIC APPOINTMENT

2015-present Assistant Professor of Chemistry, Department of Applied Sciences & Mathematics, *Bluefield State College*, Bluefield, WV  
2013-15 Lecturer, Chemistry Department, *Central Washington University*, Ellensburg, WA

#### TEACHING EXPERIENCE

2015-present *Introduction to Chemistry* (Chem 100)  
*General Chemistry I & II* (Chem 101 and 102) and *General Chemistry Lab I & II* (Chem 103 and 104)  
*Organic Chemistry I & II* (Chem 301 and 302)  
*Medicinal Chemistry* (Chem 305)  
*Biochemistry* (Chem 430)  
*Introduction to Scientific Research* (NASC 200)  
*Introduction to Forensic Science: Toxicology and Drug Analysis* (NASC 290)  
*Senior Research/Projects* (NASC 499)  
Department of Applied Sciences & Mathematics, *Bluefield State College*, Bluefield, WV  
2013-15 *Organic Chemistry* (Chem 361 and 362)  
*Organic Chemistry Lab I and II* (Chem 361L and 363L)  
*General Chemistry* (Chem 181)  
*General Chemistry Lab* (Chem 181L and Chem 183L)  
*Introduction to Chemistry and Lab* (Chem 111 and 111L)  
*Introduction to Organic Chemistry and Lab* (Chem 112 and 112L)  
Chemistry Department, *Central Washington University*, Ellensburg, WA  
2002 *Principles of Medicinal Chemistry* (Medc 314 and 314L)  
Medicinal Chemistry Department, *University of Mississippi*, University, MS

#### UNDERGRADUATES MENTORING



- 2017-present INBRE Undergraduate Research Mentor for James M. Corvin,  
Applied Science Major (*Pre-Medicine Concentration*)
- 2016-2017 INBRE Undergraduate Research and Senior Research Project Mentor for  
Wesley A. Jones, Applied Science Major (*Pre-Medicine Concentration*)
- 2016-present INBRE Undergraduate Research Mentor for Ryan W. Nelson,  
Applied Science Major (*Pre-Pharmacy Concentration*)
- 2016-present INBRE Undergraduate Research Mentor for Marquis D. Holt,  
Applied Science Major (*Pre-Medicine Concentration*)
- 2015-16 Senior Research Project Mentor for Tierra S. Richberg,  
Applied Science Major (*Pre-Pharmacy Concentration*)
- 2015-16 Senior Research Project Mentor for Cody R. Justus,  
Applied Science Major (*Pre-Pharmacy Concentration*)  
Department of Applied Sciences & Mathematics, *Bluefield State College*,  
Bluefield, WV

#### PEER-REVIEWED PUBLICATIONS

7. Kim, Y.B. and Rimoldi, J. M. Protein Kinase C Inhibitors, *Perspectives in Medicinal Chemistry*, Invited Review, in progress, 2017.
6. Kim, Y.B., Odom, L.O., Rimoldi, J. M. Asymmetric synthesis of Jaspine B and related analogs derived from L-Serine amino acid. *Tetrahedron*, in progress, 2017.
5. Kim, Y. B., Kang, C., Ranatunga, S., Yang, H., Sebti, S.M., Del Valle, J.R. Imidazo[1,2-a]pyridine-based peptidomimetics as inhibitors of Akt. *Bioorganic & Medicinal Chemistry Letters*. (2014) 24, 4650.
4. Kim, Y.B., Balasis M.E., Doi K., Berndt N., DuBoulay C., Hu C.A., Guida W., Wang H.G., Sebti S.M., Del Valle J.R. Synthesis and evaluation of substituted hexahydronaphthalenes as novel inhibitors of the Mcl-1.BimBH3 interaction. *Bioorganic & Medicinal Chemistry Letters* (2012) 22, 5961.
3. Kim, Y.B. and Del Valle J.R. Synthesis of a diversifiable *cis*-dehydrodecalin scaffold based on meiogynin A. *Tetrahedron Letters* (2011) 52, 6396- 6398.
2. Kamel, H.N., Kim, Y.B., Rimoldi, J.M., Fronczek, F.R., Ferreira, D., Slattery, M. Scalarene Sesterterpenoids: Semisynthesis and Biological Activity. *Journal of Natural Products* (2009) 72(8), 1492- 1496.
1. Sufka, K.J., Warnick, J.E., Pulaski, C.N., Slauson, S.R., Kim, Y.B., Rimoldi, J.M. Antidepressant efficacy screening of novel targets in the chick anxiety-depression model. *Behavioural Pharmacology* (2009) 20(2), 146-154.

#### SCIENTIFIC ABSTRACTS and PRESENTATIONS

18. Ryan W. Nelson, Al-Ashmali Eshaq A, and Young B. Kim. Synthetic Studies Directed toward Bioactive Natural Products. *2017 WV-INBRE Summer Research Symposium*, Huntington, WV, 2017
17. Wesley Jones and Young B. Kim. Study toward Bio-Active natural Products Using CDI Mediated Chemical Reaction. *Bluefield State College: Undergraduate Senior Research Poster Presentation*, Bluefield, WV, May 2017.
16. Wesley Jones and Young B. Kim. Study toward Bio-Active natural Products Using CDI Mediated Chemical Reaction. *Bluefield State College: Biennial Regional Technology Conference*, Bluefield, WV, April 2017.
15. Marquis Holt, Ryan Nelson, and Young B. Kim. Exploring the Synthesis and Application of Bio-Active Natural Products in Cancer Research. *2016 WV-INBRE Summer Research Symposium*, Morgantown, WV, 2016
14. Tierra Richberg and Young B. Kim. Dark Roasted Coffee Bean vs. Light Roasted

- Coffee Beans. *Bluefield State College: Undergraduate Senior Research Poster Presentation*, Bluefield, WV, May 2016
13. Cody Justus and Young B. Kim. Chemical Isolation of Caffeine from Tea Bags. *Bluefield State College: Undergraduate Senior Research Poster Presentation*, Bluefield, WV, May 2016
  12. Kim, Y.B., Chang Won Kang, and J. R. Del Valle. Peptidomimetic Inhibitors of Akt and SGK targeting the substrate binding domain. *23rd American Peptide Symposium*, Waikoloa, HI, June, 2013.
  11. Kim, Y.B., Chang Won Kang, Sujeewa Ranatunga, Hua Yang, Sebti S.M., and Del Valle J. R. Design and synthesis of substrate mimetic Akt inhibitors based on the structure of GSK3 $\beta$ . *Moffitt Scientific Symposium*, Tampa, FL, May, 2013.
  10. Kim, Y.B., Doi K., DuBoulay C., Guida W., Sebti S.M., Hu, C.A., and Del Valle J.R. Synthesis and evaluation of substituted hexahydronaphthalenes as novel inhibitors of the Mcl-1.BimBH3 interaction. *Gordon Research Conference Bioorganic Chemistry*, Andover, NH, June, 2012.
  9. Kim, Y.B., Doi K., DuBoulay C., Guida W., Sebti S.M., Hu C.A., and Del Valle J.R. Synthesis and evaluation of substituted hexahydronaphthalenes as novel inhibitors of the Mcl-1.BimBH3 interaction. *Moffitt Scientific Symposium*, Tampa, FL, May, 2012.
  8. Warnick, J.E., Pulaski, C., Slauson, S.R., Kim, Y.B., Rimoldi, J.M., and Sufka, K.J. Antidepressant efficacy screening of novel targets in the chick anxiety-depression model. *38th annual meeting of the Society of Neuroscience*. Washington, D.C., November 15-19, 2008.
  7. Kim, Y.B. and Rimoldi, J. M. A general application of metal carbenoid reactions toward natural product synthesis and chiral building blocks. *1st Annual Meeting of Biotage Summer Program*, Richmond, VA, July 21- 23, 2008.
  6. Kim, Y.B. Heteroatom insertion reactions of metal carbenoids: chiral building blocks for natural product synthesis. *MALTO Medicinal Chemistry and Pharmacognosy Meeting*, Monroe, Louisiana, May 20-22, 2007.
  5. Kim, Y.B. Heteroatom insertion reactions of rhodium carbenoids derived from O- and S-*tert*-Butyl protected  $\alpha$ -amino-diazoketones. *MALTO Medicinal Chemistry and Pharmacognosy Meeting*, Oxford, Mississippi, May 22-24, 2005.
  4. Odom, L., Kim, Y.B., and Rimoldi, John M. Synthesis of chiral tetrahydrofuranones, tetrahydrothiophenones, and azetidinones via rhodium (II) catalyzed cyclization reactions. *228th ACS National Meeting*, Philadelphia, PA, August 22-26, 2004.
  3. Kim, Y.B. Synthesis of novel azetidines: Solution and solid-phase approaches. *MALTO Medicinal Chemistry and Pharmacognosy Meeting*, Little Rock, Arkansas, May 18- 20, 2003.
  2. Kim, Y.B. and Rimoldi J.M. Synthesis of novel azetidines as potential PKC inhibitors: Solution and solid-phase approaches. *Sigma Xi and Office of Research Student Poster Symposium*, Oxford, Mississippi, April 2, 2003.
  1. Kim, Y.B., Beeler A.B., and Rimoldi J.M. Synthesis of novel azetidines as potential PKC inhibitors: Solution and solid-phase approaches. *225th ACS National Meeting*, New Orleans, LA, March 23-27, 2003.

#### COMMUNITY and SERVICE

- 2016-17 Participated American Revolution Bicentennial Time Capsule Reburial Project, Bluefield, WV
- 2016-present Serve as a building monitor, The Office of Public Safety, *Bluefield State College*, Bluefield, WV

- 2016-present Serve as an advisor, HOSA Organization, *Bluefield State College*, Bluefield, WV
- 2015-present Serve as an academic advisor, *Bluefield State College*, Bluefield, WV
- 2015-present Serve as an advisor, Biomedical Club, *Bluefield State College*, Bluefield, WV
- 2015-present Serve on the Department's Recommendation Letter Committee, *Bluefield State College*, Bluefield, WV
- 2015-present Serve as a mentor, Cap Stone Senior Research Committee, *Bluefield State College*, Bluefield, WV
- 2016 Served as a judge in the Southern Science Symposium for HSTA (Health Sciences and Technology Academy), *Bluefield State College*, Bluefield, WV
- 2016 Participated chemical-demo for middle school students in Science Day, *Bluefield State College*, Bluefield, WV
- 2015 Served as a project judge in First Lego League (FLL) Competition, *Central Washington University*, Ellensburg, WA
- 2014-15 Served as a GOB and General Chemistry Committee Member, *Central Washington University*, Ellensburg, WA
- 2014 Presented the Language Lesson in NSF Noyce SMART Scholar Summer Institute 2014, *Central Washington University*, Ellensburg, WA
- 2014 Participated Dr. Tim Sorey's research project "Spectroscopy and Analysis of Light. Part I: The Energy of Light" as a part of Chem 181Lab experiment, *Central Washington University*, Ellensburg, WA
- 2013-15 Served as an Organic Chemistry Committee Member, *Central Washington University*, Ellensburg, WA
- 2010 Served as a poster symposium judge in 8th Annual Castle Conference, *University of South Florida*, Tampa, FL
- 2009-13 Served as a lab EH & S liaison and educate a safety protocol for hazardous chemicals, *Moffitt Cancer Center*, Tampa, FL
- 2003-04 Served as a senator, Graduate Students Council, *University of Mississippi*, University, MS
- 2002-03 Served as a KSA president, *University of Mississippi*, University, MS
- 2002 Served as a volunteer, Regional Science Fair, *University of Mississippi*, University, MS

## RESEARCH SUPPORT

### Active Grants

TITLE: Exploring the Optimization of Chemical Synthesis of Natural Products

PRINCIPAL INVESTIGATOR: Young B. Kim

AGENCY: National Institutes of Health IDeA WV-INBRE CNPR

DURATION: September 2016 – July 2017

AMOUNT: \$43,200

### Completed Grants

TITLE: Spring Fling Science Thing

PRINCIPAL INVESTIGATOR: Young B. Kim and Miranda N. Poore

AGENCY: The Governor's STEM Initiative and WV Department of Education

DURATION: April 2017 – May 2017

AMOUNT: \$2,900

TITLE: 2016 WV-INBRE Equipment Grant  
PRINCIPAL INVESTIGATORS: Tesfaye Belay, Young B. Kim, and James W. Walters  
AGENCY: National Institutes of Health IDeA WV-INBRE  
DURATION: January 2017 – July 2017  
AMOUNT: \$49,700.77 (33%)

TITLE: Discovery and Synthesis of Heterocyclic Natural Compounds toward Cancer Research  
PRINCIPAL INVESTIGATOR: Young B. Kim  
AGENCY: National Institutes of Health IDeA WV-INBRE CNPR  
DURATION: November 2015 – July 2016  
AMOUNT: \$43,200

TITLE: Chemical Method Development of Carbenoid Insertion Reactions  
PRINCIPAL INVESTIGATOR: Young B. Kim  
AGENCY: 2016 Faculty Summer Research Grant, Title III, Bluefield State College  
DURATION: June 2016 - July 2016  
AMOUNT: \$8,000.00

TITLE: Faculty Development Fund  
PRINCIPAL INVESTIGATOR: Young B. Kim  
AGENCY: Bluefield State College  
DURATION: June 2016  
AMOUNT: \$1,500.00

TITLE: 2015 WV-INBRE Equipment Grant  
PRINCIPAL INVESTIGATORS: Tesfaye Belay, Young B. Kim, and James W. Walters  
AGENCY: National Institutes of Health IDeA WV-INBRE  
DURATION: January 2016 – July 2016  
AMOUNT: \$49,833.77 (46%)

#### AWARDS

- 2014 Of The Week Award (OTM): Winter Quarter 2014, *National Residence Hall Honorary Tom Ogg Chapter, Central Washington University, Ellensburg, WA*
- 2013 APS Merit Travel Award recipient, *23rd American Peptide Symposium, Waikoloa, HI*
- 2003 Best Poster in Chemical Science I, *Sigma Xi Annual Graduate Student Poster Symposium, University of Mississippi, University, MS*

#### SEMINARS AND INVITED PRESENTATIONS

- 2016 Biomedical Cancer Research Seminar: *Bluefield State College, Bluefield, WV.*
- 2015 School of Arts & Sciences: Department of Applied Science & Mathematics, *Bluefield State College, Bluefield, WV.*
- 2014 Pharmaceutical Sciences Department, *College of Pharmacy, Ferris State University, Big Rapids, MI.*

**PROFESSIONAL AFFILIATIONS**

2016-present HOSA Future Health Professionals  
2013-present American Peptide Society  
2008-present Rho Chi academic honor society in Pharmacy  
2000-present Golden Key National Honor Society  
2002-12 American Chemical Society  
2004-11 Sigma Xi scientific Research Society

Nasr N. Salaita

304-327-4168

nsalaita@bluefieldstate.edu

### Education

1963 B.S. Physics and Mathematics, East Texas State University

1968 M.S. Physics, Virginia Polytechnic Institute and University

### Employment

1968 - present Professor of Physics, Bluefield State College

Courses taught:

- MATH 101 General Mathematics
- NASC 301 Integrated Science I
- NASC 302 Integrated Science II
- PHSC 101 Physical Science Survey I
- PHSC 102 Physical Science Survey II
- PHSC 103 Laboratory for Physical Science I
- PHSC 104 Laboratory for Physical Science II
- PHSC 314 Physical Geology and Laboratory
- PHYS 315 Principles of Astronomy

1965 – 1968 Graduate Teaching Assistant, Virginia Polytechnic Institute and University

1964 – 1965 Graduate Teaching Assistant, East Texas State University

### Professional Activities

Faculty Senate Representative, School of Arts and Sciences

Committee Service: Promotion and Tenure Committee; Academics Committee

### **Professional Memberships**

Member, American Nuclear Society

### **Awards and Honors**

Sigma Pi Sigma

Physics Honor Society

### **Community Service**

Member, Bluefield Virginia Parks and Receptions Commission

Board Member, Bluefield Mercer County Youth Soccer League

## James W. Walters, Ph.D.

Bluefield State College

office: 304-327-4152

School of Arts and Sciences

lab: 304-327-4232

Basic Sciences Room B-213  
219 Rock St.

jwalters@bluefieldstate.edu

Bluefield, WV 24701

### APPOINTMENTS

2013-Present **Associate Professor of Biology**, Bluefield State College School of Arts and Sciences

- Research: Lipid Metabolism in *Danio rerio*
- Courses: Developmental Embryology 490 & Lab, Cell Biology 410 & Lab, Microbiology 202, Microbiology Lab 204L, Anatomy and Physiology 210, 212 & Labs 213L, 214L, Biology 101 & Lab, Introduction to Scientific Research 200, Introduction to Research Projects capstone 498, Research Projects capstone 498.

2012-2013 **Instructor**, Towson University Department of Biological Sciences

- Courses: Microbiology, Anatomy and Physiology

2007-2012 **Post-Doctoral Fellow**, Carnegie Institution for Science Department of Embryology

- Laboratory of Steven Farber, Lipid Metabolism in *Danio rerio*

2000-2006 **Ph.D. Student**, University of Pennsylvania School of Medicine Department of Developmental Biology

- Laboratory of Dr. Steven DiNardo, Planar cell polarity in *Drosophila*

1998-2000 **Post-Baccalaureate Intramural Trainee**, National Institutes of Health NCI

- Laboratory of Dr. Terry Moody, Signal pathways of lung cancers

1995-1998 **Undergraduate Research Associate**, Arizona State University Department of

- Cellular & Molecular Biosciences, Laboratory of Dr. Valerie Stout, regulation of capsule synthesis in *E. coli*



## EDUCATION

- 2000-2006      **Ph.D.**, Developmental Cell Biology, University of Pennsylvania, Philadelphia, PA
- 1993-1998      **B.S.**, Microbiology, Arizona State University, Phoenix, AZ
- 1989-1993      **A.A.**, Phoenix College, Phoenix, AZ

## WORK EXPERIENCE

- 1992-1996      Microbiology Assistant Technician, Good Samaritan Hospital, Phoenix, AZ
- 1992-1994      Phlebotomist, Good Samaritan Hospital, Phoenix, AZ

## PEER REVIEWED PUBLICATIONS

### In Preparation:

Francis, E.A, Settles, L.S., Doud, J., **Walters, J.W.** (in preparation). Oleic acid signaling of cholesterol uptake into enterocytes in the larval zebrafish. Submitting to: Journal of Biomedical Sciences

### Published:

**Walters, J. W.**, Amos, D., Ray, K., & Santanam, N. (2016). Mitochondrial redox status as a target for cardiovascular disease. *Current Opinion in Pharmacology: Cardiovascular and Renal*, 27 IS -, 50–55.

**Walters, JW**, Dilks, SA, and DiNardo, S. Planar polarization of the denticle field in the *Drosophila* embryo: roles for Myosin II (Zipper) and Fringe. *Developmental Biology*, 297(2):323-39, (2006).

Steiner, AB, Engleka, MJ, Lu, Q, Piwarzyk, EC, Yaklichkin, S, Lefebvre, JL, **Walters, JW**, Pineda-Salgado, L, Labosky, PA and Kessler, DS. FoxD3 regulation of Nodal in the Spemann organizer is essential for *Xenopus* dorsal mesoderm development. *Development*, 133(24):4827-3, (2006).

- Walters, JW**, Munoz, C, Paaby, AB, and Dinardo, S. Serrate-Notch signaling defines the scope of the initial denticle field by modulating EGFR activation. *Developmental Biology*; 286(2):415-26, (2005).
- Moody, TW, Dudek, J, Zakowicz, H, **Walters, J**, Jensen, RT, Petricoin, E, Couldrey, C, and Green, JE. VIP receptor antagonists inhibit mammary carcinogenesis in C3(1)SV40T antigen mice. *Life Sciences*; 74(11):1345-57, (2001).
- Sharma, A, **Walters, J**, Gozes, Y, Fridkin, M, Brenneman, D, Gozes, I, and Moody, TW. A vasoactive intestinal peptide antagonist inhibits the growth of glioblastoma cells. *Journal of Molecular Neuroscience*; 17(3):331-9, (2001).
- Weber, HC, **Walters, J**, Leyton, J, Casibang, M, Purdom, S, Jensen, RT, Coy, DH, Ellis, C, Clark, G, and Moody, TW. A bombesin receptor subtype-3 peptide increases nuclear oncogene expression in a MEK-1 dependent manner in human lung cancer cells. *European Journal of Pharmacology*; 412(1):13-20, (2001)
- Moody, TW, **Walters, J**, Casibang, M, Zia, F, and Gozes, Y. VPAC1 receptors and lung cancer. *Annals of the New York Academy of Sciences*; 921:26-32, (2000).

## ABSTRACTS

“Lipid droplet and mitochondrial interaction in zebrafish (*Danio rerio*) enterocytes during lipid absorption.” Gregory Compton, Lacey Andrews, and James Walters. *Mechanisms of Metabolic Signaling*, Cold Spring Harbor, 2017

“Ultrastructure and transcriptomic profiling reveals lipid droplet and mitochondrial dynamics in zebrafish (*Danio rerio*) enterocytes during lipid absorption.” Jeffery Johnson, Elizabeth Francis, James Walters, *WV-INBRE Summer Symposium*, 2017 (oral presentation and poster)

“CRISPR Editing in Zebrafish to Establish a NPC1L1 Knockout Line” Benjamin C. Duncan, Christian Pritchard, James Walters. *West Virginia Academy of Science Conference*, 2017

“Using zebrafish (*Danio rerio*) larvae to compare the activation threshold of cholesterol uptake in diets supplemented with alpha-linolenic acid (C18:3) or oleic acid (C18:1).” Josh Doud and James Walters. *West Virginia Academy of Science Conference*, 2017

“Transcriptional response to dietary cholesterol in enterocytes of zebrafish (*Danio rerio*)” Elizabeth A. Francis and James Walters. *WV-INBRE Summer Symposium*, 2017

“Dynamic Interactions Between Lipid Droplets And Mitochondria During Lipid Absorption” Gregory Compton, Lacey Andrews, and James Walters. *West Virginia Academy of Science Conference*, 2017

“Effect of dietary cholesterol and fatty acid on transcriptomes of intestinal cells in zebrafish (*Danio rerio*)”, Elizabeth Francis and James Walters, *West Virginia Academy of Science*, 2017

“Ultrastructure and transcriptomic profiling reveals lipid droplet and mitochondrial dynamics in zebrafish (*Danio rerio*) enterocytes during lipid absorption” Jeffery J. Johnson, Elizabeth A. Francis, Dr. James Walters. *West Virginia Academy of Science Conference*, 2017

“Prolonging in vivo zebrafish imaging using a novel micro-fluidic mounting technique.” Ashley Reid and **James Walters**. *WV-INBRE Summer Symposium*, 2016

“Effective Gene Knockout of npc111 in *Danio rerio* using a CRISPR/Cas9 Endonuclease System.” Benjamin Duncan, Christian Pritchard, **James Walters**. *NISBRE, Washington D.C.*, 2016

“Creation of two NPC1L1 knockouts using CRISPR technology in *Danio rerio*.” Christian Pritchard, Benjamin Duncan, **James Walters**. Benjamin Duncan, Christian Pritchard, James Walters. *NISBRE, Washington D.C.*, 2016

“The Ultrastructure of Zebrafish Enterocytes During Lipid Absorption.” Tyler Compton, Lacey Andrews, **James Walters**. *NISBRE, Washington D.C.*, 2016

“The Effects of Fatty Acids on Cholesterol Absorption in the Larval Zebrafish Enterocyte.” Josh Doud, Laura Stevens, **James Walters**. *NISBRE, Washington D.C.*, 2016 (Oral presentation)

“Prolonging in vivo zebrafish (*Danio rerio*) imaging using a novel microfluidic mounting technique.” Ashley Reid and **James Walters**. *NISBRE, Washington D.C.*, 2016 (Oral presentation)

“Ultrastructure of Zebrafish Enterocyte Cells.” Lacey Andrews and **James Walters**. *Concord University Undergraduate Research Day*, Apr. 2016

“Oleic Acid Concentration effects on Cholesterol Absorption in the Larval Zebrafish Enterocyte.” Laura Stevens and **James Walters**, *Concord University Undergraduate Research Day*, Apr. 2016

“Prolonging in vivo zebrafish imaging using a novel micro-fluidic mounting technique.” Ashley Reid and **James Walters**. *Concord University Undergraduate Research Day*, Apr. 2016

“Ultrastructure of Zebrafish Enterocyte Cells.” Lacey Andrews and **James Walters**. *Capitol Hill Day*, Charleston WV. Feb. 2016

“The Effects of Oleic Acid Concentration on Cholesterol Absorption in the Larval Zebrafish Enterocyte.” Laura Stevens and **James Walters**. *Capitol Hill Day*, Charleston WV. Feb. 2016

“Gene Knockout of NPC1L1 using a CRISPR/cas9 Endonuclease System.” Benjamin C. Duncan, Christian L. Pritchard, G. Tylrer Compton, **James W. Walters**. *Regional IDeA Meeting*, Biloxi, MS, Nov. 2015

“The Effects of Oleic Acid Concentration on Cholesterol Absorption in the Larval Zebrafish Enterocyte.” Laura Faith Stevens, Jennie Spencer, **James Walters**. *Regional IDeA Meeting*, Biloxi, MS, Nov. 2015

“Creation of a NPC1L1 knockout using CRISPR technology in Danio rerio.” Christian Pritchard, Benjamin Duncan, **James Walters**. *Regional IDeA Meeting*, Biloxi, MS, Nov. 2015

## LECTURES

2016 **Concord University, WV**, “Getting into Grad school; Navigating the GRE” and “Personal Statement Preparation”. McNair Program summer lecturer.

- 2016 **Bluefield Rotary Club, Bluefield, WV.** “The perfect ice cream: Unexpected links between dietary fatty acids and cholesterol.”
- 2016 **Bluefield State College Board of Governors Meeting, Bluefield, WV.**  
“Following the Fat.”
- 2015 **2nd Biennial Regional Technology Conference. Bluefield, WV.** “Finding fish and fat.”
- 2014 **Bluefield State College Colloquium** “The perfect ice cream: Unexpected links between dietary fatty acids and cholesterol.”
- 2014 **Beckley Rotary Club, WV** “The perfect ice cream: Unexpected links between dietary fatty acids and cholesterol.”
- 2014 **Northern New Mexico University, NM** “Unexpected links between dietary fatty acids and cholesterol.”
- 2014-16 **Scientific Outreach to the Community, BioEYES events, (7 total events in 2014-15, 6 events in 2015-2016)**
- 2012 **Lipid Droplets: Metabolic Consequences of the Storage of Neutral Lipids,**  
Snowmass Village, CO “Using zebrafish larvae to uncover an unexpected link between dietary fat and cholesterol absorption.”
- 2012 **10th Conference on Zebrafish Development and Genetics, Madison, WI** “Why we dip our shrimp in butter: Using zebrafish larvae to uncover an unexpected link between dietary fat and cholesterol absorption.”
- 2011 **Mid-Atlantic Regional Zebrafish Meeting, Bethesda, MD** “Bringing Fat into Focus: Imaging dietary cholesterol and fatty acids during intestinal absorption.”
- 2011 **The Institute of Marine and Environmental Technology (IMET), University of Maryland Baltimore, Baltimore, MD** “The cell biology of intestinal lipid absorption in zebrafish.”
- 2010 **Lipid Droplets: Metabolic Consequences of the Storage of Neutral Lipids, Steamboat Springs, CO** “A Real-time Subcellular Assay to elucidate the Mechanisms of Lipid Absorption and Processing in the Anterior Intestine of *Danio rerio*.”
- 2010 **9th Conference on Zebrafish Development and Genetics, Madison, WI** “Visualizing Dietary Lipid Metabolism in Live Zebrafish larvae”
- 2010 **Mid-Atlantic Regional Society for Developmental Biology Meeting, Philadelphia, PA** “Formation of lipid droplets in the intestinal enterocytes of larval zebrafish.”

- 2010 **Mid-Atlantic Nutrition Obesity Research Center (NORC) And Division of Endocrinology**, Baltimore, MD “The cell biology of intestinal lipid absorption in zebrafish.”
- 2005 **Developmental Biology Training Grant Research Symposium**, Philadelphia, PA “Planar Cell Polarity in the ventral epidermis of *Drosophila*.”
- 2004 **Manhattan College**, New York, NY ““Talk to your Neighbor: Patterning in the *Drosophila* Epidermis.”

## AWARDS

- 2017 **WV-INBRE Faculty Research Development Award** \$70,000
- 2017 **WV-INBRE Equipment Award** \$16,666
- 2016 **Equipment grant, BSC: -20 °C freezer.** \$7,853
- 2016 **West Virginia -INBRE Program, Equipment awardee:** \$17,989
- 2015 **Faculty of the Year Award (SGA nominee)**
- 2015-Present **Member: Steering Committee West Virginia INBRE**
- 2015 **West Virginia -INBRE Program, Major Research Project: Determining regulation of lipid absorption in vertebrate intestine.** \$360,000
- 2015 **Faculty Summer Research Award, BSC: Identification of the Mechanism of fatty acid control of cholesterol absorption activity.** \$7,982
- 2014 **Advisor of the Year Award, Biomedical Club**
- 2014-Present **Member: Rep. Evan Jenkins’ Advisory Board on Education**
- 2014 **Concord McNair Scholars Program: Support for student. The effects of oleic acid concentration on cholesterol absorption in the larval zebrafish enterocyte.** \$2,000
- 2014-Present **WV-INBRE Faculty Development Award** \$53,000 (# 2P20GM1.3434_14 P1500699)
- 2014 **WV-INBRE Equipment Award** \$65,000

2014	<b>BSC SGA Summer Research Grant \$2,000</b>
2009-2013	<b>Ruth L. Kirschstein Postdoctoral Fellowship (NRSA), NIH</b>
2008-2009	<b>Postdoctoral Fellowship Award, American Heart Association (AHA)</b>
2007	<b>Poster Award, FASEB Lipid Droplets: Metabolic Consequences of Disease, VT</b>
2006	<b>MBL Support Award for the “Neural Development and Genetics of Zebrafish” course; merit based, MA</b>
2006	<b>Best Poster Award, Society for Developmental Biology Mid-Atlantic Regional Meeting, PA</b>
2005	<b>Poster Award, Society for Developmental Biology Meeting, CA</b>
2003-2006	<b>NIH Training Grant - Dept. of Cell and Developmental Biology, University of Pennsylvania, merit based.</b>
2002-2003	<b>NIH Training Grant - Biomedical Graduate Sciences, University of Pennsylvania</b>
1998-2000	<b>NIH Post-Baccalaureate Intramural Research Training Award, NCI</b>
1997	<b>Dean’s List, Arizona State University</b>
1992	<b>President’s Scholarship, Phoenix College</b>
1991	<b>Outstanding Delegation Member, Model United Nations Nationals, NY</b>

## **SERVICE**

Spring 2017 – Present	President-elect, West Virginia Academy of Science
Fall 2016-Present	Member, Faculty Senate: Responsible for representing the A&S faculty in policy decisions and reporting back to the faculty
Fall 2016	Children’s Home Society of West Virginia, Science outreach to foster children.

Spring 2016	Nuclear Medicine Degree Transfer faculty consultant responsible for responding to requests for alignment and transferability
Spring 2016-Present	Member, Assessment Committee, Institution wide committee on setting policies and plans for academic Assessment as part of the President's "Access, Success, Impact" initiative.
Spring 2016	Member, Search Committee for the Assistant Professor of Criminal Justice: Responsible for scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Fall Term 2015	Member, Search Committee for the Clinical Track Instructor of Nursing: Responsible for scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Fall Term 2016-Present	STEM Steering Committee, Life Science Transferability HEPC Responsible for alignment and transferability of Biology courses
Spring 2015	Assistant Professor of Criminal Justice Responsible for scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Spring 2015	5 Courses introduced to BSC's academic catalog Please see following page for course descriptions
Spring 2015-Present	Faculty Rights and Responsibilities Committee Institution wide committee on setting policies and plans for faculty
Spring 2015	Member, Search Committee for the Assistant Professor of Chemistry: Responsible for scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Spring 2014	Introduction to Laboratory Research Course (NASC200) 2014 Please see following page for course description
Spring 2014-Present	IACUC member: Responsible for ensuring the safe care and use of animal subjects for research and teaching



Summer 2014	First In The World Grant: Responsible for grant writing, preparation, and setting policies for a campus-wide grant
Spring 2014	Chair, Search Committee for the Academic Laboratory  Instructional Assistant & Chemical Hygiene Officer Committee Chair: Responsible for scripting job announcement, scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Spring 2014	Member, Search Committee for the Assistant Professor of Chemistry Responsible for scheduling interviews, enforcing institutional human resources policies, screening/ selecting job candidates
Spring 2014-Present	BioMedical Club Founder & Advisor: Supported the initiatives of the organization both at the college and in the community, including charitable activities and fund raising
Fall 2014	HBCU-UP Grant team: Responsible for grant writing, preparation, and setting policies for a campus-wide grant
2014-Present	Board of Directors Science Technology Entrepreneur Arts and Mentorship (STEAM) Collective. City of Princeton, WV
2014-Present	Head Advisor for Bluefield State College's Biomedical Club
2013-Present	West Virginia BioEYES Science Outreach Coordinator and Educator
2012-Present	Science Funding Advocate: The Coalition for Life Sciences Capital Hill Day, D.C.
2012-Present	PLoS One reviewer
2010, 2012	Volunteer: USA Science & Engineering Festival, Washington, D.C., "Piecing Together the 'Puzzle' of Evolution with Carnegie Institution for Science"
2009	Organizer: 28th annual Carnegie Symposium: "Cellular Strategies for Stress Response"
2003-2006	Co-founder and organizer: "DrosoPhiladelphia", A regional monthly fly meeting for research presentations and reagent exchange.
1990-1992	President's Student Council, Phoenix College Student Government

## TEACHING

2017 Spring	Microbiology, Microbiology Laboratory, Developmental Embryology, Intro to Scientific Research, Research/Projects
2016 Fall	General Biology I, Research/Planning
2016 2 nd Summer	Intro to Scientific Research
2016 1 st Summer	Intro to Scientific Research
2016 Spring	Research/Projects, Microbiology, Microbiology Laboratory, Cell Biology, Intro to Scientific Research
2015 2 nd Summer	Intro to Scientific Research
2016 1 st Summer	Microbiology
2015 Fall	Research/Planning, General Biology I, Intro to Scientific Research, Microbiology Laboratory
2015 Spring	Human Anatomy & Physiology II, Human Anatomy & Physiology II Lab, Microbiology Laboratory, Research/Projects, Developmental Embryology & Lab, Intro to Scientific Research
2014 Fall	Microbiology, Research/Planning, Microbiology Laboratory, Human Anatomy & Physiology I, Human Anatomy & Physiology I Lab, General Biology I, Microbiology, Intro to Scientific Research, Microscopy Techniques
2014 Spring	Human Anatomy & Physiology II, Human Anatomy & Physiology II Lab, Microbiology, Microbiology Laboratory, Cell Biology, Microbiology (add. section), Research/Projects, Topics in Natural Science
2013 Fall	Microbiology, Anatomy and Physiology, Biology 101
2013 Spring	Anatomy & Physiology instructor. Adjunct Faculty, Towson University Department of Biological Sciences
2012 Fall	Microbiology laboratory instructor. Adjunct Faculty, Towson University Department of Biological Sciences
2011	Teacher: Summer Student Seminars, Carnegie Institution for Science

2011-present	Volunteer teacher: Your Watershed, Your Backyard (YWYB), Baltimore, MD is a curriculum that uses zebrafish to study the environment.
2009-present	Volunteer teacher: BIOEYES, Baltimore, MD BIOEYES provides classroom-based learning opportunities through the use of live zebrafish.
2008-2010	Presenter: Summer Student Seminar Series
2004	Teaching Assistant: Undergraduate Developmental Biology University of Pennsylvania. weekly 2 hour, recitation, grading, and office hours.

## MEMBERSHIPS

2016-Present	West Virginia Academy of Science
2014-Present	West Virginia IDeA Network of Biomedical Research Excellence (WV-INBRE)
2014-present	Board of Directors Science Technology Entrepreneur Arts and Mentorship (STEAM) Collective. City of Princeton, WV
2013-present	Member: Annual Biomedical Research Conference for Minority Students ABRCMS, Judge 2014
2013-present	Member: Council on Undergraduate Research
2011-present	Member American Association for the Advancement of Science (AAAS)
2011-present	Member Coalition for Life Sciences (CLS)
2009-Present	Genetics Society of America (GSA)
2009-2012	Member: Adipose Tissue Biology Group, at Mid-Atlantic Nutrition Obesity Research Center (NORC) And Division of Endocrinology, University of Maryland School of Medicine
2006-present	Society for Developmental Biology (SDB)

APPENDIX D

RESEARCH GRANT AWARDS AND  
GRANT COLLABORATIONS DURING  
PROGRAM REVIEW PERIOD

**Principal Investigator: Tesfaye Belay, Ph.D.**

1. Genomic sequence comparison of *Pseudomonas aeruginosa* strains surviving under starved conditions in water. NASA WV Space Grant Consortium. Seed Grant Research. Funding Period: 06/15/2017 to 05/30/18. \$20,000.00
2. Equipment: AE20 Inverted Microscope/Digital Camera Imaging Software and Computer System. WV-INBRE. Funding Period: 03/01- 07/31/2017. \$16,666.00
3. Effects and mechanisms of cold-induced stress on the development of chlamydia Genital infection in a mouse model. The National Institutes of Health National Institute of Allergy and Infectious Diseases. Grant Number: 1R15AI124156-0. Funding period: 07/12/16 to 06/30/19. \$422,000
4. Emerging leader student research training from Title II of BSC: \$8,000. Funding period: June 2017- Sept 17
5. Testing the effect of Manuka Honey on Biofilm Formation of *P. aeruginosa* strains in Water under Starved Conditions. NASA WV Space Grant Consortium. Seed Grant Research. Funding Period: 06/15/2016 to 06/15/17. \$10,000.00
6. Concord McNair Scholars Program: Support for research training of McNair Scholars \$5000.00
7. Action of Active Hexose Correlated Compound (AHCC) in regulation of the immune system and Stress Hormones in a Stress Mouse Mode. WV-INBRE Center for Natural Products Research. Funding amount: 09/19/15 –07/31/2016. \$ 30,000. 2P20GM103434..NIH.
8. Pulmonary Immune Response of a Mouse Model to *Pseudomonas aeruginosa* surviving under Starvation Condition. NASA WV Space Grant Consortium. Funding amount \$10,000 05/01/2015–04/31/2016.
9. Acquisition of NanoDrop and Proflex PCR System for Instructing Forensic Science and Research at Bluefield State College. From WV Higher Education Policy Commission, Division of Science & Research Funding amount: 19,503.15. /1/2016–04/30/2016
10. Immune Response Analysis of mice immunized with *Pseudomonas aeruginosa* cell preparation. NASA WV Space Grant Consortium. Funding amount: \$10,000 funding period: 05/2015-06/30/2016.
11. WV-INBRE Center for Natural Products Research: Action of AHCC in a Stress Mouse Model. \$25,000: Funding period: 1/15/2015- 07/31/2015
12. Effect of Cold-induced Stress in Modulation of Chlamydia Pathogenesis and Immunity in a Mouse Model. FRDA from WV-INBRE. Funding amount: \$27,600 funding period: 09/19/2014-07/31/2015.

13. Pathogenesis Determination of Starved *Pseudomonas aeruginosa* in a Mouse Model. NASA WV Space Grant Consortium. Funding amount: \$10,000
14. West Virginia–IDeA Network Biomedical Research Excellence (WV-INBRE) Major PUI Research Award. Funding amount: \$375,000 funding period: 05/2011-04/31/2014.
15. West Virginia-INBRE Program, Equipment awardee: \$16,667.00
16. Emerging leader student research training from Title II of BSC: \$8,000. Funding period: June 2016- Sept 16.
17. Concord McNair Scholars Program: Support for research training of McNair Scholars. \$5000.00
18. HSTA student training grant from WV-INBRE. \$24,192. Funding period Sept 2015-to July 30, 2015.
19. NASA WV-EPSCoR Consortium College-University Grant. Funding amount: \$20,000 funding period: 07/2011-06/30/2012.
20. HSTA student training grant from WV-INBRE. \$24,192. Funding period Sept 2014-to July 30, 2014.
21. Thurgood Marshall College Fund/Dept of Energy. \$100,000 for enhancing STEM education through Solar Panel Installation Training. May 2012 to April 2013.
23. WV-INBRE Center for Natural Products Research \$25,000: Oral Administration of Active Hexose Correlated Compound to Stressed Mice. Nov 2011 to April 2013.

**Total: \$1, 211,820.15**

**Principal Investigator: Young Kim, Ph.D.**

1. NIH IDeA WV-INBRE - \$49,833.77 for equipment: Jan. - July, 2016
2. Title III Faculty Summer Research Grant - \$8000.00 for undergraduate research: June – July, 2016
3. NIH IDeA WV-INBRE - \$43,200.00 for Center of Natural Product Research: Nov. – July, 2017
4. NIH IDeA WV-INBRE - \$49,700.77 for equipment: Jan. - July, 2017

**TOTAL: \$150,734.54**

**Principal Investigator: James Walters, Ph.D.**

1. 2016-2017 WV-INBRE Faculty Research Development Award \$70,000
2. 2016-2017 WV-INBRE Equipment Award \$16,666
3. 2015-2016 Equipment grant, BSC: -20 °C freezer. \$7,853
4. 2015-2016 West Virginia -INBRE Program, Equipment awardee: \$17,989
5. 2014-2015 West Virginia -INBRE Program, Major Research Project: Determining regulation of lipid absorption in vertebrate intestine. \$360,000
6. 2014-2015 Faculty Summer Research Award, BSC: Identification of the Mechanism of fatty acid control of cholesterol absorption activity. \$7,982
7. 2013-2014 Concord McNair Scholars Program: Support for student. The effects of oleic acid concentration on cholesterol absorption in the larval zebrafish enterocyte. \$2,000
8. 2013-2014 WV-INBRE Faculty Development Award \$53,000 (# 2P20GM1.3434_14 P1500699)
9. 2013-2014 WV-INBRE Equipment Award \$65,000
10. 2013-2014 BSC SGA Summer Research Grant \$2,000

**TOTAL: \$602,490.00**

APPENDIX E  
STUDENT RESEARCH PRESENTATIONS  
DURING PROGRAM REVIEW PERIOD



**Applied Science Student Research  
Presentations (Fall 2012-Summer 2017)**

Ryan Nelson, Al-Ashmali, Young Kim. Synthetic Studies Directed Toward Bioactive Natural Products. WV-INBRE Summer Research Symposium (Marshall University). Huntington, WV. 2017

James Corvin, Ryan Nelson, Young Kim. Synthetic Studies: Biologically Active N-Containing Natural Products. Southeast Regional IDEa Conference. Morgantown, WV. 2017

Compton, G., Andrews, L., Walters, J. Ultrastructure of lipid droplet and mitochondrial interaction in zebrafish (*Danio rerio*) enterocytes during lipid absorption. Mechanisms of Metabolic Signaling, Cold Spring Harbor, NY. 2017

Marquise Holt, Ryan Nelson, Young Kim. Exploring the Synthesis and Application of Bioactive Products in Cancer Research. WV-INBRE Summer Research Symposium (West Virginia University). Morgantown, WV. 2016.

Chase Chambers, Tesfaye Belay. Protection Ability of Starvation-adapted *Pseudomonas aeruginosa* Strain ATCC 12055 in a Mouse Model. Annual Biomedical Research Conference for Minority Students. Tampa, FL. November 9-13, 2016.

Kristin Brown, Tesfaye Belay. Active Hexose Correlated Compound in Regulation of the Immune System and Stress Hormones in a Stress Mouse Model. Annual Biomedical Research Conference for Minority Students. Tampa, FL. November 9-13, 2016.

Maya Patterson, Tesfaye Belay. Comparing the Production of Cytokines by McCoy and J774.2 Cell Lines Treated with Active Hexose Correlated Compound. Annual Biomedical Research Conference for Minority Students. Tampa, FL. November 9-13, 2016.

Tesfaye Belay, Kristin Brown. Active Hexose Correlated Compound Oral Feeding Enhances Immune Function and *Chlamydia trachomatis* Clearance in a Stress Mouse Model. American Society for Microbiology. ASM Microbe. Boston, MA. June 16-21, 2016

Ashley Reid and James Walters. Prolonging in vivo zebrafish (Danio rerio) imaging using a novel microfluidic mounting technique. NISBRE, Washington D.C., 2016 (Oral presentation)

Josh Doud, Laura Stevens, James Walters. The Effects of Fatty Acids on Cholesterol Absorption in the Larval Zebrafish Enterocyte. NISBRE. Washington D.C. 2016 (Oral presentation)

Lacey Andrews, Tyler Compton, James Walters. The Ultrastructure of Zebrafish Enterocytes During Lipid Absorption. NISBRE. Washington D.C. 2016

Benjamin Duncan, Christian Pritchard, James Walters. Effective Gene Knockout of npc111 in Danio rerio using a CRISPR/Cas9 Endonuclease System NISBRE, Washington D.C. 2016

Christian Pritchard, Benjamin Duncan, James Walters. Creation of two NPC1L1 knockouts using CRISPR technology in Danio rerio. NISBRE, Washington D.C., 2016

Ashley Reid and James Walters. Prolonging in vivo zebrafish imaging using a novel micro-fluidic mounting technique. Concord University Undergraduate Research Day, Apr. 2016

Laura Stevens, James Walters. Oleic Acid Concentration effects on Cholesterol Absorption in the Larval Zebrafish Enterocyte. Concord University Undergraduate Research Day. Apr. 2016

Lacey Andrews, James Walters. Ultrastructure of Zebrafish Enterocyte Cells. Concord University Undergraduate Research Day. Apr. 2016

Lacey Andrews, James Walters. Ultrastructure of Zebrafish Enterocyte Cells. Capitol Hill Day. Charleston WV. Feb. 2016

Laura Stevens, Jennie Spencer, James Walters. The Effects of Oleic Acid Concentration on Cholesterol Absorption in the Larval Zebrafish Enterocyte. Regional IDEa Meeting. Biloxi, MS. Nov. 2015

Benjamin C. Duncan, Christian L. Pritchard, G. Tyler Compton, James W. Walters. Gene Knockout of NPC1L1 using a CRISPR/cas9 Endonuclease System. Regional IDEa Meeting. Biloxi, MS. Nov. 2015

Christian Pritchard, Benjamin Duncan, James Walters. Creation of a NPC1L1 knockout using CRISPR technology in *Danio rerio*. Regional IDeA Meeting. Biloxi, MS. Nov. 2015

Kristin Brown, Tesfaye Belay. Improved Immune Function and Reduced Chlamydia Genital Infection in a Murine Stress Model Fed with Active Hexose Correlated Compound. Southeast Regional IDeA meeting. Biloxi, MS. November 11-13, 2015.

Jonathan Tyler Kinder. "Effect of capsicum on the expression of TRPV receptors on human small cell lung cancer cells. Annual Biomedical Research Conference for Minority Students. San Antonio, TX; November 13-16, 2014.

Shane Musick, Tesfaye Belay. Modulation of Norepinephrine on in vitro proliferation of mouse immune cells. Annual Biomedical Research Conference for Minority Students. San Antonio, TX; November 13-16, 2014.

Chelsea Brown, Tesfaye Belay. Enhancing the in vitro growth of *Actinobacillus pleuropneumoniae* in serums supplemented with norepinephrine. Annual Biomedical Research Conference for Minority Students. San Antonio, TX; November 13-16, 2014.

# I-1037: Yamilee Valmyr, Danielle Haynes, Tesfaye Belay. Decreased Infecting Ability of Long-term Starvation of *Pseudomonas aeruginosa* in a Mouse Model. General Meeting of American Society for Microbiology. Denver Colorado. May 18 to 21, 2013.

# E-587: Brandon Kirby, Tesfaye Belay. Gene Expression Profiles of Toll-Like Receptors 2 and 4 during chlamydia Genital Infection in a Stress Mouse Model. General Meeting of American Society for Microbiology. Denver Colorado. May 18 to 21, 2013.

Yamilee Valmyr, Tesfaye Belay. Organ Load Determination of Mice Infected with Long-term Starved Cells of *Pseudomonas aeruginosa*. Annual Biomedical Research Conference for Minority Students (ABRCMS) of American Society for Microbiology. Nashville, TN. November 13-17, 2013.

Sasha Richmond, Vincent Graffeo, Tesfaye Belay. Increased Infiltration of Leukocytes in the Regions of Genital Tract of Stressed during *Chlamydia trachomatis* Infection. Annual Biomedical Research Conference for Minority Students (ABRCMS) of American Society for Microbiology. Nashville, TN. November 13-17, 2013.

Chih-Lung FU, Brandon Kirby, Tesfaye Belay. Oral Administration of Active Hexose Correlated Compound to Cold-water Stressed Mice Enhances Immune System Function. Annual Biomedical Research Conference for Minority Students (ABRCMS) of American Society for Microbiology. Nashville, TN. November 13-17, 2013.

Michael Bowling, Sheila Bailey, Vincent Sollars, Tesfaye Belay. Immune Cell Localization and Cytokine Levels in the Genital Tract Regions of Cold-Stressed Mice during Chlamydia trachomatis Infection. San Jose, CA. Nov 7-10, 2012.

Brandon Kirby, Tesfaye Belay. Gene Expression Profiles of Toll-Like Receptors 2 and 4 during Chlamydia Genital Infection in a Stress Mouse Model. San Jose, CA. Nov 7-10, 2012.

Elisha Martin, Cassandra Jobin, Tesfaye Belay. Characterization of Long-term Survival of Pseudomonas aeruginosa Variants in Sterile Water and Infectivity of Strain PAO1 in Mice. WV-INBRE Summer Symposium, WVU, June 30, 2012

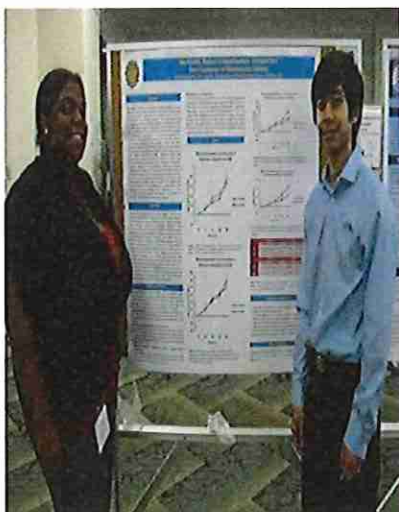
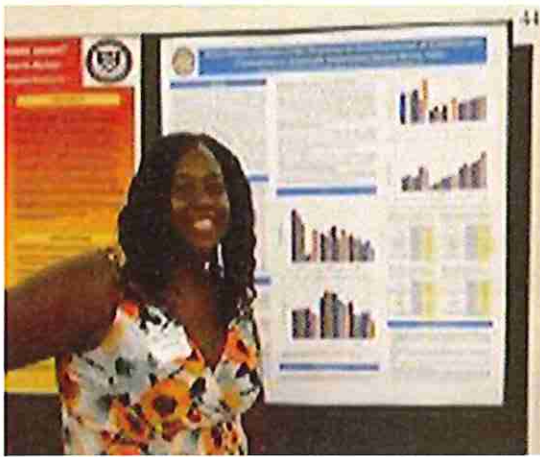
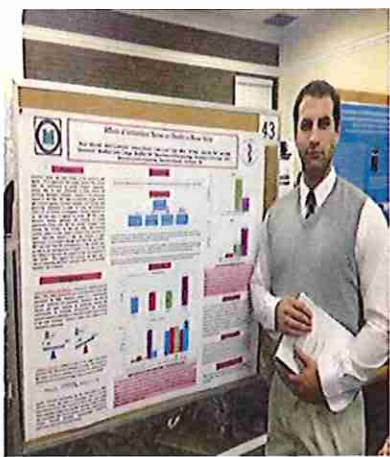
Angela Wiker, Elisha Martin, Tesfaye Belay. Pregnancy Outcome in a Stress Mouse Model during Chlamydia trachomatis Genital Infection. WV-INBRE Summer Symposium, WVU, June 30, 2012.

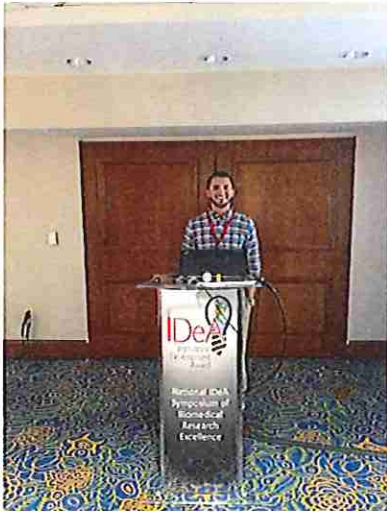
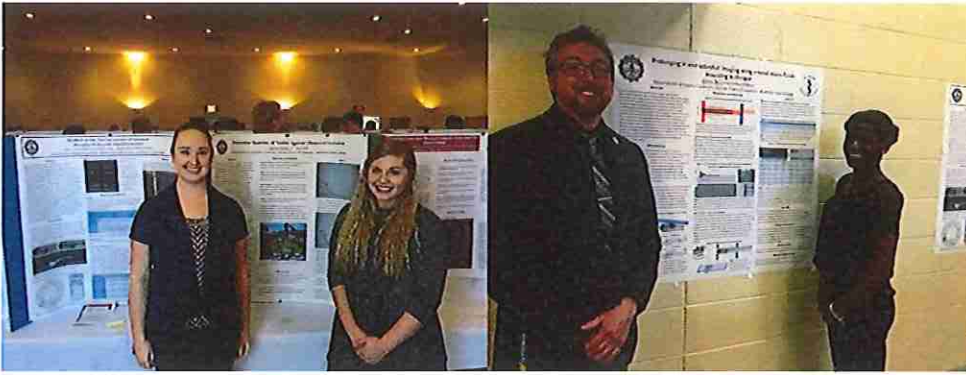
Yamilee Valmyr, Danielle Haynes, Elisha Martin, Tesfaye Belay. Impact of Starvation on the Pathogenicity of Pseudomonas aeruginosa Strain ATCC 12055 in a mouse model. WV-INBRE Summer Symposium, WVU, June 30, 2012.

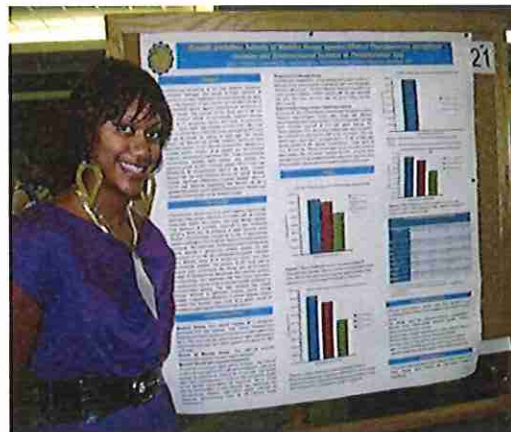
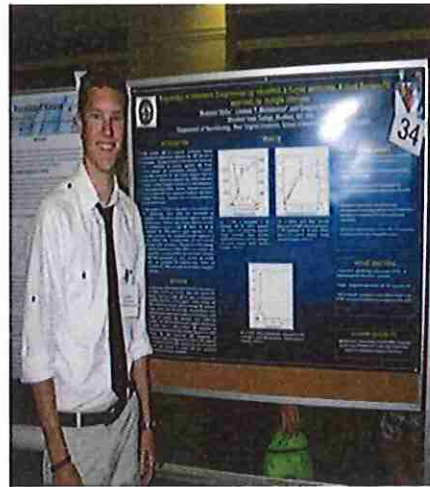
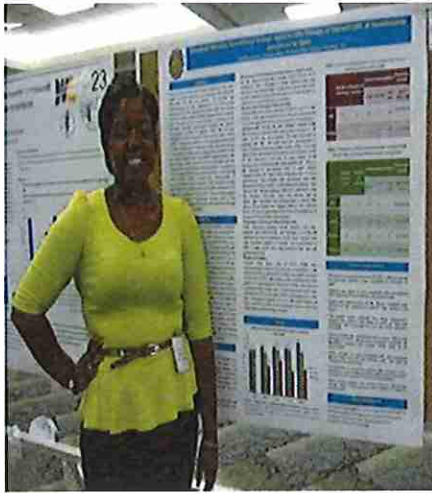
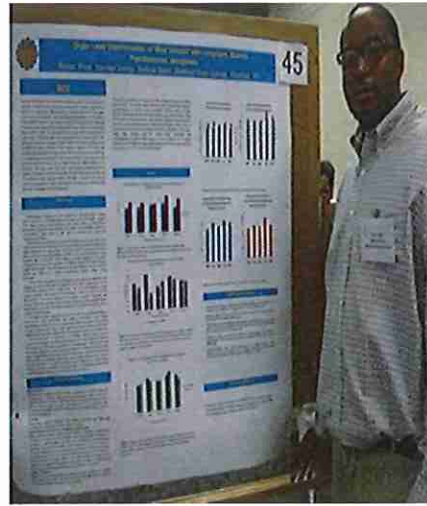
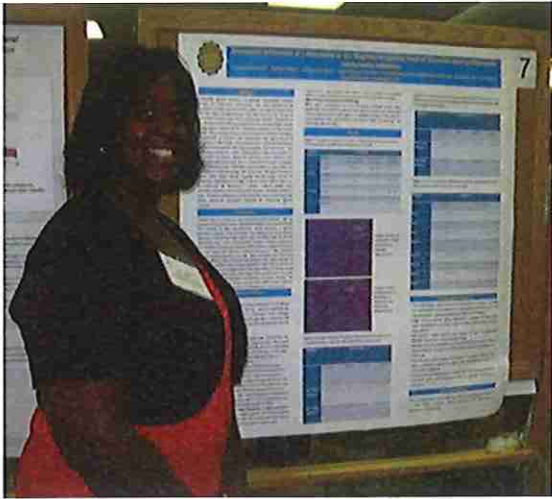
Danielle Haynes, Yamilee Valmyr, Elisha Martin, Tesfaye Belay. Impact of Starvation on the Pathogenicity of Pseudomonas aeruginosa Strain ATCC 12055 in a mouse model. San Jose, CA. Nov 7-10, 2012.

Sasha Richmond, Sheila Bailey, Tesfaye Belay. Direct Effects of Stress or Sex Hormones on Gene Expression of Cytokines and Chemokines in Chlamydia trachomatis infected McCoy Cells. San Jose, CA. Nov 7-10, 2012.

**Some of the Applied Science Students Presenting Their Research**





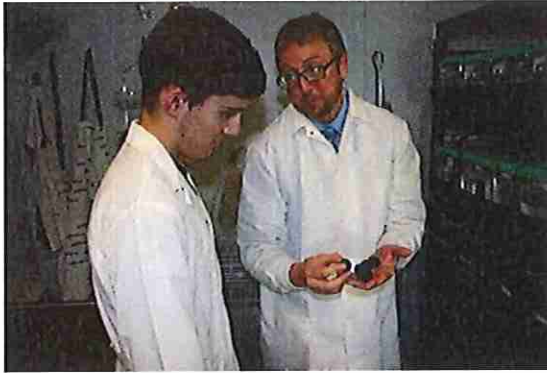


# APPENDIX F

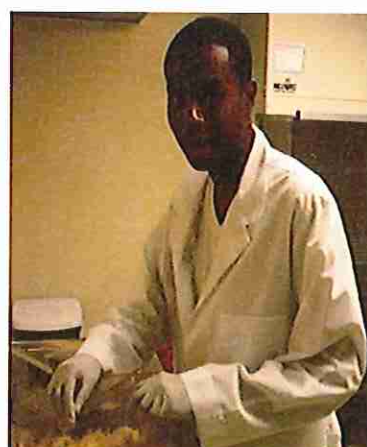
## STUDENT RESEARCH PHOTOS



Some of the Applied Science Students Performing Research  
in the Metabolism and Cell Biology Research  
Laboratory



Some of the Applied Science Students Performing Research  
in the Medical Microbiology and Immunology  
Research Laboratory



APPENDIX G  
ASSESSMENT RUBRIC FOR  
NASC 499: RESEARCH PROJECTS

# DRAFT

<b>Class Climate</b>	<b>APPLIED SCIENCE NASC 499: RESEARCH PROJECTS RUBRIC</b>	
<b>Student's Name:</b>	<b>Research Project:</b>	
<b>Professor's Name:</b>	<b>Semester:</b> _____ <b>Year:</b> _____	

Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.  
 Correction:     Please follow the examples shown on the left hand side to help optimize the reading results.

## ASSESSMENT OF STUDENT'S RESEARCH PERFORMANCE

### 1. The student ...

1.1	contributed independent ideas toward the development of the research proposal.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.2	actively guided the direction of the research project beyond suggestions.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.3	was able to independently suggest solutions as problems arose.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.4	arrived at all scheduled meetings promptly.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.5	kept adequate records.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.6	followed all safety guidelines without prompting.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.7	kept a clean research area.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.8	stayed on schedule.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
1.9	demonstrated proficiency in the use of scientific instruments and/or protocols.	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

## ASSESSMENT OF STUDENT'S WRITTEN REPORT

### 2. The paper appearance

2.1	bound appropriately	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
2.2	formatted appropriately	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
2.3	spelling and grammar	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
2.4	organization	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

#### The research paper components

### 3. Abstract

3.1	Concise	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
3.2	Components (Objectives, Methodology, Results)	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

### 4. Introduction (Supporting Literature Review)

4.1	Included citations AAAS style	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
4.2	Appropriate scope	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
4.3	Effectively targeted a specific topic	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
4.4	Coherence (logical progression)	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
4.5	Accuracy	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

### 5. Materials and Methods

5.1	Used appropriate research techniques/protocols	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
5.2	Completeness (appropriate detail)	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

### 6. Results

6.1	Results clearly stated	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
6.2	Data were summarized in tables and graphs	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
6.3	Tables appropriately titled and labeled (rows & columns)	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent
6.4	Graphs appropriately titled and labeled (axes)	poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	excellent

# DRAFT

# DRAFT

## 7. Statistical Analysis

- |     |                                                      |      |                          |                          |                          |                          |                          |                          |           |
|-----|------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 7.1 | Appropriate analysis used                            | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 7.2 | Appropriate display of analysis in tables and graphs | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

## 8. Discussions/Conclusions

- |     |                                                              |      |                          |                          |                          |                          |                          |                          |           |
|-----|--------------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 8.1 | Accurate interpretation of results (expected and unexpected) | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 8.2 | Comparison to published results                              | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 8.3 | Coherence                                                    | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 8.4 | Implications of results                                      | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

## 9. Citations

- |     |                                                                      |      |                          |                          |                          |                          |                          |                          |           |
|-----|----------------------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 9.1 | Appropriate number and types of sources                              | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 9.2 | Appropriate format                                                   | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 9.3 | Similarity score of 20% or less for Turn It In (excluding citations) | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

### ASSESSMENT OF STUDENT'S ORAL PRESENTATION

#### 10. The presenter ...

- |      |                                                      |      |                          |                          |                          |                          |                          |                          |           |
|------|------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 10.1 | was punctual.                                        | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 10.2 | was dressed professionally.                          | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 10.3 | spoke clearly.                                       | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 10.4 | made eye contact with the audience.                  | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 10.5 | was clearly knowledgeable in the presentation topic. | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 10.6 | was able to answer audience questions.               | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

#### 11. The presentation slides ...

- |      |                                                      |      |                          |                          |                          |                          |                          |                          |           |
|------|------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 11.1 | were easy to read.                                   | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.2 | included an appropriately formatted title page.      | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.3 | included an outline, abstract, or executive summary. | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.4 | did not have spelling/grammar errors.                | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.5 | included sources of figures and diagrams.            | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.6 | were well organized.                                 | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 11.7 | were coherent.                                       | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

#### 12. The student's concluding remarks...

- |      |                                                                   |      |                          |                          |                          |                          |                          |                          |           |
|------|-------------------------------------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 12.1 | explained any data that did not support the conclusion.           | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 12.2 | admitted ways that his/her approach was inadequate or incomplete. | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 12.3 | suggested ways to improve his/her techniques.                     | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 12.4 | suggested follow-up research.                                     | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |

### ASSESSMENT OF STUDENT'S POSTER

#### 13. The student's poster ...

- |      |                                     |      |                          |                          |                          |                          |                          |                          |           |
|------|-------------------------------------|------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| 13.1 | reflects the scientific method.     | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 13.2 | has a professional appearance.      | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |
| 13.3 | has no grammatical/spelling errors. | poor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | excellent |



# Bluefield State College

OFFICE OF THE PRESIDENT  
(p) 304.327.4030  
(f) 304.327.4581

## Resolution

**Item:** Academic Program Review for Bachelor of Science in Health Services Management, 2017-18

**Recommended Resolution:** *Resolved*, that Bluefield State College Board of Governors approves continuation of the Bachelor of Science in Health Services Management program at the current level of activity.

**Staff Member:** Dr. Angela Lambert  
Interim Provost & Vice President of Academic Affairs

**Background:** This program review was conducted and recommendation presented in accordance with Board of Governors Policy 5.

W. Paul Cole, Jr. School of Business  
Bluefield State College

Program Review  
Bachelor of Science in  
Health Services Management

March 15, 2018

## **Program Overview**

The Bachelor of Science in Health Services Management program at Bluefield State College was approved by the West Virginia Higher Education Policy Commission at its meeting on January 22, 2010. The program was originally housed in the School of Nursing and Allied Health, and in 2012 moved to the W. Paul Cole, Jr. School of Business. Graduates from the Health Services Management program presently have successful careers at various health services sites including clinics, hospitals, and nursing homes. Course offerings have evolved to align with trends in the healthcare industry.

The Cole School of Business is committed to continuous improvement of its programs, including the Health Services Management program. The structure is in place to identify strengths and challenges in order to establish the best possible teaching, curriculum, and assessment so that the students can learn, grow, and reach their full potential in the health services career of their choice.

## **Institutional Mission Statement and Vision Statement**

### **Mission Statement**

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



**Vision Statement**

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

**W. Paul Cole, Jr. School of Business Mission Statement and Vision Statement****Mission Statement**

The W. Paul Cole, Jr. School of Business is dedicated to preparing students to succeed in an ever-changing business environment. We will provide the knowledge and technical skills required today, while developing critical thinking and adaptation capabilities needed for the future. We seek to continuously improve our practices, methods, and delivery systems utilized in accomplishing this mission.

**Vision Statement**

The vision of the Bluefield State College W. Paul Cole, Jr. School of Business is to become the preeminent teaching-focused business school in southern West Virginia, offering high-quality undergraduate programs in various high-demand fields of study.

**B.S. Health Services Management Curriculum**

Students pursuing a B.S. in Health Services Management must complete the General Studies curriculum required of all BSC students, a Business Core component, 31 hours of Health Services Management courses, and 1 Health Science Related course.

Transfer students are required to take at least 50% of all 300- and 400-level courses from the Business Core and their respective majors/minors through the W. Paul Cole, Jr. School of Business.

Provided are the Health Services Management programmatic requirements which will be implemented in the fall of 2018. Curriculum changes have been approved through the college's curriculum process during spring semester 2018.

### B.S. Health Services Management Curriculum

#### General Studies Requirements

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
BUSN 130	Microsoft Word and Presentations	3
COMM 201	Basic Communications <u>or</u>	
COMM 208	Fundamentals of Speech	3
ECON 211	Principles of Economics I (Macro)	3
ECON 212	Principles of Economics II (Micro)	3
ENGL 101	Composition I	3
ENGL 102	Composition II	3
ENGL 201	World Literature I <u>or</u>	
ENGL 205	World Literature II	3
HLTH 101	Personal Health and Wellness <u>or</u>	
HLTH 310	Health Promotion and Protection	2-3
MATH 109	Algebra	3
Physical and Biological Sciences (Must Include Lab Courses)		<u>8</u>
PSYC 103	General Psychology	3
<b>Total</b>		<b>37-38</b>

#### Business Core Requirements

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
ACCT 201	Principles of Accounting I	3
ACCT 202	Principles of Accounting II	3
BUSN 232	Business and Electronic Communications	3
BUSN 240	Microsoft Excel	3
BUSN 301	Business Law and Legal Environment	3
BUSN 310	Applied Business Statistics	3
BUSN 350	Financial Management	3
MGMT 210	Principles of Management	3
MGMT 326	Human Resources	3
MGMT 330	Organizational Behavior	3
MRKT 210	Principles of Marketing	<u>3</u>
<b>Total</b>		<b>33</b>

### Health Services Management Major Requirements

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
HSMT 201	Intro to Health Services Management	3
HSMT 301	U.S. Healthcare System	3
HSMT 302	Healthcare Organization Management	3
HSMT 306	Quality Improvement and Quantitative Techniques	3
HSMT 308	Healthcare Finance	3
HSMT 400	Health Services Management Internship	4
HSMT 402	Long-Term Care Administration	3
HSMT 404	Ambulatory Care Administration	3
HSMT 405	Healthcare Law and Ethics	3
HSMT 407	Healthcare Strategy and Marketing	<u>3</u>
<b>Total</b>		<b>31</b>

### Health Science Related Course

<u>Course Number</u>	<u>Course Title</u>	<u>Credit Hours</u>
HLTH 290	Medical Terminology	<u>3</u>
<b>Total</b>		<b>3</b>

## Resources

The W. Paul Cole, Jr. School of Business is housed in Mahood Hall, which is a state-of-the-art facility equipped for teaching and learning on various platforms: during live class, by lecture-capture or recorded lecture, and through the Moodle learning management system. The classrooms and conference room have full electronic capabilities to provide distance-learning students with a true educational experience.

In order to develop a seamless transition for incoming students, articulation agreements have been signed with Mercer County Schools, New River Community and Technical College, Southern West Virginia Community and Technical College, Southwest Virginia Community College, Virginia Western Community College, and Wytheville Community College. Two-year graduates from allied health sciences programs such as nursing, radiologic technology, and medical technology at Bluefield State College may begin Health Services Management courses in the fifth semester of the program.

## Student Learning Outcomes Assessment

School of Business faculty have been diligent in monitoring student learning through identifying and measuring programmatic student learning outcomes in all programs. Since the Health Services Management faculty member is now in year three of full-time employment and has coursework well in hand, School of Business faculty have begun to utilize assessment results from the programmatic student learning outcomes, and LiveText assessments beginning in Spring Semester 2018, to modify curriculum and methodology based upon these results. The full assessment cycle will offer insights into revising educational practices with the intention of increasing student learning.

Below are the student learning outcomes for the Health Services Management program. Also provided are the most recent internal assessments of the degree to which the various student learning outcomes are being met.

### Identification and Measurement of Student Learning Outcomes

<b>Programmatic Student Learning Outcome</b>	<b>Met or Not Met</b>	<b>Evidence</b>
Graduates will be proficient in general business management concepts and practices.	Met	1) Performance in business core courses.
Graduates will exhibit effective oral and written communication strategies to be able to establish collaborative relationships with healthcare organizations, providers, insurances, team members, and other stakeholders.	Met	1) Performance on Business Communications course exercises. 2) Performance by senior-level students on research projects, papers, and oral presentations.
Graduates will be able to utilize current technology to plan, implement, and evaluate healthcare.	Met	1) Performance in computer courses. 2) Performance in Healthcare Organization Management course.

Graduates will have an understanding of the broad range of social, behavioral, and environmental factors which influence individual and population health in the United States.	Met	<ol style="list-style-type: none"> <li>1) Performance in Introduction to Health Services Management course.</li> <li>2) Performance in U.S. Healthcare System course.</li> <li>3) Performance in Health Psychology course.</li> <li>4) Results from research projects.</li> </ol>
Graduates will demonstrate leadership and decision-making skills within the healthcare system, recognizing external and internal factors impacting the industry, and be prepared to assess current policies as well as make recommendations and adopt changes as needed.	Met	<ol style="list-style-type: none"> <li>1) Performance in Long-Term and Ambulatory Care Administration courses.</li> <li>2) Performance in Healthcare Strategy and Marketing course.</li> <li>3) Performance in Healthcare Organization Management course.</li> </ol>
Graduates will be able to analyze and communicate the impact of the legal and regulatory environment and ethical issues within healthcare policy and delivery systems and implications for managers within the field.	Met	<ol style="list-style-type: none"> <li>1) Performance in Business Law and Legal Environment course.</li> <li>2) Performance in Healthcare Law and Ethics course.</li> </ol>
Graduates will use higher-order thinking skills and a systematic approach to respond to healthcare issues and needs within a diverse society.	Partially Met	<ol style="list-style-type: none"> <li>1) Performance in Healthcare Strategy and Marketing course.</li> <li>2) Results from creating and presenting a healthcare organization business, strategic, and marketing plan.</li> <li>3) Results from internship evaluations.</li> </ol>
Graduates will demonstrate a commitment to lifelong learning in pursuit of excellence in the continuing practice of a healthcare profession.	Met	<ol style="list-style-type: none"> <li>1) Results from internship evaluations.</li> </ol>

### Workforce Needs

Two health factors converge to make opportunities for healthcare employment continue to rise in the Bluefield State College region: a growing elderly population, and poor health habits of the general population. People living in West Virginia, and specifically southern West Virginia, are statistically suffering from obesity, smoking, and drug abuse. With unhealthy

nutrition and activity choices also added into many households, healthcare workers are in high demand in this region.

Even as they are in high demand, the healthcare administrative and management workforce is also aging, opening up new positions faster than they can be filled. Within a 50-mile radius of Bluefield State College are situated at least 14 hospitals, 15 clinics, 3 rehabilitation centers, 2 veterans' administration centers, 3 mental health facilities, 8 public health departments, and 15 long-term care facilities, all of which advertise often for employee positions. Bluefield State College's Health Services Management program aims to fill the demand for these positions.

One vibrant approach to help students discover their place in healthcare is through the internship program. Students obtain hands-on experience in the world of healthcare and have often been hired as a result of either the internship itself or contacts made during the internship appointment.

## **Program Viability**

### **Faculty Credentials**

The W. Paul Cole, Jr. School of Business has a long-standing tradition of teaching excellence. The School has benefitted tremendously from stability within the ranks of its faculty, with three of its nine full-time faculty members having more than twenty-five years of continuous service to the institution. Below is a table providing relevant data for those full-time Cole School of Business faculty currently teaching courses within the Business Administration program, thereby teaching the Health Services Management students.

Faculty Member	Year of Initial Appointment	Highest Degree		Primary Teaching Area(s)	Tenured
		Type	Discipline		
Berkoh, Albert	2009	Ph.D.	Marketing	Marketing	Yes
Bourne, Steve	1978	Ph.D.	Management	Management/ Ethics	Yes
Cofer-Taylor, Michelle	2014	M.B.A.	Management	Management/ Marketing	No
Grogan, Karen	2015	M.S. M.A.	Leadership Education	Health Services Management	No
Hunter, Geoff	1982	M.B.A.	Management	Management	Yes
Imel, Phillip	2017	M.B.A.	Accounting, Finance, Management	Accounting	No
Lester, Paris *	2010	M.B.A.	Accounting	Accounting	No
Malamisura, Darrel	2006	J.D./M.B.A.	Law	Economics, Business Law	Yes
Snead, John	1989	Ph.D.	Public Administration	Finance/Business Statistics	Yes

* Visiting Instructor

### Enrollment Data

Below are enrollment data provided by the Bluefield State College Information Technology Department for the Health Services Management major:

Academic Year	Number of Declared Health Services Management Majors
<i>2013-2014</i>	40
<i>2014-2015</i>	38
<i>2015-2016</i>	35
<i>2016-2017</i>	33
<i>2017-2018</i>	28

The Health Services Management enrollment figures as noted above have seen a slight decline, but this program reflects a more stable enrollment than does Bluefield State College as a whole. Contributing to this decline would be significant decreases in both the population and

numbers of high school graduates of West Virginia, and specifically southern West Virginia, which is a large target recruitment area for Bluefield State College.

### **Graduation Data**

In addition, the number of students who have recently graduated from the Health Services Management program are as follows:

<b>Academic Year</b>	<b>Number of Health Services Management Graduates</b>
<i>2012-2013</i>	2
<i>2013-2014</i>	4
<i>2014-2015</i>	6
<i>2015-2016</i>	5
<i>2016-2017</i>	9

The number of graduates has continued to increase slightly each year, even with the downturn of enrollment numbers. The students are finishing. At the present time, Health Services Management graduates have successful careers working for a mental health facility, rehabilitation center, hospital, home health care company, pharmacy, clinic, nursing home, rescue squad, family medicine practice, and retirement center. Their positions include Community Advisor, Office Coordinator, Branch Manager, Heart Cath Lab Coordinator, Educator, Home-Hospital Liaison, Physician Office Manager, Financial Advisor Manager, Dietary Coordinator, EMT, Lead Scanner, Scheduler and Insurance Pre-Certifier, and Director of Admissions. One graduate serves with the Peace Corps in Madagascar, one graduate has been accepted into a Health Services Management master's degree program, and one graduate has been accepted into West Virginia University's MBA program. From the classes of 2014 through 2017, 15 graduates are employed in positions related to Health Services Management, and 3 graduates are pursuing advanced degrees.



## **Recommendations for Program Improvement**

The W. Paul Cole, Jr. School of Business has identified several ways in which its Health Services Management program can be improved.

More care must be given to continuing rigorous assessment and evaluation when changes occur within faculty and administration. Accessible electronic and paper files have recently been created to minimize disruption of assessment procedures when inevitable changes do occur. The new Health Services Management faculty member is now trained in LiveText assessment procedures and has begun utilizing the LiveText system for courses taught during Spring Semester 2018.

Since we believe that the Health Services Management program is valuable because of its direct impact upon the communities in our region, we also believe that the program is in need of additional majors. Active on- and off-campus recruiting must become a priority. As mentioned earlier, articulation agreements are in place, but the Cole School of Business could institute a procedure to monitor transcripts so that students gain full benefit from transferable courses from the moment they are accepted into Bluefield State College. Discussions have already begun with significant parties.

Because the administration of the health care field changes so often and so broadly, the Health Services Management program must fully utilize its advisory board members. Their input will keep the program current to ensure that our graduates are on track to professionally join the health services professions. At the advisory board meeting on March 8, 2018, members approved curriculum changes, requested graduates for open positions in their organizations, and provided names of potential advisory board members.

## **Summary**

The Health Services Management program offered by the W. Paul Cole, Jr. School of Business prepares its students for worthwhile careers in the health services professions. This program directly aligns with the mission and vision of both Bluefield State College and the Cole School of Business. The School of Business faculty and staff members are committed to continuing to build a strong Health Services Management program with graduates who can make a difference in the healthcare arena.

BLUEFIELD STATE COLLEGE  
 BUDGET VS ACTUAL (STATE ACCOUNTS)  
 FISCAL YEAR 18, AS OF  
 FEBRUARY 28, 2018  
 CASH BASIS*

UPDATED 01/10/2018

DESCRIPTION	BUDGETED 2018 FY	% OF BUDGETED	ACTUAL 02/28/2018	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/17			716,529		
<b>ADDITIONS:</b>					
<b>REVENUE</b>					
STATE APPROPRIATIONS	5,379,199	21.64%	3,604,063	22.64%	67.00%
TUITION & FEES	10,253,163	41.25%	6,008,583	37.74%	58.60%
CAPITAL FEES	825,000	3.32%	498,781	3.13%	60.46%
SALES & SERVICES	85,000	0.34%	129,322	0.81%	152.14%
GRANTS & CONTRACTS	7,090,991	28.53%	5,026,674	31.57%	70.89%
INVESTMENT EARNINGS	2,000	0.01%	7,095	0.04%	354.73%
AUXILIARY	930,000	3.74%	713,459	4.48%	76.72%
DEBT ASSESSMENT	(46,545)	-0.19%	(20,500)	-0.13%	44.04%
HERA ASSESSMENT	(61,334)	-0.25%	(46,001)	-0.29%	75.00%
OTHER	400,000				
<b>TOTAL REVENUES</b>	<b>24,857,474</b>	<b>100.00%</b>	<b>15,921,476</b>	<b>100.00%</b>	<b>64.05%</b>
<b>DEDUCTIONS:</b>					
<b>EXPENDITURE</b>					
PERSONAL SERVICES	12,647,912 *	51.34%	6,802,297	50.69%	53.78%
EMPLOYEE BENEFITS	3,236,134	13.14%	1,794,539	13.38%	55.45%
CURRENT EXPENSE	4,227,536	17.16%	3,064,294	22.84%	72.48%
REPAIRS/ASSETS/BLDG CONSTRUCTION	2,359,554	9.58%	460,331	3.43%	19.51%
SCHOLARSHIP, AWARDS	2,164,000	8.78%	1,295,546	9.66%	59.87%
<b>TOTAL EXPENDITURES</b>	<b>24,635,136</b>	<b>100.00%</b>	<b>13,417,007</b>	<b>100.00%</b>	<b>54.46%</b>
ENDING CASH AND IN TRANSIT 02/28/2018			3,220,998		
LESS: ENCUMBRANCES			** (696,494)		
Balance (Cash Less Encumbrances)			<u>2,524,504</u>		

*Encumbrances in the amount \$439,575.85 To be paid by ACH Engineering Grant

**BLUEFIELD STATE COLLEGE**  
**BUDGET VS ACTUAL (STATE ACCOUNTS)**  
**COMPARISON OF FEBRUARY 28, 2017 AND FEBRUARY 28, 2018**  
**CASH BASIS***

UPDATED 04/10/2018

DESCRIPTION	ACTUAL FEB/28/2017	ACTUAL FEB/28/2018	DIFFERENCE	% OF DIFFERENCE
BEGINNING BALANCE 07/01/2017-2018	819,795	716,529	(103,266)	
<b>ADDITIONS:</b>				
<b>REVENUE</b>				
STATE APPROPRIATIONS	3,663,959	3,604,063	(59,896)	-1.63%
TUITION & FEES	6,940,024	6,008,583	(931,441)	-13.42%
CAPITAL FEES	620,561	498,781	(121,780)	-19.62%
SALES & SERVICES	47,986	129,322	81,336	169.50%
GRANTS & CONTRACTS	4,345,546	5,026,674	681,128	15.67%
INVESTMENT EARNINGS	2,850	7,095	4,245	100.00%
AUXILIARY	841,011	713,459	(127,552)	-15.17%
DEBT ASSESSMENT	(23,306)	(20,500)	2,806	
HERA ASSESSMENT	(50,465)	(46,001)	4,464	100.00%
<b>TOTAL REVENUES</b>	<b>16,308,166</b>	<b>15,921,476</b>	<b>(466,690)</b>	<b>-2.85%</b>
<b>DEDUCTIONS:</b>				
<b>EXPENDITURE</b>				
PERSONAL SERVICES	7,135,448	6,802,297	(333,151)	-4.67%
EMPLOYEE BENEFITS	1,865,140	1,794,539	(70,601)	-3.79%
CURRENT EXPENSE	2,574,972	3,064,294	489,322	19.00%
REPAIRS/ASSETS/BLDG CONSTRUCTION	291,093	460,331	169,238	58.14%
SCHOLARSHIP, AWARDS	1,271,691	1,295,546	23,855	1.88%
<b>TOTAL EXPENDITURES</b>	<b>13,138,344</b>	<b>13,417,007</b>	<b>278,663</b>	<b>2.12%</b>
ENDING CASH AND IN TRANSIT 02/28/2017 - 2018	4,069,617	3,220,998	(848,619)	
LESS: ENCUMBRANCES	(312,935) **	(696,494)	(383,559)	
<b>Balance (Cash Less Encumbrances)</b>	<b>3,756,682</b>	<b>2,524,504</b>	<b>(1,232,178)</b>	

*Excludes Clearing Account

**Encumbrances \$439,575.85 to be paid from AHE Engineering Grant

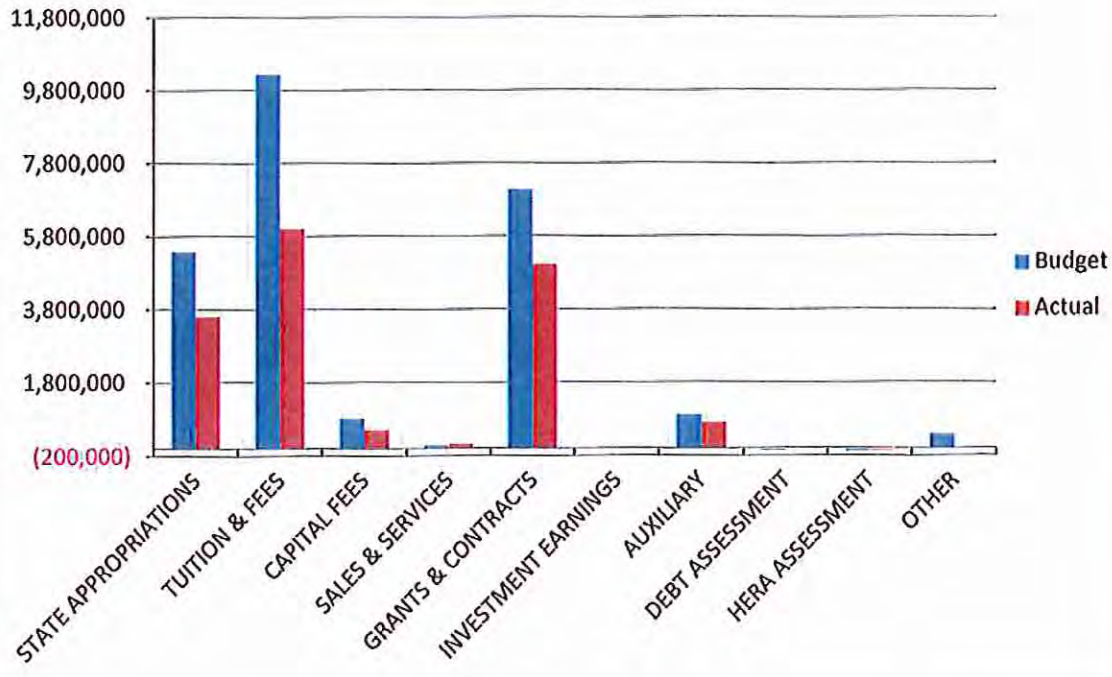
BLUEFIELD STATE COLLEGE  
ENCUMBRANCES SUMMARY  
FEBRUARY 28, 2018

UPDATED 03/28/2018

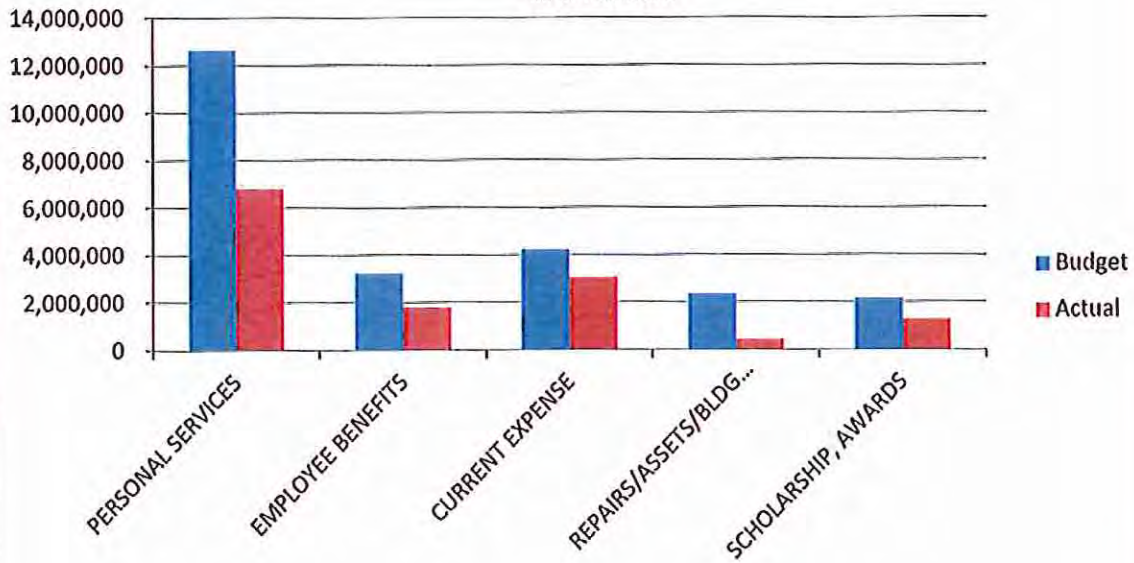
PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(24,678.00)
BSC406	THOMPSON & LITTON OF WV INC	(145,240.00)
BSC407	THOMPSON & LITTON OF WV INC	(87,000.00)
BSC418	* FARO TECHNOLOGIES	(75,337.85)
BSC419	* CARL ZEISS INDUSTRIAL METROLOGY	(60,577.00)
BSC420	* ABB INC	(188,106.00)
BSC421	* OMAX CORPORATION (MAXIEM SAME)	(115,555.00)
GRAND TOTAL ENCUMBRANCES		<u>(696,493.85)</u>

* ENCUMBRANCES IN THE AMOUNT OF \$439,575.85 PAID FROM AHE ENGINEERING GRANT

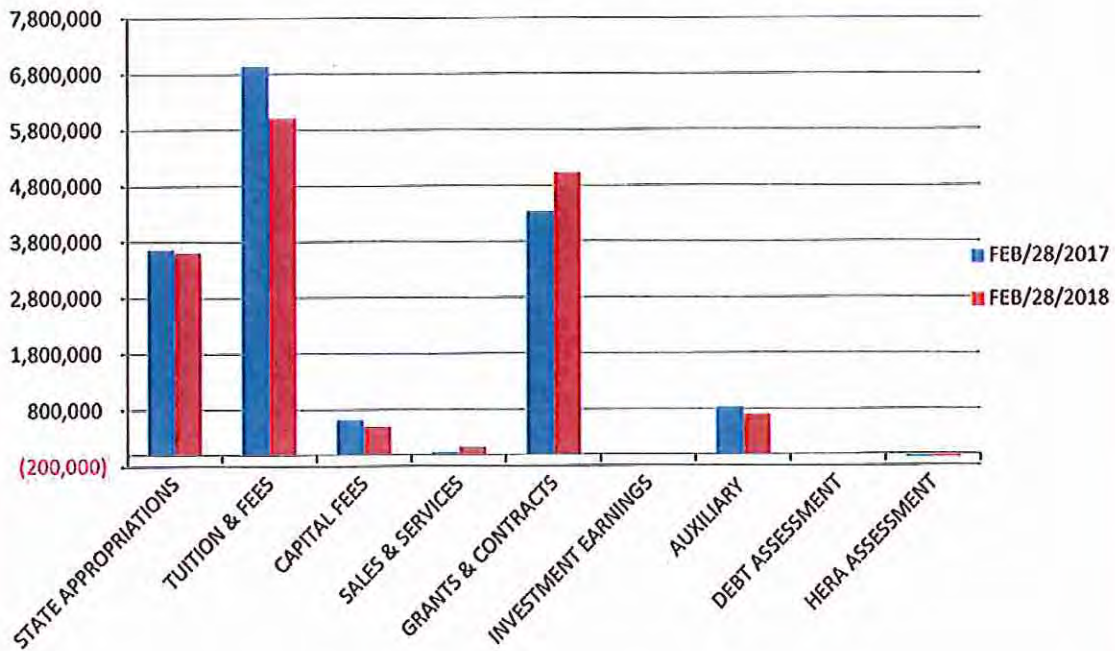
Bluefield State College  
2018 Budget vs Actual Revenue  
as of Feb 2018



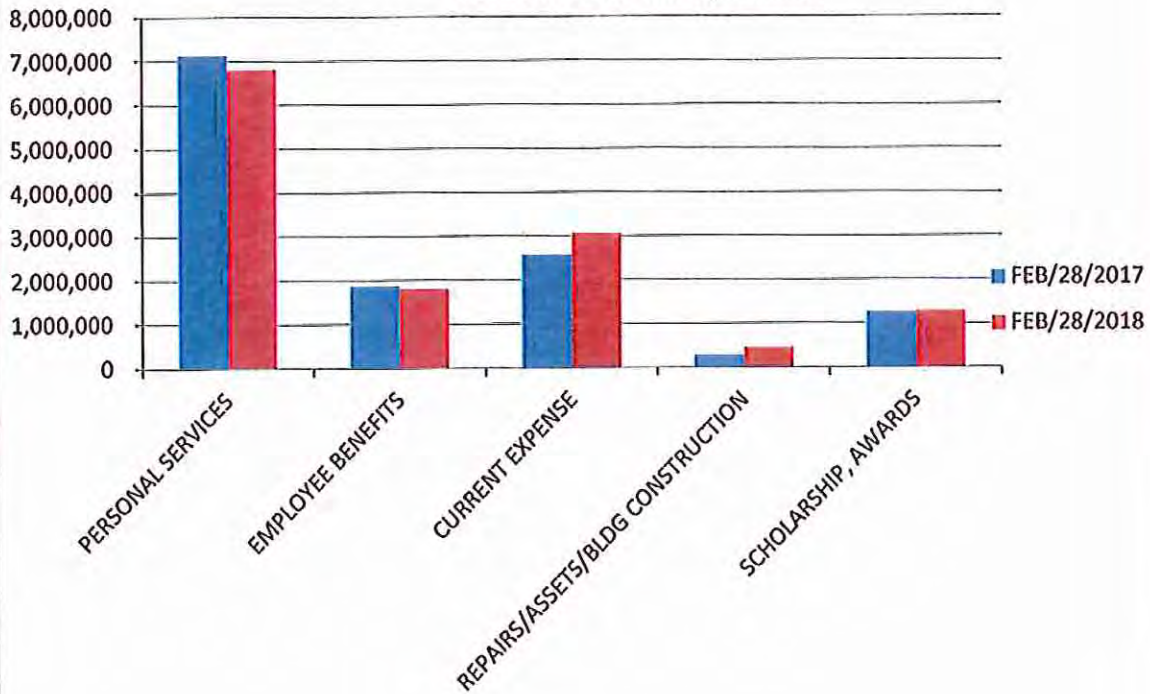
Bluefield State College  
2018 Budget vs Actual Expenditures  
as of Feb 2018



Bluefield State College  
Actual vs Actual  
Feb 2017 vs Feb 2018 Revenue



Bluefield State College  
Actual vs Actual  
Feb 2017 vs Feb 2018 Expenditures



BLUEFIELD STATE COLLEGE  
 FEDERAL FINANCIAL AID BALANCES  
 FISCAL YEAR 2018  
 AS OF FEBRUARY 28, 2018

DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 02//28/2018
BEGINNING CASH 07/01/17	2,992.53	2,985.43	0.82	5,978.78
<b>ADDITIONS:</b>				
REVENUE	3,577,107.94	5,395,969.38	38,620.00	9,011,697.32
<b>TOTAL REVENUES</b>	<b>3,577,107.94</b>	<b>5,395,969.38</b>	<b>38,620.00</b>	<b>9,011,697.32</b>
<b>DEDUCTIONS:</b>				
AWARDS & LOANS	3,696,776.00	5,504,631.00	39,620.00	9,241,027.00
Redeposits	(111,357.32)	(100,248.00)	(1,000.00)	(212,605.32)
Recoveries	(6,427.00)	(13,383.00)		(19,810.00)
<b>TOTAL EXPENDITURES</b>	<b>3,578,991.68</b>	<b>5,391,000.00</b>	<b>38,620.00</b>	<b>9,008,611.68</b>
ENDING CASH 02/28/2018	1,108.79	7,954.81	0.82	9,064.42
<b>2017FY TOTALS</b>				
<b>TOTAL EXPENDITURES</b>	<b>4,374,706.00</b>	<b>8,103,731.00</b>	<b>53,701.00</b>	<b>12,532,138.00</b>
<b>% OF FINANCIAL AID 2018FY COMPARED TO 2017FY</b>	<b>81.81%</b>	<b>66.52%</b>	<b>71.92%</b>	<b>71.88%</b>



BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
April 19, 2018

ITEM: Tuition and Fee Increases 2018/2019

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the Board of Governors of Bluefield State College approves an increase of tuition and fees as follows:

Regular Tuition and Fees

	From	To	Or \$	%
Resident	\$3,364	\$3,528	\$164	4.87%
Non-Resident	\$6,516	\$6,768	\$252	3.86%
Metro	\$4,780	\$4,988	\$208	4.35%

Special Fee Increases:

*Arts fee (Classes – ARTS 105 and ARTS 220)  
\$30 per credit hour

Other Fees: Credit card processing fee – From 2% to 2.25%

CONTEXT: The Finance and Audit Committee of the Board of Governors met on April 11, 2018 to discuss various financial information and related tuition and fees.

The Finance and Audit Committee recommended approval.

PROPOSED FEES 04/10/2018

Institution:

BLUEFIELD STATE COLLEGE

Fee Planning Schedule- Per Semester  
Academic Year 2018-19

Student Institutional Level:

UNDERGRADUATE  
(Community College, Undergraduate, Graduate, Health Professions)

	Resident 2015-16	Resident 2016-17	Resident 2017-18	Resident 2018-19	Increase (Decrease)	Non-Resident 2015-16	Non-Resident 2016-17	Non-Resident 2017-18	Non-Resident 2018-19	Increase (Decrease)	Metro 2015-16	Metro 2016-17	Metro 2017-18	Metro 2018-19	Increase (Decrease)
<b>I. Regular Fees Charged to All Students</b>															
a. Tuition and Required Education and General Fees	\$2,679	\$2,823	\$2,983	\$3,147	\$164	\$4,640	\$5,438	\$5,516	\$5,768	\$252	\$3,386	\$3,680	\$3,816	\$4,024	\$208
b. Required Educational and General Capital Fees															
i. System E&G Capital Fees	\$225	\$225	\$225	\$225	\$0	\$844	\$844	\$844	\$844	\$0	\$808	\$808	\$808	\$808	\$0
ii. Special Institutional E&G Capital Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
c. Auxiliary and Auxiliary Capital Fees															
i. Standard Auxiliary Fees	\$140	\$140	\$140	\$140	\$0	\$140	\$140	\$140	\$140	\$0	\$140	\$140	\$140	\$140	\$0
ii. Mandatory Auxiliary Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
iii. Auxiliary Capital Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
d. Special Equity Fee	\$16	\$16	\$16	\$16	\$0	\$16	\$16	\$16	\$16	\$0	\$16	\$16	\$16	\$16	\$0
<b>Total Student Fee Request</b>	\$3,060	\$3,204	\$3,364	\$3,528	\$164	\$5,640	\$6,438	\$6,516	\$6,768	\$252	\$4,350	\$4,644	\$4,780	\$4,988	\$208
Percentage of Increase Requested Over Previous Year Three-Year Average Increase		4.71%	4.99%	4.88%	4.86%		14.15%	1.21%	3.87%	6.41%		6.76%	2.93%	4.35%	4.68%

**Fee Planning Schedule- Per Semester  
Academic Year 2018-19**

**PROPOSED FEES 04/10/2018**

**Institution: BLUEFIELD STATE COLLEGE**

II. Special Fees and Charges	Rate Per Semester/ Occurrence 2015-16	Rate Per Semester/ Occurrence 2016-17	Rate Per Semester/ Occurrence 2017-18	Requested Rate Per Semester/ Occurrence 2018-19	Increase (Decrease)
Engineering Technology & Computer Science Fee (Per Credit Hour)	25	25	25	25	
Health Science Programmatic Fee:					
(A. S. N.)	450	450	450	450	
(A. S. R. T. - Summer I & II, Fall, Spring)	225	225	225	225	
LPN to RN Program Annual Fee (Bluefield & Beckley Campus)	500	500	500	500	
BS Nursing (Per Credit Hour)	25	25	25	25	
BS Imaging Science (Per Credit Hour)	25	25	25	25	
Business Lab Fee (Per Credit Hour)	20	20	20	20	
Business Programmatic	100	100	100	100	
BS Education Programmatic Fee	100	100	100	100	
On Line Fee (Per Credit Hour)	30	30	30	30	
Blackboard (Per Credit Hour)	30	(30)	0	0	
Moodle Classes (Per Credit Hour)	30	(30)	0	0	
Regents' BA Degree Evaluation	300	300	300	300	
Portfolio RBA Fee (Per Credit Hour)	10	10	10	10	
Science Programmatic Fee (Per Credit Hour)	35	35	35	35	
Arts Fee (Per Credit Hour)				30	
Technology Fee (Degree Seeking Students)	42	42	42	42	
Late Registration	30	50	50	50	
Transcript	5	10	10	10	
Graduation	50	50	50	50	
Diploma Replacement	10	10	10	10	
Parking Processing Fee	10	10	10	10	
Returned Check Fee	25	25	25	25	
Credit Card Fee			2.00%	2.25%	0.25%

**Fee Planning Schedule- Per Semester  
Academic Year 2018-19  
PROPOSED FEES 04/10/2018**

**Institution: BLUEFIELD STATE COLLEGE**

IV. Apartment and House Rental Room Rates	Rate Per Month 2015-16	Rate Per Month 2016-17	Rate Per Month 2017-18	Rate Per Month 2018-19	Increase (Decrease)	Estimated Revenue 2017-18	Estimated Revenue Increase 2018-19	Estimated Number of Students 2018-19	Estimated Revenue 2018-19
FACULTY HOUSE A	\$715	\$715	\$715	\$715		\$8,580		1,529	\$8,580
FACULTY HOUSE B	\$715	\$715	\$715	\$715		\$8,580			\$8,580
FACULTY HOUSE C	\$715	\$715	\$715	\$715		\$8,580			\$8,580
FACULTY HOUSE D	\$715	\$715	\$715	\$715		\$8,580			\$8,580
FACULTY HOUSE F	\$550	\$550	\$550	\$550		\$6,000			\$6,000

BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
April 19, 2018

ITEM: Salary Increases 2018/2019

INSTITUTION: Bluefield State College

RECOMMENDED RESOLUTION: *Resolved*, That the Board of Governors of Bluefield State College approves the proposal for pay increases 2018/19 fiscal year as follows:

On average, an increase of \$ 2,160 per benefits eligible employee:

- Faculty - \$2,160
- Non-Classified - \$2,160
- Classified – average of \$2,160, distributed as follows:
  - \$1,750 per employee; balance of \$410 distributed to classified employees below midpoint-14.8% toward funding of gap of base salary (after \$1,750 increase) and midpoint
  - Probationary employees employed prior to July 1, 2018-effective 6 months after full-time employment at BSC
  - Employees exceeding maximum of salary schedule-\$1,750 per employee

CONTEXT: The Finance Committee of the Board of Governors met on April 11, 2018 and reviewed the proposed salary increases and recommends approval.

West Virginia Higher Education Classified Salary Schedule				
July 1, 2017				
Grade	Minimum	Midpoint	Maximum	Progression
1	\$19,200	\$24,900	\$30,600	16%
2	\$22,200	\$28,800	\$35,400	16%
3	\$25,600	\$33,300	\$41,000	16%
4	\$29,500	\$38,400	\$47,300	16%
5	\$34,200	\$44,400	\$54,600	16%
6	\$39,500	\$51,400	\$63,300	16%
7	\$45,700	\$59,400	\$73,100	16%
8	\$52,800	\$68,600	\$84,400	16%
9	\$61,000	\$79,300	\$97,600	16%
10	\$70,500	\$91,700	\$112,900	16%
11	\$81,500	\$106,000	\$130,500	16%
12	\$94,300	\$122,600	\$150,900	16%

BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
April 19, 2018

- ITEM: Bluefield State College Budget 2019FY
- INSTITUTION: Bluefield State College
- RECOMMENDED RESOLUTION: The Bluefield State College Board of Governors approves the 2019 Budget as presented.
- CONTEXT: Bluefield State College presents expenditure schedule for 2018/19 fiscal year. The expenditure schedule includes revenue increases in state appropriations, and tuition and fees. In addition, salary increases for full-time benefit eligible employees. Other items include:
- Increased PEIA health insurance costs by 2%
  - Lease vehicles with State Fleet Office additional \$20,000
  - Faculty promotions estimate \$17,183
  - Title III capital projects funded roof replacements for Conley and Library, gym floor in PE Building, and stage floor in Basic Science, estimated \$900,000
  - Sidewalk/step/handrail upgrades, funding from refinancing of bonds at state level \$850,000
  - Utility increases \$50,000
  - Providing funding is available (dependent upon enrollment stabilization), equity adjustments for faculty (\$30,000) and non-classified (\$15,000)
  - Vacant position savings in operational funds-salaries \$1,707,067

Bluefield State College  
Revenue and Expenditure Summary by Fund  
Budget Year 2019

	TOTAL FUNDS	State Funds	Tuition & Fees Fund	Auxiliary Funds	Capital Funds	State/Private Gifts	Federal Funds	Adjustment To Tuition & Fees
State Appro. (estimated)	5,600,993	<u>5,600,993</u>						
Tuition & Fees	10,179,823		8,269,600			12,000		1,898,223
Capital Fees	600,000				600,000			
Sales & Services	85,000		15,000			70,000		
Grants & Contracts	6,316,452					2,298,350	<u>4,018,102</u>	
Investment Earnings	2,000		1,000	500	250	<u>250</u>		
Auxiliary	988,000			<u>988,000</u>				
Allocation from HEPC	850,000				850,000			
Debt Assessment	-46,627				<u>-46,627</u>			
HERA Assessment	<u>0</u>		<u>0</u>					
Total Estimated Revenue	<u>24,575,641</u>	<u>5,600,993</u>	<u>8,285,600</u>	<u>988,500</u>	<u>1,403,623</u>	<u>2,380,600</u>	<u>4,018,102</u>	<u>1,898,223</u>
Personal Services	12,588,832	4,948,545	5,667,400	235,839		221,788	1,515,260	
Employee Benefits	3,118,721	<u>652,448</u>	1,919,423	93,000		73,850	380,000	
Current Expense	3,726,102		2,400,000	600,000	50,000	80,000	596,102	
Repairs/Assets	2,780,000		125,000	5,000	<u>1,350,000</u>		1,300,000	
Scholarships, Awards	2,164,000		<u>72,000</u>	<u>50,000</u>		<u>2,000,000</u>	<u>42,000</u>	
Adj. (estimated shortfall)	<u>0</u>							
Total Estimated Expenditure	<u>24,377,655</u>	<u>5,600,993</u>	<u>10,183,823</u>	<u>983,839</u>	<u>1,400,000</u>	<u>2,375,638</u>	<u>3,833,362</u>	
Net Income (Deficit)	197,986	0	-1,898,223	4,661	3,623	4,962	184,740	

Deficit in operations of \$1,898,223 will be balanced with primarily vacancy savings



Michael J. Farrell, Esq.  
Chair



Paul L. Hill, Ph.D.  
Chancellor

**West Virginia Higher Education Policy Commission**


1018 Kanawha Boulevard East, Suite 700 • Charleston, West Virginia 25301

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[www.wvhepc.edu](http://www.wvhepc.edu)

MEMORANDUM

TO: Presidents

FROM: Paul Hill, Chancellor 

DATE: March 16, 2018

SUBJECT: Fiscal Year 2019 Final Budget

The Fiscal Year (FY) 2019 final budget bill, Senate Bill 152, was completed on March 10, 2018, and signed by the Governor on March 15, 2018. The FY 2019 appropriation request to the State Budget Office for the Higher Education Policy Commission (Commission) was at the same level of funding as FY 2018. The budget request included improvement levels for the Commission as shown below. One of the improvements was funded in the final budget.

Improvement Level Requests for FY 2019 for Commission		Funded in Final Budget
Redirect funding of student success program assessment	\$4.5 million	yes
Deferred Maintenance	\$10 million	no
WV State University Land Grant	\$1.3 million	no

When the Governor's budget was introduced in January, it included additional funding of one percent for salaries, two percent for PEIA, seven percent for BRIM, and \$75 per FTE for OASIS. The OASIS fee will increase next year to \$275.

During the legislative session, the Governor provided a budget adjustment letter on March 6, 2018. It increased WVU – School of Health Science's budget to provide funding for the Neuroscience Institute by \$2 million. The letter also adjusted salaries by an additional four percent and reduced PEIA since the health plan has been frozen for FY 2019.

The pay increase is five percent of the average salary of all state workers. The raise is a set amount of \$2,160 a year for public employees. It was based upon the filled FTEs on general revenue as of November 30, 2017.

The funding for the West Virginia State University Land Grant improvement was included in the House and Senate budgets, but did not make it into the final budget.

The general revenue, lottery funding, and PROMISE Scholarship request for FY 2019 was \$417.1 million for the Commission and Council. With the following increases, it will be \$435.9 million for FY 2019. The Commission budget was increased by 4.1 percent from FY 2018. This does not include the special revenue of \$20 million that is received each year for debt service and the soft drink appropriation of \$15.9 million.

<b>New Funding</b>	<b>Amount</b>
<b>Salary Increase</b>	<b>\$7,538,240</b>
<b>PEIA</b>	<b>\$324,503</b>
<b>BRIM ( administration)</b>	<b>\$11,428</b>
<b>OASIS</b>	<b>\$227,852</b>
<b>Improvement (WVU Health Sciences)</b>	<b>\$2,000,000</b>
<b>Redirect Funding of Student Access Program Assessment</b>	<b>\$4,500,000</b>
<b>Total</b>	<b>\$14,602,023</b>

There was one supplemental bill for higher education during the legislative session: Senate Bill 386 decreased the Marshall University medical school by \$597,993 and increased Marshall University by \$597,993. The purpose of this bill was to realign the funding between the two appropriations.

#### **Tables**

The attached tables are provided to assist your institution in completing the expenditure schedules for FY 2019. The tables summarize the increases for salaries, PEIA, improvements, BRIM, OASIS, and adjustments.

West Virginia Higher Education Policy Commission

Institution	FY 18 Base Budget	FY 18 Appropriation Request	Adjustments	Salary Enhancement	PEIA	Improvements	BRM	OASIS	FY 18 Governor Justice's Budget	Governor's Budget Adjustment Letter of 8/18/18				Difference in Governor's Adjusted Budget and Request	Senate Bill 151	Difference in Senate's Budget and Governor's Adjusted Budget	House Bill 4518	Difference in House and Senate	
										Improvements	Additional 4% Rate	Adjustment for PEIA	Governor's Adjusted FY 18 Budget						
Bluefield State College	\$5,378,199	\$5,378,199		\$42,314	\$4,234			\$5,837	\$5,437,584	\$189,256		-\$347	\$5,600,693	\$221,794	\$5,600,693	\$0	\$5,600,693	\$0	
Concord University	8,278,077	8,278,077		61,268	11,659			9,109	8,350,111	205,054		-2,332	8,552,843	274,726	8,552,843	0	8,552,843	0	
Fairmont State University	14,579,417	14,579,417		97,835	36,723			14,807	14,728,582	300,540		-7,345	15,111,777	532,300	15,111,777	0	15,111,777	0	
Greenbrier State College	5,622,099	5,622,099		49,037	13,451			7,631	5,692,249	196,148		-2,626	5,885,700	263,601	5,885,700	0	5,885,700	0	
Shepherd University	9,300,954	9,300,954		57,564	17,860			8,645	9,444,816	230,256		-3,530	319,558	9,671,642	9,671,642	0	9,671,642	0	
West Liberty University	7,692,693	7,692,693		43,753	6,665			6,931	7,650,652	175,012		-1,337	7,823,727	231,044	7,823,727	0	7,823,727	0	
Marshall University	42,171,166	42,171,166	597,693	280,657	73,450			42,641	43,155,807	1,122,628		-14,690	44,273,845	2,102,679	44,273,845	0	44,273,845	0	
Luke Lee Entering Language and Learning Lab	93,441	93,441		513	152			75	94,181	2,052		-30	96,203	2,782	96,203	0	96,203	0	
WVIA E-Learning	229,019	229,019							229,019				229,019	0	229,019	0	229,019	0	
Marshall University Professional Development	309,606	309,606							309,606				309,606	0	309,606	0	309,606	0	
Marshall University Graduate College Writing Project	25,412	25,412							25,412				25,412	0	25,412	0	25,412	0	
WV Audien Training Center	1,671,280	1,671,280		13,327	2,778			2,078	1,698,453	53,308		-560	1,742,215	70,835	1,742,215	0	1,742,215	0	
Total Marshall University	44,419,824	44,419,824	597,693	284,437	76,340	0	0	44,791	45,618,581	1,177,898	0	-15,278	46,876,300	2,176,376	46,876,300	0	46,876,300	0	
Marshall Medical School	11,659,733	11,659,733	-535,687	84,353	20,756			12,627	11,441,432	337,412		-4,151	11,774,743	-84,699	11,774,743	0	11,774,743	0	
Marshall Medical School Rural Health Outreach Programs	163,219	163,219	-7,375		222				156,066			-44	158,022	-7,197	158,022	0	158,022	0	
Fennell's Lab	235,104	235,104	-10,673	256	252			47	225,039	1,024		-51	226,009	-9,095	226,009	0	226,009	0	
Center for Rural Health	155,954	155,954	-7,047	789	249			113	150,043	3,078		-49	153,075	-2,880	153,075	0	153,075	0	
Marshall University Medical School BSM Subsidy	809,673	809,673	-37,651						872,612				-37,651	872,612	872,612	0	872,612	0	
Marshall Medical School - RHP Program and Site Support (Lottery)	395,249	395,249		2,285	644			326	399,444	8,000		-128	408,216	11,867	408,216	0	408,216	0	
Vice Chancellor for Health Sciences - Rural Health Residency Program (Lottery)	153,858	153,858		528	244			77	154,707	2,112		-49	156,770	2,912	156,770	0	156,770	0	
Total Marshall Medical School	13,893,890	13,893,890	-537,693	89,151	22,387	0	0	13,050	13,453,335	332,624	0	-4,472	13,787,447	-126,353	13,787,447	0	13,787,447	0	
Total Marshall University and Marshall Medical School	58,383,724	58,383,724	0	372,628	98,747	0	0	57,841	58,926,913	1,510,512	0	-18,748	60,437,747	2,050,023	60,437,747	0	60,437,747	0	
WV School of Osteopathic Medicine	6,487,489	6,487,489		36,315	10,708			5,389	6,530,699	145,260		-2,141	6,683,018	195,529	6,683,018	0	6,683,018	0	
WVSOM Rural Health Outreach Programs	160,659	160,659		513				75	161,247	2,052			163,299	2,640	163,299	0	163,299	0	
WVSOM BSM Subsidy	153,405	153,405							153,405				153,405	0	153,405	0	153,405	0	
WVSOM Rural Health Medical School Support	306,457	306,457		1,025	295			150	307,927	4,100		-59	301,668	5,511	301,668	0	301,668	0	
Total WV School of Osteopathic Medicine	7,188,010	7,188,010	0	37,853	11,001	0	0	5,614	7,244,479	151,412	0	-2,200	7,391,690	203,680	7,391,690	0	7,391,690	0	
West Virginia State University	9,514,960	9,514,960		64,543	18,669			9,699	9,608,457	258,172		-3,390	9,861,240	346,280	9,861,240	0	9,861,240	0	
West Virginia State University Land Grant	1,584,947	1,584,947		256	84			38	1,585,335	1,024		-19	1,586,340	1,333	1,586,340	0	1,586,340	0	
Total West Virginia State University	11,099,907	11,099,907	0	64,799	18,753	0	0	10,007	11,193,822	259,196	0	-3,409	11,447,580	347,613	11,447,580	0	11,447,580	0	
West Virginia University	91,057,683	91,057,683		495,654	129,870			68,510	91,722,217	1,663,416		-25,974	93,559,659	2,501,976	93,559,659	0	93,559,659	0	
Jackson's Mill	472,960	472,960		1,344	1,292			197	475,753	6,378		-250	480,879	7,919	480,879	0	480,879	0	
WVU - State Priorities Brownfield Professional Development	316,168	316,168		354	430			56	315,118	1,630		-98	316,656	2,368	316,656	0	316,656	0	
West Virginia University Institute of Technology	7,436,007	7,436,007		53,064	5,172			7,699	7,503,062	215,836		-1,034	7,717,664	281,657	7,717,664	0	7,717,664	0	
West Virginia University - Potomac State	3,650,569	3,650,569		34,383	9,253			5,031	3,699,256	137,532		-1,631	3,834,937	184,348	3,834,937	0	3,834,937	0	
Total West Virginia University	102,931,727	102,931,727	0	655,949	169,637	0	0	81,633	103,719,408	2,229,788	0	-23,227	106,909,690	2,878,283	106,909,690	0	106,909,690	0	
WVU School of Health Sciences	14,443,996	14,443,996		62,473	15,640			9,272	14,531,381	2,000,000		-3,129	16,778,145	2,334,149	16,778,145	0	16,778,145	0	
WVU School of Health Sciences - Eastern Division	2,093,145	2,093,145		4,391				1,756	2,111,223	49,000		-864	2,158,359	65,213	2,158,359	0	2,158,359	0	
WVU School of Health Sciences - Charleston Division	2,152,787	2,152,787		12,221	3,672			1,783	2,170,443	49,684		-734	2,218,568	65,631	2,218,568	0	2,218,568	0	
WVU Rural Health Outreach Programs	158,372	158,372		774	208			113	159,495	3,099		-41	162,520	4,148	162,520	0	162,520	0	
WVU School of Medicine BRM Subsidy	1,203,087	1,203,087							1,203,087				1,203,087	0	1,203,087	0	1,203,087	0	
WVU Health Sciences RHP Program and Site Support (Lottery)	1,107,466	1,107,466		4,120	5,178			603	1,117,367	16,430		-1,035	1,132,812	25,345	1,132,812	0	1,132,812	0	
WVU Public Health Program and Health Science Technology (Lottery)	52,387	52,387			72				52,459			-14	52,445	58	52,445	0	52,445	0	
Health Sciences Career Opportunities Program (Lottery)	319,587	319,587		974				143	321,376	3,899		-134	325,138	5,551	325,138	0	325,138	0	
HSTA Program (Lottery)	1,630,169	1,630,169		9,011	4,622			1,319	1,645,121	38,044		-609	1,680,240	50,071	1,680,240	0	1,680,240	0	
Center for Excellence in Disabilities (Lottery)	222,554	222,554		2,163	66			317	225,100	8,652		-13	303,739	11,165	303,739	0	303,739	0	
Total WVU School of Health Sciences	23,453,631	23,453,631	0	103,746	34,443	0	0	15,311	23,607,027	2,000,000	0	-4,833	26,015,683	2,661,652	26,015,683	0	26,015,683	0	
Total West Virginia University and WVU School of Health Sciences	126,385,298	126,385,298	0	659,695	184,080	0	0	97,004	127,922,433	2,633,740	0	-38,096	131,825,078	3,009,829	131,825,078	0	131,825,078	0	
Total Institutions	253,669,328	253,669,328	0	1,496,634	397,745	0	0	224,472	255,978,093	2,000,000	0	5,846,135	263,814,677	8,875,943	263,814,677	0	263,814,677	0	
Higher Education Policy Commission - Administration																			0
Personal Services	2,471,913	2,471,913		10,236	4,141				2,605,290	49,944		-829	2,645,406	174,493	2,645,406	0	2,645,406	0	
Current Expenses	13,212	13,212							1,400,000	1,747			1,114,959	1,101,747	1,114,959	0	1,114,959	0	
BRM Premium	16,651	16,651								1,106			17,817	1,185	17,817	0	17,817	0	
Total - Higher Education Policy Commission Administration	2,501,776	2,501,776	0	10,236	4,141	1,220,000	1,166	1,747	3,739,046	52,844	0	-829	3,779,182	1,277,424	3,779,182	0	3,779,182	0	
Higher Education System Initiatives									1,630,000				1,630,000	1,630,000	1,630,000	0	1,630,000	0	
Facilities Planning and Administration	1,749,922	1,749,922							1,780,254				1,780,254	10,262	1,780,254	0	1,780,254	0	
West Virginia Network for Educational Telecomputing	1,678,941	1,678,941		9,730	3,354	50,000		1,425	1,643,459	38,566		-571	1,681,744	102,800	1,681,744	0	1,681,744	0	
Total - HEPC Administration and WNET	5,830,709	5,830,709	0	19,976	7,495	2,600,000	11,428	3,172	8,772,773	79,800	0	-1,439	8,851,180	3,020,471	8,851,180	0	8,851,180	0	
Lottery Education Funds																			0
RHP Program and Site Support	1,912,491	1,912,491							1,912,491				1,912,491	0	1,91				

West Virginia Higher Education Policy Commission

Institutions	FY 18 Base Budget	FY 18 Appropriation Request	Adjustments	Salary Enhancement	PEIA	Improvements	BRM	OASIS	FY 18 Governor Justice's Budget	Governor's Budget Adjustment Letter of 3/9/18			Difference in Governor's Adjusted Budget and Request	Senate Bill 152	Difference in Senate's Budget and Governor's Adjusted Budget	House Bill 4018	Difference in House and Senate	
										Improvements	Additional 4% Raise	Adjustment for PEIA						
	87,110	87,110		116	60			39	87,325		454	-12	87,777	667	87,777	0	87,777	0
RH Program and Site Support - Grad Med Ed and Fiscal Oversight	129,604	129,604							129,604				129,604	0	129,604	0	129,604	0
Minority Doctoral Fellowship	62,725	62,725							62,725				62,725	0	62,725	0	62,725	0
Vice Chancellor for Health Sciences Rural Health Res. Program	2,339,883	2,339,883	0	116	60	0	0	31	2,339,788	0	464	-12	2,339,250	617	2,339,250	0	2,339,250	0
Total HEPC Lottery Education Funds									0				0				0	
Financial Aid	18,500,000	18,500,000							18,500,000				18,500,000	0	18,500,000	0	18,500,000	0
Promise Scholarship (General Revenue Only)	29,000,000	29,000,000							29,000,000				29,000,000	0	29,000,000	0	29,000,000	0
Promise Scholarship (Excess Lottery Revenue)	33,019,854	33,019,854				1,600,000			40,619,854				1,600,000	40,619,854	0	40,619,854	0	
Higher Education Grant Program (GR)	5,007,764	5,007,764		647	233			113	5,008,757		2,508	-47	5,011,298	3,534	5,011,298	0	5,011,298	0
HEAPS Grant Program (GR)	1,224,564	1,224,564		51	15			8	1,224,638		204	-3	1,224,839	275	1,224,839	0	1,224,839	0
Tuition Contract Program (GR)	328,349	328,349							328,349				328,349	0	328,349	0	328,349	0
Underwood-Smith Scholarship Prog. Student Awards (GR)	220,690	220,690		325	68			48	221,131		1,300	-14	222,417	1,727	222,417	0	222,417	0
Health Sciences Scholarship (LR)	452,831	452,831							452,831				452,831	0	452,831	0	452,831	0
WV Engineering Science & Technology Scholarship Program (LR)			0	1,023	518	1,600,000	0	169	85,355,870	0	4,092	-44	85,359,888	1,605,834	85,359,888	0	85,359,888	0
Total Financial Aid	83,754,062	83,754,062							85,355,870				85,359,888	0	85,359,888	0	85,359,888	0
Total General Revenue and Lottery Revenue	\$356,792,692	\$356,792,692	\$0	\$1,507,619	\$1,025,629	\$4,600,000	\$11,428	\$227,651	\$482,445,215	\$2,000,000	\$5,030,832	-\$81,123	\$370,334,705	\$14,622,023	\$370,334,705	\$0	\$370,334,705	\$0

West Virginia Higher Education Policy Commission

Institutions	1% Salary Enhancement	Additional 4% Raise	Total 5% Average Salary Increase
Bluefield State College	\$42,314	\$169,256	\$211,570
Concord University	\$51,266	\$205,064	\$256,330
Fairmont State University	\$97,635	\$390,540	\$488,175
Glenville State College	\$49,037	\$196,148	\$245,185
Shepherd University	\$57,564	\$230,256	\$287,820
West Liberty University	\$43,753	\$175,012	\$218,765
<b>Marshall University</b>	<b>\$280,657</b>	<b>\$1,122,628</b>	<b>\$1,403,285</b>
Luke Lee Listening Language and Learning Lab	\$513	\$2,052	\$2,565
VISTA E-Learning			\$0
MU Brownfield Professional Development			\$0
Marshall University Graduate College Writing Project			\$0
WV Autism Training Center	\$13,327	\$53,308	\$66,635
<b>Total Marshall University</b>	<b>\$284,497</b>	<b>\$1,177,988</b>	<b>\$1,472,485</b>
<b>Marshall Medical School</b>	<b>\$84,353</b>	<b>\$337,412</b>	<b>\$421,765</b>
Marshall Medical School Rural Health Outreach Programs			\$0
Forensic Lab	\$256	\$1,024	\$1,280
Center for Rural Health	\$769	\$3,076	\$3,845
Marshall University Medical School Brim Subsidy			\$0
Marshall Medical School - RHI Program and Site Support	\$2,225	\$8,900	\$11,125
Vice Chancellor for Health Sciences - Rural Health Residency Program	\$528	\$2,112	\$2,640
<b>Total Marshall Medical School</b>	<b>\$88,131</b>	<b>\$352,624</b>	<b>\$440,655</b>
<b>Total Marshall University and Marshall Medical School</b>	<b>\$382,628</b>	<b>\$1,530,612</b>	<b>\$1,913,140</b>
<b>WV School of Osteopathic Medicine</b>	<b>\$36,315</b>	<b>\$145,260</b>	<b>\$181,575</b>
WWSOM Rural Health Outreach Programs	\$513	\$2,052	\$2,565
WWSOM Brim Subsidy			\$0
WWSOM Rural Health Medical School Support	\$1,025	\$4,100	\$5,125
<b>Total WV School of Osteopathic Medicine</b>	<b>\$37,853</b>	<b>\$161,412</b>	<b>\$189,265</b>
<b>West Virginia State University</b>	<b>\$64,543</b>	<b>\$258,172</b>	<b>\$322,715</b>
West Virginia State University Land Grant	\$256	\$1,024	\$1,280
<b>Total West Virginia State University</b>	<b>\$64,799</b>	<b>\$269,196</b>	<b>\$323,995</b>
<b>West Virginia University</b>	<b>\$465,854</b>	<b>\$1,863,416</b>	<b>\$2,329,270</b>
Jackson's Mill	\$1,344	\$5,376	\$6,720
WVU - State Priorities Brownfield Professional Development	\$384	\$1,536	\$1,920
West Virginia University Institute of Technology	\$53,884	\$215,936	\$269,820
West Virginia University - Potomac State	\$34,383	\$137,532	\$171,915
<b>Total West Virginia University</b>	<b>\$555,949</b>	<b>\$2,223,786</b>	<b>\$2,779,745</b>
<b>WVU School of Health Sciences</b>	<b>\$62,473</b>	<b>\$249,892</b>	<b>\$312,365</b>
WVU School of Health Sciences - Eastern Division	\$12,000	\$48,000	\$60,000
WVU School of Health Sciences - Charleston Division	\$12,221	\$48,884	\$61,105
WVU Rural Health Outreach Programs	\$774	\$3,096	\$3,870

West Virginia Higher Education Policy Commission

Institutions	1% Salary Enhancement	Additional 4% Raise	Total 5% Average Salary Increase
WVU School of Medicine BRIM Subsidy			\$0
WVU Health Sciences RHI Program and Site Support	\$4,120	\$16,480	\$20,600
MA Public Health Program and Health Science Technology			\$0
Health Sciences Career Opportunities Program	\$974	\$3,896	\$4,870
HSTA Program	\$9,011	\$36,044	\$45,055
Center for Excellence in Disabilities	\$2,163	\$8,652	\$10,815
<b>Total WVU School of Health Sciences</b>	<b>\$103,736</b>	<b>\$414,944</b>	<b>\$518,680</b>
<b>Total West Virginia University and WVU School of Health Sciences</b>	<b>\$659,685</b>	<b>\$2,638,740</b>	<b>\$3,298,425</b>
<b>Total Institutions</b>	<b>\$1,486,634</b>	<b>\$5,946,136</b>	<b>\$7,432,670</b>
<b>Higher Education Policy Commission - Administration</b>			
Personal Services	\$10,236	\$40,944	\$51,180
Current Expenses			\$0
BRIM Premium			\$0
<b>Total - Higher Education Policy Commission Administration</b>	<b>\$10,236</b>	<b>\$40,944</b>	<b>\$51,180</b>
Higher Education System Initiatives			\$0
Facilities Planning and Administration			\$0
West Virginia Network for Educational Telecomputing	\$9,739	\$38,956	\$48,695
<b>Total - HEPC Administration and WVNET</b>	<b>\$9,739</b>	<b>\$38,956</b>	<b>\$48,695</b>
<b>Lottery Education Funds</b>			
RHI Program and Site Support			\$0
RHI Program and Site Support - RHEP Program Administration			\$0
RHI Program and Site Support - Grad Med Ed and Fiscal Oversight	\$116	\$464	\$580
Minority Doctoral Fellowship			\$0
Vice Chancellor for Health Sciences Rural Health Res. Program			\$0
<b>Total HEPC Lottery Education Funds</b>	<b>\$116</b>	<b>\$464</b>	<b>\$580</b>
<b>Financial Aid</b>			
Promise Scholarship (General Revenue Only)			\$0
Promise Scholarship (Excess Lottery Revenue)			\$0
Higher Education Grant Program (GR)			\$0
HEAPS Grant Program (GR)	\$647	\$2,588	\$3,235
Tuition Contract Program (GR)	\$51	\$204	\$255
Underwood-Smith Scholarship Prog. Student Awards (GR)			\$0
Health Sciences Scholarship (LR)	\$325	\$1,300	\$1,625
WV Engineering Science & Technology Scholarship Program (LR)			\$0
<b>Total Financial Aid</b>	<b>\$1,023</b>	<b>\$4,092</b>	<b>\$5,115</b>
<b>Total General Revenue and Lottery Revenue</b>	<b>\$1,507,648</b>	<b>\$6,030,692</b>	<b>\$7,538,240</b>



# Bluefield State College

OFFICE OF THE PRESIDENT  
(p) 304.327.4030  
(f) 304.327.4681

Item: New Implementation – Policy 61: Intellectual Property Policy

Recommendation Resolution: *Resolved*, that Bluefield State College Board of Governors approves Policy 61: Intellectual Property Policy to be distributed for 30-day Comment, and if no substantive comments to be final approval.

Staff Member: Dr. Angela Lambert

Background:

This policy implementation is intended to establish guidelines for protection of intellectual property for faculty, staff, and students relative to original teaching materials as well as academic research.

REACH NEW HEIGHTS

219 Rock Street | Bluefield, WV 24701

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

**BLUEFIELD STATE COLLEGE  
BOARD OF GOVERNORS  
POLICY NO. 61**

**TITLE: INTELLECTUAL PROPERTY**

**SECTION 1. GENERAL**

- 1.1 Scope: This rule establishes guidelines for intellectual property provisions and property.
- 1.2 Filing Date:
- 1.3 Effective Date:
- 1.4 BSC Policy Monitor: Vice President for Academic Affairs

**SECTION 2. Policy Statement**

Bluefield State College (BSC) encourages the production of creative and scholarly research, works, discoveries, and inventions, known broadly as intellectual property, among faculty, students and staff. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, public, sponsor and the College. The purpose of this policy is to support and reward scientific research and scholarship, and help faculty, students and staff identify, protect, and administer intellectual property matters and define the rights and responsibilities of all involved. BSC faculty and employees are encouraged to retain a non-exclusive, royalty-free license that allows them and BSC to use work they author or create and intend to publish in furtherance of BSC's academic mission both in the live classroom and online.

**2.1 Applicability**

The policy applies to works created by all classifications of faculty, staff and students of the College and to non-employees such as consultants and independent contractors, who create *works for hire* on behalf of the College, unless a written agreement exists to the contrary.

**SECTION 3. Intellectual Property**

**3.1 Intellectual Property shall consist of the following:**

**3.1.1** Copyrightable material produced from creative and scholarly activities, such as written text (articles, course materials, instruction manuals, and textbooks); images (digital photographs, print materials and artwork); videos and slide animations; music and audio recordings (lyrics, plays, and scores); and computer software (code, courseware, databases, programs, and web applications);

**3.1.2** Patentable works such as patents (processes, machines, manufactures, or compositions of matter); devices; and software excluded from copyrighted materials;

**3.1.3** Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words which has been adopted by the College to identify itself and to distinguish itself and its sponsorship from others; and



### 3.1.4 Trade Secrets.

## SECTION 4. Ownership and Use

### 4.1 General Rule

In keeping with the view that prompt and open dissemination of the results of research and creative work among BSC scholars, the State of West Virginia, and the nation at large is essential to the College's multiple missions of teaching, research, and economic development, and in order to best encourage such activity, it is the general policy of BSC that Intellectual Property shall be the property of the faculty - author or creator. The College may assert ownership rights to Intellectual Property developed under circumstances set forth further below.

### 4.2 Patentable Intellectual Property

#### 4.2.1 Responsibility for Disclosure of Patentable Intellectual Property:

College personnel who alone or in association with other entities create or intend to create novel patentable subject matter with any *Significant and Substantial Use* of College resources must disclose the matter and obtain prior authorization from the Office of the Provost (or designee). Such disclosure shall be made when it can be reasonably concluded that a patentable subject matter has or will be created, and sufficiently in advance of any publications, presentation, or other public disclosure to allow time for possible action that protects rights to the intellectual property for the creator and the College. If "*Significant and Substantial Use*" of College resources has been documented, then, and only then, creators are encouraged to seek the advice of the Provost (or designee) in determining whether the subject matter is patentable or whether the College desires to pursue patenting the matter.

#### 4.2.2 Determination of Rights to Patentable Subject Matter:

Except as set forth below, the creator of patentable intellectual property shall retain his/her rights, and the College shall not assert ownership rights. The College will assert ownership rights to patentable intellectual property developed under any of the following circumstances:

4.2.2.1 Development was funded by an externally sponsored research program which allocates rights to the College or by any agreement which allocates rights to the College.

4.2.2.2 Development required *significant and substantial* use of College resources or more than minimal use of College personnel. Participation of students *paid by the College* that influences development of the patentable subject matter constitutes significant use of College resources.

4.2.2.3 The creator was assigned, directed, or specifically funded by the College as to develop the patentable subject material. Written notification of the assigning, direction, or specific funding shall be provided by the College to the creator(s) in advance of each project's origination.

4.2.2.4 Material was developed by administrators or staff in the course of employment duties and constitutes *work for hire* under U.S. patent law.

#### 4.3 Other Intellectual Property

##### 4.3.1 Responsibility for Disclosure of Other Intellectual Property:

Faculty are not obligated to disclose the creation of traditional original works (other than patentable intellectual property described in 4.2.1), even when the work might have commercial value, unless it is created under conditions by which the College may assert ownership rights to Intellectual Property as described below, in which case the creator is responsible for timely disclosure. If "*Significant and Substantial Use*" of College resources has been documented, then, and only then, faculty are encouraged to disclose any protectable material that has commercial value to the extent that they may wish College assistance in copyright protection and marketing, in exchange for profit sharing with the College, as set forth in Section 8. All disclosures should be made to the Provost and Vice President for Academic Affairs.

##### 4.3.2 Determination of Rights to Other Traditional Intellectual Property.

Except as set forth below, the creator of traditional Intellectual Property (other than patentable intellectual property described in 4.2.2) shall retain his/her rights, and the College shall not assert ownership rights. However, creators will grant the College a non-exclusive, royalty-free, perpetual license to use the Intellectual Property without limitation, and in perpetuity, for satisfying requests of accreditation agencies only. This will include faculty-authorized syllabi and course descriptions. This *will not include* course materials, lectures, or presentations generated by the faculty creator unless the faculty is currently employed full-time by the College to teach that course and sections of the course that are taught at that time. The spirit of this policy will be that the intellectual property of the faculty creators of instructional material, lectures, or presentations will leave with the faculty creators when they are no longer employed by the College. The College may share in ownership rights to Intellectual Property developed under the following circumstances:

4.3.2.1 Development was funded by an externally sponsored research program which allocates rights to the College or by any agreement which allocates rights to the College.

4.3.2.2 Development required "*Significant and Substantial Use*" of College resources or more than minimal use of College personnel. Participation of students *paid by the College* that influences development of the copyrightable work may constitute significant and substantial use of College resources. Prominent use of the Bluefield State College name or any image, trademark or logo of BSC also constitutes significant and substantial use of College resources.

4.3.2.3 The creator was assigned, directed, or specifically funded by the College to develop the patentable subject material. Written notification of the assigning, direction, or specific funding shall be provided by the College to the creator(s) in

advance of each project's origination.

4.3.2.4 Material was developed by administrators or other non-faculty employees in the course of employment duties and constitutes "*work for hire*" under U.S. law (e.g., the College's website, alumni bulletins, admission materials, fundraising materials, catalogs and magazines).

#### 4.4 Intellectual Property Developed Under Sponsored Research Agreements

Ownership of Intellectual Property developed pursuant to an agreement with any sponsor will be governed by the provisions of that agreement. Government and nonprofit sponsors may allow rights to intellectual property that arises from the research program to vest with the College, subject to certain retained rights held by the federal government. Sponsored research programs funded by private sponsors will generally provide for the Sponsor to retain title to all intellectual property that arises in the course of the *privately-funded* research program with the College retaining an option to acquire apportioned commercialization rights through a separate license agreement.

#### 4.5 Intellectual Property Developed Under Outside Services

As required by the BSC Policy Bulletin No. 36, 3c (1), *Report of Outside Services*, the value of faculty members accepting short-term, temporary or part-time employment in their respective field is recognized. Outside activities or periodic employment of faculty are not restricted unless such activities or employment interfere with the adequate performance of full-time academic duties. The purpose of this reporting system is to provide a vehicle for committing such activities to record, so that those activities and employment will not become detrimental to the mission of, or to the performance of the faculty member's duties at Bluefield State College.

This report is to be completed by each full-time faculty member during the Spring Semester and submitted to the appropriate Dean for filing with the Office of the Provost/Vice-President of Academic Affairs. If concerns surface the Provost/Vice-President of Academic Affairs shall counsel with the faculty member and his/her Dean. Faculty are not obligated to disclose the creation of novel patentable works, or traditional original copyrightable works, or any other Intellectual Property described in 3.1, even when the work might have commercial value, if the work was created under Outside Services employment, where faculty members accept short-term, temporary or part-time employment in their respective field with a separate company, and the work was created without *significant and substantial* use of College resources.

Faculty are encouraged to disclose any protectable material that has commercial value to the extent that they may wish College assistance in copyright protection and marketing in exchange for profit sharing with the College. All disclosures should be made to the Provost and Vice President for Academic Affairs.

#### 4.6 Use of Bluefield State College Names and Logos

Faculty, staff, and students may, consistent with the College's brand portrayal guidelines, use the College's names, logos, and/or other marks where necessary to identify themselves on matters of official College business. Bluefield State College names, logos, and other marks shall not be used for commercial purposes or by individuals or entities in a manner that implies College endorsement or responsibility for

particular activities, products, or publications, or by any individual or group promoting itself, without the express written permission of the Provost and Vice President for Academic Affairs or designee.

## **SECTION 5. Administration**

### **5.1 General:**

This policy shall be administered by the Provost and Vice President for Academic Affairs (VPAA), who shall adhere to its terms and provisions.

### **5.2 Intellectual Property Review Committee:**

In implementing this policy, there shall be an Intellectual Property Review (IPR) Committee of the BSC Faculty whose functions shall include: (1) reviewing policy provisions from time to time, as needed, with recommendations for change or amendments to the Provost and Vice President for Academic Affairs; (2) serving as a non-binding advisory body in the case of any dispute relating to this policy; and (3) reviewing other intellectual property issues as requested by the Provost and VPAA. The (IPR) committee shall be formed on an ad-hoc and as-needed basis. The committee shall consist of one (1) faculty member from each BSC School appointed by their respective Dean, (2) staff members, (2) student members and (2) subject matter experts relative to the property in discussion, which shall be non-voting members.

### **5.3 Dispute Resolution:**

In the event the creator of Intellectual Property objects in writing to a determination of the IPR Committee as reported to the Provost and VPAA, the creator and the Provost will provide all relevant information to the BSC President. The President, or the President's designee, is hereby empowered and authorized, after reviewing the circumstances of the case and considering the desirability of asserting the College's interests, to accept or reject the determination of the VPAA. The President shall then provide the creator, and the VPAA, with the President's final written determination. In the event a party does not accept the President's final written determination with regard to a dispute, that party can request a non-binding arbitration by a panel of three arbitrators pursuant to, and administered by, the America Arbitration Association.

### **5.4 Changes to Policy:**

The College reserves the right to work with the Faculty Senate to change this policy from time-to-time. Proposed changes shall be discussed among the Provost and VPAA, the Intellectual Property Review (IPR) Committee, Vice Presidents, School Deans and the President. The BSC Board of Governors shall have the sole authority to implement changes to this policy that have been approved by the Administration of the College and the College Faculty Senate.

### **5.5 Special Agreement:**

The overriding principle underlying this Intellectual Property Policy is to encourage creativity and inventiveness, so BSC reserves the right to allow some flexibility in applying this policy on a case-by-case basis. In such cases, ownership and use of materials developed pursuant to a special agreement between the College and the

creator/author will be governed by the principles of that agreement.

## SECTION 6. Definitions

### 6.1 Significant and Substantial Use:

*"Significant and Substantial Use"* of College resources requires resources of a degree or nature not routinely made available to all faculty in that department. For example, providing a faculty member with paid release time from his or her faculty appointment for the development of a specific project involving Intellectual Property or significant use of BSC inventoried capital equipment or College-purchased materials specific to his or her research development of a specific project involving Intellectual Property, or extended IT support from another BSC-paid staff member would be considered significant use of College resources. Faculty shall be notified of the about specific project assigned to them when developing Intellectual Property by the College in advance of that project's origination.

However, *ordinary use* of computers or communication resources, or use of a departmental office or lab space that is available to all department members *would not* be considered significant and substantial use of College resources.

*"Significant and Substantial Use"* of College facilities means *extensive* and *unreimbursed* use of *major* College laboratory, studio or computational facilities, or human resources on the College payroll. The use of these facilities must be important to the creation of the intellectual property; merely *incidental* use of a facility *does not* constitute significant or substantial use, nor does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks.

*"Significant and Substantial Use"* of College facilities will only be considered "extensive" and facilities will be considered "major" if similar use of similar facilities would cost the author or creator more than \$25,000 (twenty-five-thousand dollars) in constant 2017 dollars (based on the U.S. Department of Labor CPI Inflation Calculator), if purchased or leased in the public market. Creators or authors that wish to directly reimburse the College for the use of its facilities must make arrangements to do so with the Provost and VPAA before the level of facilities usage for a particular intellectual property becomes *Significant and Substantial*. This provision is not intended to override or supersede any other department or College policy concerning reimbursement for facilities usage or any other written agreements to the contrary.

### 6.2 Works for Hire:

The circumstances in which a work is considered a "*work made for hire*" is determined by the United States Copyright Act of 1976 as either:

(1) a work prepared by an employee within the scope of his or her employment; or (2) a work specially ordered or commissioned for use as a contribution to a collective work, as a part of a motion picture or other audiovisual work, as a translation, as a supplementary work, as a compilation, as an instructional text, as a test, as answer material for a test, or as an atlas, if the parties expressly agree in a written instrument

signed by them that the work shall be considered a work made for hire. (17 U.S.C. § 101)

#### **SECTION 7. Ownership and Royalties**

Where "*Significant and Substantial Use*" has been documented, and the faculty author or creator seeks marketing assistance with Intellectual Property, as described in Section 4, all revenues derived from College-shared Intellectual Property including electronic media will be received and administered by the Office of the Provost in consultation with the President. For each specific piece of Intellectual Property share-owned with the College, costs incurred in the process of perfecting, transferring, and protecting any College rights to the property that are paid by the College will first be deducted from the gross income available before distribution. An accurate accounting of all such costs shall be made available to the author/creator upon request. The distribution of net proceeds (income less all costs including that of an agency engaged to provide patent administration services) that is received from College-shared Intellectual Properties shall be shared equally (50% proceeds to the author/creator and 50% proceeds to the College) between the faculty author or creator and the College absent an agreement otherwise. The College and/or the author/creator may, in appropriate circumstances, enter into good-faith negotiations to take equity positions in companies licensed to market or use Intellectual Property.

#### **SECTION 8. Related Policies and References**

8.1 BSC Policy Bulletin No. 36, 3c (1) *Report of Outside Services*, Revised 5/1/2004.

8.2 BSC *Faculty Expectations for Performance Evaluation*

#### **SECTION 9. Approval and Revisions**

##### **9.1 Revision**

BSC Intellectual Property Policy – 5 January 2018

Approved by the BSC Intellectual Property Task Force, 00 January 2018

Approved by the BSC Faculty Senate, March 2018

Approved by the Provost and Vice President for Academic Affairs, March 2018

Approved by the President's Cabinet, March 2018

Approved by the BSC Board of Governors, April 2018

**ACADEMICS IN ACTION**

**BSC –April 19, 2018**

**REPORT TO BOARD OF GOVERNORS**

- Ongoing need for dean of W. Paul Cole Jr. School of Business currently being filled by Dr. Deb Halsey-Hunter for Spring 2018.
- Collaborative efforts continue with Concord University to provide a shared schedule at the EBHEC. This plan will aid students from both schools to have a larger variety in course offerings as well as reduce duplication. A total of 19 courses have been identified and will be shared between the two institutions for the Fall 18 term. This effort will reduce IVN necessity to EBHEC as well as provide options to students for face to face as well as online sections.
- Dual credit courses for Fall 2018 are completed. The complete list is as follows:

**2018-2019**

Teacher	Course	Location	Block	Cost
<b>FALL I &amp; II 2018</b>				
BSC Professor Bonnie Reese	English 101/102  <i>This course is offered on the Bluefield State Campus only</i>	BSC Campus Basic Science 301	1 st Block Fall I & II	\$150 +Textbook Cost 6 hrs Credit
BSC Professor Dr. Arachchi	Algebra  <i>This course is offered on the Bluefield State Campus only</i>	BSC campus Basic Science 201	1 st Block Fall I	\$75.00 + textbook cost 3 credit hours
BSC Professor Saul N’jie	Introduction to Geography  <i>This course is open on the Bluefield State Campus only</i>	BSC campus Basic Science 201	1st Block Fall II	\$75 3 hrs Credit
<b>SPRING I &amp; II 2019</b>				
Saul N’jie	Introduction to Political Science  <i>This course is open on the Bluefield State campus only</i>	BSC campus Basic Science 201	1 st Block Spring I	\$75.00 +cost of text book 3 hrs credit

BSC Professor Bonnie Reese	Communications/Speech  This course is open on the Bluefield State Campus only	BSC Campus	1 st block Spring II	\$75.00 +cost of textbook 3 credit hours
All classes that meet on BSC Campus 1 st block meet M W F 8- 8:50 and T R 8-9:15 a.m.	Fall I classes 8/20-10/12 Fall II 10/15-12/7	Spring I & II dates have not been determined yet		
1 st and 2 nd semester				
Mrs. Feldes  Needs Mentor	Math IV/College Alg. (3018xx)  MERCER COUNTY	Virtual coming from MHS (student only needs a laptop and headset, does not have to be in virtual room at homeschool)	1 st block  1 st and 2 nd Semester	\$75 + textbook cost 3 hrs credit
Jenny Persinger  Bonnie Reece - Mentor	English 101/102  MERCER COUNTY	MCTEC (outside room at PSHS)	4 th Block  1 st and 2 nd Semester	\$150 +Textbook Cost 6 hrs Credit
BSC – Online	Introduction to Criminal Justice  Mr. Scott Rasnick	ONLINE	Fall full term	\$75.00 +cost of text and IT required equipment and related fees
	General Psychology  Dr. Amanda Matoushek	ONLINE	Fall full term	\$75.00 +cost of textbook and required IT equipment and related fees 3 credit hours



	Computers and Society  Ms. Kim Reed	ONLINE	Fall I	\$75.00 +cost of text book and required IT equipment and related fees  3 credit hours
	Visual Basic  Ms. Kim Reed	ONLINE	Fall II	75.00 +cost of textbook and required IT equipment and related fees  3 credit hours
	BSC Professor Dr. Arachchi Elementary Statistics (must have math eligibility)	ONLINE	Spring all term	\$75.00 +cost of textbook and required IT equipment and related fees  3 credit hours
	Dr. Amanda Matoushek Lifespan & Human Development	ONLINE	Spring all term	75.00 +cost of textbook and required IT equipment and related fees  3 credit hours
	Health 101	ONLINE	Spring all term	\$50.00 +cost of textbook and required IT equipment and related fees  2 credit hours

- Program reviews are completed for Health Services Management, Humanities, and Applied Science
- Intellectual Property Policy 61 has been finalized by faculty



# Bluefield State College

DIVISION OF STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

## Board of Governors Report April 19, 2018

### Admissions and Enrollment Services

Application Summary Report - April 11, 2018			
	2018	2017	% Over 2017
<b>Inquiries</b>	5201	6546	-20.5%
New	4727	6045	-21.8%
Transfer & New Readmit	474	501	-5.4%
	<b>2018</b>	<b>2017</b>	<b>% Over 2017</b>
<b>All Applications</b>	1299	1360	-4.5%
New	803	822	-2.3%
Transfer & New Readmit	496	538	-7.8%
	<b>2018</b>	<b>2017</b>	<b>% Over 2017</b>
<b>All Accepted</b>	490	429	14.2%
New	332	270	23.0%
Transfer & New Readmit	158	159	-0.6%
<b>All Registered</b>	0	0	
New	0		
Transfer & New Readmit	0		
	<b>2018</b>	<b>2017</b>	
<b>Total New FAFSAs Received</b>	940	0	
FAFSA - Admission Apps Submitted	408		
FAFSA Submitted Accepted for Admission	251		
	<b>2018</b>	<b>2017</b>	<b>% Over 2017</b>
<b>Total Campus Visitors</b>	151	137	10.2%
CV - Admission Applications Received	81	96	-15.6%
CV - Applications Accepted	68	54	25.9%
<b>% of All Students Accepted CV</b>	13.9%	12.6%	

First-Year New Students - as of April 11, 2018					
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Business</b>		5	85	23	28
	Accountancy	2	4	2	2
	Accounting	0	12	4	4
	Management	2	29	6	7
	Marketing	1	20	5	5
	Health Services Management	0	20	6	10
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Arts &amp; Science</b>		10	236	85	69
	Applied Science (4 YR)	2	43	17	14
	Criminal Justice Adm	2	57	19	12
	Humanities	2	9	4	3
	Social Science	0	31	12	6
	Major Not Declared	4	95	33	34
	Regents Bachelor of Arts	0	1	0	0
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Education</b>		5	49	17	20
	Pre-Early/Middle Education	2	25	10	10
	Pre-Elementary Educ (K-6)	3	24	7	10
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Engineering</b>		8	79	48	31
	Civil Engineering Technology	1	16	11	6
	Computer Science	1	27	13	9
	Electrical Engineering Tech	2	15	10	7
	Engineering Management	1	2	1	1
	Mechanical Engineering Tech	3	19	13	8
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>SNAH</b>		40	354	159	152
	Imaging Science	2	10	2	5
	Nursing	5	40	20	22
	Nursing (Pre-Nursing)	23	235	103	95
	Nursing-LPN	0	1	0	0
	Pre-Nursing (4 year)				
	Radiologic Tech (Pre-Rad Tech)	7	60	26	23
	Radiologic Technology	3	8	8	7
<b>TOTAL</b>		68	803	332	300

All New Students (excludes continuing) - as of April 11, 2018					
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Business</b>		5	106	26	29
	Accountancy	2	6	3	2
	Accounting	0	16	4	4
	Management	2	39	7	8
	Marketing	1	21	5	5
	Health Services Management	0	24	7	10
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Arts &amp; Science</b>		10	285	103	84
	Applied Science (4 YR)	2	55	21	18
	Criminal Justice Adm	2	65	20	15
	Humanities	2	12	5	4
	Social Science	0	37	14	7
	Major Not Declared	4	104	36	36
	Regents Bachelor of Arts	0	12	7	4
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Education</b>		7	62	22	25
	Pre-Early/Middle Education	4	31	12	14
	Pre-Elementary Educ (K-6)	3	31	10	11
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>Engineering</b>		9	99	53	33
	Civil Engineering Technology	1	20	11	6
	Computer Science	1	31	13	10
	Electrical Engineering Tech	2	19	13	7
	Engineering Management	1	2	1	1
	Mechanical Engineering Tech	4	27	15	9
		Campus Visit	Applied	Accepted	FAFSA_REC
<b>SNAH</b>		50	747	289	237
	Imaging Science	3	31	7	7
	Nursing	11	149	55	52
	Nursing-BSN	1	47	36	9
	Nursing (Pre-Nursing)	24	344	127	114
	Nursing-LPN	1	75	24	17
	Radiologic Tech (Pre-Rad Tech)	7	75	29	25
	Radiologic Technology	3	26	11	13
<b>TOTAL</b>		81	1299	493	408