Bluefield State

C O L L E G E

BOARD OF GOVERNORS

October 24, 2017

Conley Hall, Room 201, Boyd Conference Room

Meeting @ 6:30 p.m.

To Join By Conference Call:

Access Number: (866) 453-5550

Participant Code: 2975811#

BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
October 24, 2017

Conley Hall, Room 201, Boyd Conference Room

AGENDA

1.	Welcome and Call to Order – Chairman Robert E. Perkinson, Jr.	6:30 p.m.
2.	Public Comment Period	6:30 p.m. – 7:00 p.m.
3.	Chair's Remarks – Chairman Robert E. Perkinson, Jr.	7:00 p.m. – 7:10 p.m.
4.	President's Report – Dr. Marsha Krotseng	7:10 p.m. – 7:20 p.m.

College Focus

5.	BSC Faculty Presentation – Mr. Roy Pruett	7:20 p.m. – 7:40 p.m.
6.	Report on Delivery of Online Programs – Dr. Angela Lambert	7:40 p.m. – 7:50 p.m.
7.	Reporting Overview for Institutional Research and Effectiveness – Dr. Tracey Anderson	7:50 p.m. – 8:00 p.m.
8.	Progress Toward Strategic Plan – Dr. Tracey Anderson	8:00 p.m. – 8:05 p.m.

Current Operations

9.	*Approval of Minutes of August 24, 2017 Meeting	8:05 p.m. – 8:10 p.m.
10.	Financial Report and Update – Ms. Shelia Johnson	8:10 p.m. – 8:25 p.m.
11.	*Engineering Management Program Audit – Dr. Angela Lambert	8:25 p.m. – 8:30 p.m.
12.	*Recommendation on Policy 25: Personnel Administration	8:30 p.m. – 8:40 p.m.
13.	*Recommendation on Policy 11: Awarding of Undergraduate and Graduate Fee Waivers	8:40 p.m. – 8:50 p.m.
14.	*Resolution in Support of BSC Foundation Action	8:50 p.m. – 8:55 p.m.
15.	*Resolution Authorizing Executive Committee Action on Residence Hall	8:55 p.m. – 9:00 p.m.

Strategic Issues: Getting to the Vision

16.	Academics in Action Update – Dr. Angela Lambert	9:00 p.m. – 9:05 p.m.
17.	Recruitment and Retention Update – Dr. Jo-Ann Robinson	9:05 p.m. – 9:15 p.m.
18.	Adjournment	9:15 p.m.

- Next meeting date: December 7, 2017

*Action Items   **All times approximate

To: Members, Board of Governors
                   Dr. Marsha Krotseng

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

Date: October 9, 2017

Re: Key Components of Institutional Research and Effectiveness

Key Acronyms:

HLC – Higher Learning Commission – is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes West Virginia and 18 other states.

PCA – Persistence and Completion Academy – is a structured program that aims to help institutions build institutional capacity for improvement of student persistence and completion. The Academy offers the guidance of a dedicated mentor, and helps institutions establish clear goals and strategies for specific student population groups and implement initiatives to support attainment of those goals. Participating institutions also learn how to collect and analyze data to identify patterns that lead to data-informed decisions. The Academy may also serve as an institution's Quality Initiative for the improvement process during the reaffirmation of accreditation cycle.

HEPC – West Virginia Higher Education Policy Commission – develops and oversees a public policy agenda for West Virginia's four-year colleges and universities. Comprised of a 10-member board, the Commission works with institutions on accomplishing their missions and carrying out state procedures. A source of support for institutions and students, the Commission's work includes academic affairs, administrative services, finance and facilities, financial aid, health sciences, human resources, legal services, policy and planning, science and research, and student affairs.

IPEDS – Integrated Post-Secondary Education Data System – is a system of interrelated surveys conducted annually by the National Center for Education Statistics (NCES), a part of the Institute for Education Sciences within the United States Department of Education. The surveys include data submission on: institutional characteristics, completions, 12-month enrollment, student financial aid, graduation rates, 200% graduation rates, admissions, outcomes measures, fall enrollment, finance, and academic libraries.

Institutional Processes:

Reaffirmation Process – Bluefield State College is currently in year 6 (2017-2018) of the 10-year Open Pathway cycle of reaffirmation of accreditation process. The next on-campus visit will take place during the 2021-2022 academic year (see attached map).

Open Pathway – is one of three options institutions have for maintaining their accreditation with the HLC. It is a 10-year cycle which is focused on quality assurance and institutional improvement. The Open Pathway is unique in that its improvement component, the Quality Initiative, affords institutions the opportunity to pursue improvement projects that meet their current needs and aspirations.

Assurance Argument – this document is due in year 4 of the reaffirmation process after the previous site visit. The year 4 Assurance Review is an online activity where the institution writes to the Criteria for Accreditation. Another Assurance Review is filed online in Year 10 and includes an on-site visit by a reaffirmation team from the HLC.

Quality Initiative – The Open Pathway requires the institution to undertake a major Quality Initiative designed to suit its present concerns or aspirations. The Quality Initiative takes place between years 5 and 9 of the 10-year Open Pathway Cycle. A Quality Initiative may be designed to begin and be completed during this time, or an institution may continue a project that is already in progress or achieve a key milestone in the work of a longer initiative. The Quality Initiative is intended to allow institutions to take risks, aim high and, if so be it, learn from only partial success or even failure.

Criteria for Accreditation – are the 5 standards of quality by which the Commission determines whether an institution merits accreditation or reaffirmation of accreditation:

1. Mission –The institution's mission is clear and articulated publicly; it guides the institution's operations.
2. Integrity: Ethical and Responsible Conduct – The institution acts with integrity; its conduct is ethical and responsible.
3. Teaching and Learning: Quality, Resources, and Support - The institution provides high quality education, wherever and however its offerings are delivered.
4. Teaching and Learning: Evaluation and Improvement – The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
5. Resources: Planning, and Institutional Effectiveness – The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Each criterion is made up of Core Components and Sub-Components that institutions write to when completing the Assurance Argument.

Assumed Practices – are foundational to the Criteria and Core Components and are a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.

HEPC Compact Reporting - The HEPC has statutory responsibility for developing a five-year statewide master plan for higher education that sets forth system goals, objectives, and strategies and is aligned with meeting the goals of the state. The State of WV is currently in year 5 of the 2013-2018 Master Plan *Leading the Way: Access. Success. Impact*. The Master Plan is broken down into 5 Comprehensive Plans and 9 Quantitative Metrics focused on three mutually reinforcing areas: access, success, and impact.

1. Comprehensive Plans:
    o   Access – Collaborative Access and Financial Aid
    o   Success – Academic Quality
    o   Impact – Critical Regional Issues and Career Pathways
2. Quantitative Metrics
    o   Access – Enrollment
    o   Success – Developmental Education Outcomes, Retention, Progress Toward Degree, Four-Year Graduation Rate, and Six-Year Graduation Rate
    o   Impact – Degrees Awarded, Research and Development, and Federal Student Loan Cohort Default Rate

This document also serves as the College's *Integrated Plan for Student Success* (strategic plan) for which quarterly updates are typically presented to the Board of Governors.

DATA ANALYSIS:

Cohort – A specific group of students established for tracking purposes (e.g., retention rate and graduation rate). The fall student cohort for official reporting is made up of full-time, first-time, bachelor's degree seeking students.

Census – The official reporting date of fall semester (October 15).

End-of-Term – The official reporting date at the end of any given semester.

Graduation and Retention Rates – These rates only include students from the cohort unless specified otherwise. Students who transfer into BSC are not calculated in these rates.

MAPPING THE TRANSITION OF ELIGIBLE INSTITUTIONS INTO THE OPEN PATHWAY

This document maps the transition of institutions currently scheduled for PEAQ reaffirmation visits based on the ten year Open Pathway cycle.
It assumes that the transition of all eligible institutions will begin in 2012-13. All eligible institutions will have transitioned to the Open Pathway by 2015-2016.[1]

Transition Map A: For institutions with the next PEAQ reaffirmation visit in 2011-12

The chart assumes the outcome of the last PEAQ visit is to place the institution on a ten year cycle. Other outcomes could place the institution on the Standard Pathway.

Year	2010–11	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19	2019–20	2020–21	2021–22
PEAQ Visit		**PEAQ Visit**										
Pathway Cycle			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Assurance Process			Institution may contribute documents to Evidence File			Assurance Argument Filed / Assurance Review (no visit[2])	Institution may contribute documents to Evidence File					Assurance Argument Filed / Assurance Review (with visit)
Improvement Process							Quality Initiative Proposal Filed / Quality Initiative Proposal Reviewed[3] / Quality Initiative Report Filed / Quality Initiative Report Reviewed					
Commission Action						Review Accepted by IAC[4]						Action to Reaffirm Accreditation[4]
New Criteria[5]	Alpha Version Released 3/1/11	Final Version Adopted 2/23-24/12	Effective for All Members 1/1/13									
Other Monitoring	The Commission will continue to review data submitted by affiliated institutions through the Annual Institutional Data Update (AIDU), will apply change processes as appropriate to planned institutional developments, and will monitor institutions through reports, visits, and other means as it deems appropriate.											

[1] The chart applies to institutions eligible for the Open Pathway; institutions that are in the first ten years of receiving initial accreditation and institutions under sanction or show cause order are among those that are not eligible for the Open Pathway

[2] A visit may be requested by the team

[3] The institution may choose a paper review or a Commission-facilitated forum for the proposal review

[4] With or without monitoring

[5] Alpha version released March 1, 2011; Beta version released July 15, 2011; final version to be adopted February 23-24, 2012

07.22.11

Bluefield State College

To: Members, Board of Governors
               Dr. Marsha Krotseng

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

Date: October 9, 2017

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

See attached document demonstrating progress between July 1, 2017 and October 1, 2017 which begins the final year of the five-year strategic plan. A few highlights include:

Collaborative Access
- EOC office is actively engaged in the community assisting with college preparation and readiness activities, and referred students to the Financial Aid office for assistance.

Financial Aid
- Inceptia successfully resolved 32 past due student loans, and the final 2014 student loan default rate was reduced to 18.2%.

Academic Quality
- Increased enrollment by 116 in BSCS from fall 2016 to fall 2017.
- Updated the BSCS curriculum with OnCourse materials
- Incorporated final 2 AAC&U rubrics for assessment of General Studies.

Career Pathways
- Conducted resume workshops with 26 participants where 8 were selected for Thurgood Marshall Leadership Program.
- Continue to seek networking opportunities for internships, scholarships and job shadowing for BSC students.

Critical Regional Issues
- SNAH faculty are actively engaged with the community presenting workshops on content such as: Stress Reduction Techniques, Caring for our WV Veterans Issues, Caring for Patients Who Abuse Prescription Drugs: Opioids.
- BSC librarian is presenting digital literacy workshops in support of BRMCs portal website. Additional digital literacy workshops are in the works.

Comprehensive Plan A: Collaborative Access

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Increase outreach to K-12 students and parents	A1. Visit K-12 schools and other community groups	VPAA, VPSAEM and Faculty	Planning spring 2015	Approximately 40 students visited campus from James Monroe HS. Bone marrow drive; walk to end alzheimer's; savvy caregiver courses.
	A2. On-campus summer programs for K-12 students focusing on STEM	VPAA, VPSAEM and Faculty	Implement spring 2015	Thurgood Marshall visit; Blueprint communities meeting.
	A3. Explore expansion of current college courses to high school students	VPAA, Deans, and Faculty	Feasibility study 2015-2016 AY	Increased dual credit offerings at the MCTEC and participating in the HEPC pilot for dual credit offering to students in Transitional Math courses
S2. Develop and implement cohort-based programs	A1. Identify areas for potential cohort programs (Detroit based Midnight Golf Program) (QM: Enrollment S1, A1)	VPAA. VPSAEM, IRE, Alumni	Planning summer 2015	
	A2. Recruit students for cohort programs (Milwaukee Education Partnership) (QM: Enrollment S1, A2)	VPAA	Implement spring 2015	

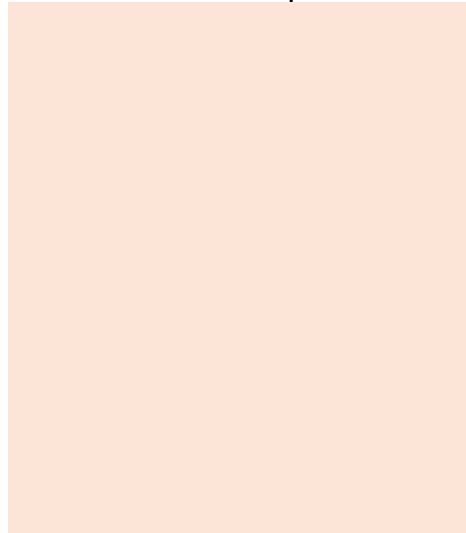|				
S3. Engage local community and region in college preparation and readiness activities	A1. Biannual festival for faculty scholarship with high school students and teachers on campus (QM: Faculty Scholarship S1, A2)	VPAA, Deans, and Faculty	Planning fall 2015; Implementation spring 2016	EOC engaged and recruited 124 participants during this period. 47 of those individuals were referred to our Community agencies and partners. Our EOC counselors had 74 meetings (Ex. ABE (21), DHHR (13), SPOKES (12), Workforce (5), Public Library (8), NRCTC (4), High Schools (8), ACT (1), DRC (2))with our Community partners to engage and continue the relationship establish with the partner to make sure we are working with the community and reaching our target population of 1st generation, low income individuals. The EOC counselors had a total of 29 presentations(Ex. DHHR (14), ABE (14), LPN Training School) with different Community agencies. Also, attended several promotional events in the community to raise awareness of the services that the EOC program offers.

EOC counselors participated in 6 College fairs at area High schools in 4 counties in our target area. (Westside (26), Wyoming East (16), James Monroe (48), Summers County (20), Greenbrier East (54), Greenbrier West (18). The EOC counselors seen a total of 182 potential students at these College fairs and increased the awareness of the EOC program and services available to high school seniors for completion of the FAFSA and College readiness.

A2. Academic invitational events allow BSC and high school students to showcase their achievements and knowledge (QM: Degrees Awarded S1, A2)	VPAA, VPSAEM, Deans, and Faculty	Planning spring 2015

Comprehensive Plan B: Financial Aid

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Provide financial literacy to students who are not yet enrolled	A1. Provide educational information concerning college affordability, financial aid	VPSAEM, Directors - Admissions and Financial Aid	Planning and training 2014-2015 AY	The EOC counselors referred 12 participants to the Financial Aid director to receive additional assistance on financial aid. Also, the EOC Counselor had weekly presentations on financial aid and financial literacy at the DHHR offices. 120 individuals attended these workshops and sessions. The EOC counselor completed 100 participant FAFSA application during this period of individuals not already enrolled in post-secondary institutions and signed them up for the EOC program.

	A2. Develop and distribute a more informational version of the student financial aid award letter (QM: Prog. Toward Degree S1, A2) REV (2016) A2a. Student Affairs and Enrollment Management has a marketing plan to grow a scholarship pool in order to have a scholarship interview day on campus. The College will use existing scholarships to grow the traditional student application counts. REV (2016) A2b. Student Affairs and Enrollment Management will make financial aid award earlier in the recruitment cycle than in years past. The strategy is to increase the conversion rate from accepted-to-enrolled students by 10% for non-SNAH students.	VPSAEM and Director - Financial Aid	Development 2014-2015 AY	319 scholarships were awarded between 07/01/17 and 10/01/17, 1086 scholarships awarded YTD for the 2017-2018 AY, zero (0) early award letters were sent during the month of July, but 271 have been sent YTD. 6 FAFSAs were received between 07/01/17 and 10/01/17 with 3210 received YTD for the 2016-2017 AY. 398 FAFSAs were received between 07/01/17 and 10/01/17 with 3061 received YTD for the 2017-2018 AY.
S2. Streamline financial aid processes	A1. Establish an all-inclusive early alert system utilizing technology and analytics (QM: Retention S1, A2)	VPSAEM, VPFAA, VPAA, and IRE	Discovery, exploration and research 2014-2015 AY	
	A2. Implementing the Transit™ financial literacy program (QM: Student Loan Default S1, A2)	VPAA, VPSAEM	Pilot implementation spring 2015	

S3. Manage student loan default among completers and non-completers	A1. Provide student loan default services: outreach counselors, individual counseling, and utilizing Inceptia staff to identify high risk students (QM: Student Loan Default S1, A1)	VPSAEM and Director - Financial Aid	Immediate	During the month of July and August Inceptia successfully resolved 32 student loans that were past due and averted default. The 2014 default rate is 18.2%.

Comprehensive Plan C: Academic Quality

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Develop an environment for students to succeed through	A1. Develop an orientation for new and adjunct faculty	VPAA and Deans	Planning summer 2015	
	A2. Accurate placement of students in DevEd MATH 098, ENGL 098, and GNET 098 courses based on HEPC Series 21 benchmarks (REVISED) (QM: Developmental Ed S1, A1, A2)	VPAA, VPSAEM, DevEd faculty, counselors and SSS Director	A more formalized DevEd program was started in fall 2013 and will continue into spring 2014	Growth in BSCS from 48 students fall 16 to 164 fall 17 which will help with Developmental students; continued progress with co-requisite Dev English and Math program. Updated BSCS curriculum with On Course materials after attending summer training. This is leading, research-based approached for FY curriculums. Audit process used for registering students in summer orientation sessions to ensure proper placements.
S2. Strengthen assessment of student learning	A1. Implement AAC&U rubrics in the lower level courses within the General Studies and in the upper level within programs	VPAA, Deans, Department Chairs, Faculty, and IRE	Continue implementation schedule	

Comprehensive Plan D: Career Pathways

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Improving career readiness	A1. Develop and implement four year BSC engagement program (QM: Graduation Rate S1, A2)	Dean - BUSN and NAH Faculty volunteer	Development spring 2015	
	A2. Continue to promote, highlight, and expand Bluefield State College Alumni success stories	VPAA, VPSAEM, Media Relations, Director - Alumni, Deans, and Faculty	Expand spring 2015	
	A3. Increase and improve opportunities for community engagement through internships, job shadowing, guest speakers, and community service	VPAA, VPSAEM, Deans, Faculty, Directors - Counseling, SSS, Financial Aid, Career Services, and Student Leaders	Planning spring 2015	Resume workshop: 26 participants - 8 selected for Thurgood Marshall Leadership Program. Mentored, coached, guided candidate for HBCU All-Star 2017 opportunity - she was chosen. Continue to seek/network opportunities for internships, scholarship and job shadowing in our community and neighboring communities, i.e., West Virginia and Virginia.

Comprehensive Plan E: Critical Regional Issues

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Impact the surrounding community and region through service and collaborative activities	A1. Expand partnerships with community agencies and civic organizations	VPAA, VPSAEM, and Faculty	Implementation fall 2016	An SNAH faculty volunteered for the Southern WV Multicultural Museum & Community Center Summer Day Camp, and presented on the application of Bible lessons to everyday situations children may face to ~ 15 children. Another SNAH faculty 1. presented "Stress Reduction Techniques" to 33 Bluefield Campus ASN students, 2. developed and presented multiple in-services on two WV required continuing education topics: Caring for our WV Veterans Issues and Caring for Patients Who Abuse Prescription Drugs: Opioids to approximately 40 registered nurses at BRMC and BSC nursing faculty, 3. volunteers with the Bluefield Beautification Commission who plant and maintain flowers throughout the city and raise funds for the purchase of the BSC flags at the MLK Bridge. 4. coordinates snack baskets for students with food insecurity on the main campus of BSC, and 5. serves as a member of the Community Health Systems task force on pressure injury.

	A2. Consult with local government, non-profit organizations and businesses	VPAA, VPSAEM, and Faculty	Implementation fall 2018	
S1. Strengthen two-way communication between the College and community through the use of technology	A1. Expand the College's interactive virtual presence	VPAA, VPSAEM, IT Services, and Graphic Art Design Staff	Enhance activities 2016	
	A2. Create new virtual forums that allow interaction with the community and region	VPAA, VPSAEM, Deans, Faculty, IT Staff, and Student Leaders	Fall 2016	BSC librarian presented a Digital Literacy workshop in support of Bluefield Regional Medical Center's portal website to 32 seniors at Bluefield State College . 25% provided contact information for further follow up at future workshops.

BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS
Report as of October 1, 2017

Strategies in Support of Quantitative Metrics
Enrollment

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Cohort based program will be developed to attract a diverse and adult student population.	A1. Identify areas for potential cohort programs (Detroit based Midnight Golf Program) (CP: Collaborative Access S2, A1)	VPAA. VPSAEM, IRE, Alumni	Planning summer 2015	
	A2. Recruit students for cohort programs (Milwaukee Education Partnership) (CP: Collaborative Access S2, A2)	VPAA	Implement spring 2015	

Developmental Education

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Develop an environment for students to succeed through excellence in teaching, learning, and advising	A1. Accurate placement of students in DevEd MATH 098, ENGL 098, and GNET 098 courses based on HEPC Series 21 benchmarks (CP: Academic Quality S1, A2 - REV)	VPAA, VPSAEM, DevEd faculty, counselors and SSS Director	A more formalized DevEd program was started in fall 2013 and will continue into spring 2014	Growth in BSCS from 48 students fall 16 to 164 fall 17 which will help with Developmental students; continued progress with co-requisite Dev English and Math program. Updated BSCS curriculum with On Course materials after attending summer training. This is leading, research-based approached for FY curriculums. Audit process used for registering students in summer orientation sessions to ensure proper placements.
	A2. Accurate placement of students in ALP MATH 099, ENGL 099 and GNET 099 courses based on HEPC Series 21 benchmarks (FULL REV) (CP: Academic Quality S1, A2 - REV)	VPAA, VPSAEM, DevEd faculty, counselors and SSS Director	A more formalized DevEd program was started in fall 2013 and will continue into spring 2015	

BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS
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Retention

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Create an environment for students to succeed through excellence in teaching, learning, and advising	A1. Develop a mentoring program that pairs successful upper level students with at-risk students as mentors	VPAA, VPSAEM, Deans, and Faculty	Planning 2015-2016	Peer mentoring program was offered for the first time during summer 2017. During the first summer session, the program was offered to 60 eligible students with 65% of the eligible students participating. 77% did not need referrals or assistance while 18% received referrals from Program Coordinator to course professor, advisor, FinAid, Business office, SAEM, and Multi-Locations/RBA Director. Student ages in the summer program ranged from 18-49, 8% were African American, 77% were female, 27% were pre-nursing, 53% were from Bluefield Campus, 60% were first year transfer students, and 92% were WV residents.

During the second summer session, the program was offered to 64 eligible students with 80% of the eligible students participating. 20% received referrals from Program Coordinator to counseling Center, Registrar, course professor, IT, Moodle, SAEM, FinAid, Imaging Science Director. Student ages in the summer program ranged from 17-54, 5% were African American, 75% were female, 19% were pre-nursing, 55% were from Bluefield Campus, 72% were first year transfer students, and 87% were WV residents.

A2. Establish an all-inclusive early alert system utilizing technology and analytics (CP: Financial Aid S2, A1)	VPSAEM, VPFAA, VPAA, and IRE	Discovery, exploration and research 2014-2015 AY	Continue to see growth in faculty use of EA system; improving student participation in SSS after alerts given.

Progress Toward Degree

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Increase the number of students who take 15 credits per semester in order to promote on-time degree completion and academic achievement by implementing the	A1. Develop a session at freshmen orientation to encourage completion of a baccalaureate degree in 4 years by taking 15 credits per semester	VPAA, VPSAEM, Deans, and Faculty	Planning summer 2015	

| state-wide initiative *15 to Finish* | A2. Develop and distribute a more informational version of the student financial aid award letter (CP: Financial Aid S1, A2) REV (2016) A2a. Student Affairs and Enrollment Management has a marketing plan to grow a scholarship pool in order to have a scholarship interview day on campus. The College will use existing scholarships to grow the traditional student application counts. REV (2016) A2b. Student Affairs and Enrollment Management will make financial aid award earlier in the recruitment cycle than in years past. The strategy is to increase the conversion rate from accepted-to-enrolled students by 10% for non-SNAH students. | VPSAEM and Director - Financial Aid | Development 2014-2015 AY | 319 scholarships were awarded between 07/01/17 and 10/01/17, 1086 scholarships awarded YTD for the 2017-2018 AY, zero (0) early award letters were sent during the month of July, but 271 have been sent YTD. 6 FAFSAs were received between 07/01/17 and 10/01/17 with 3210 received YTD for the 2016-2017 AY. 398 FAFSAs were received between 07/01/17 and 10/01/17 with 3061 received YTD for the 2017-2018 AY. |

BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS
Report as of October 1, 2017

Graduation Rates

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Create an environment for students to succeed through excellence in teaching, learning, and advising	A1. Replace BSCS 100 with a first year experience course that will serve the needs of all students (REV)	VPAA, VPSAEM, Faculty, and Student Affairs Personnel	Planning 2015-2016 AY	
	A2. Develop and implement four year BSC engagement program (CP: Career Pathways S1, A1 - REV)	VPAA, VPSAEM, Faculty, staff and administrators for sub-committee	Planning summer 2015; Steering Comm by fall 2015; Implementation fall 2016	

Faculty Scholarship

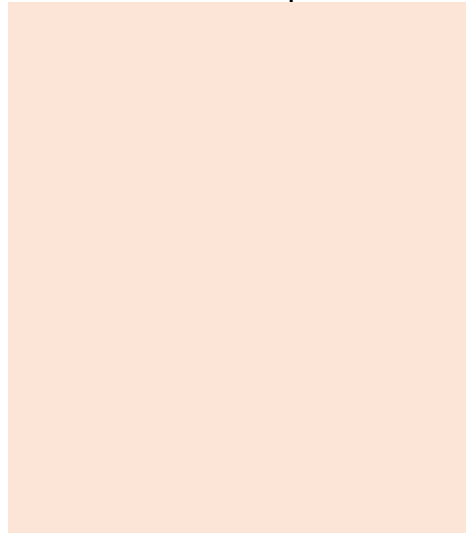| Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Support system for faculty and student scholarship	A1. Provide sustainability to Research and Sponsored Programs (RASP)	VPAA	Planning spring 2015	SNAH Faculty received a grant to provide education and resources to the community regarding dementia.

A2. Biannual festival for faculty scholarship with high school students and teachers on campus (CP: Collaborative Access S3, A1 - REV)	VPAA, Deans, and Faculty	Planning fall 2015; Implementa-tion spring 2016	EOC engaged and recruited 124 participants during this period. 47 of those individuals were referred to our Community agencies and partners. Our EOC counselors had 74 meetings (Ex. ABE (21), DHHR (13), SPOKES (12), Workforce (5), Public Library (8), NRCTC (4), High Schools (8), ACT (1), DRC (2))with our Community partners to engage and continue the relationship establish with the partner to make sure we are working with the community and reaching our target population of 1st generation, low income individuals. The EOC counselors had a total of 29 presentations(Ex. DHHR (14), ABE (14), LPN Training School) with different Community agencies. Also, attended several promotional events in the community to raise awareness of the services that the EOC program offers.

EOC counselors participated in 6 College fairs at area High schools in 4 counties in our target area. (Westside (26), Wyoming East (16), James Monroe (48), Summers County (20), Greenbrier East (54), Greenbrier West (18). The EOC counselors seen a total of 182 potential students at these College fairs and increased the awareness of the EOC program and services available to high school seniors for completion of the FAFSA and College readiness.

BLUEFIELD STATE COLLEGE INTEGRATED PLAN FOR STUDENT SUCCESS
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Degrees Awarded

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. Increased Science, Technology, Engineering, and Mathematics (STEM) enrollment and numbers graduating with STEM degrees	A1. Target secondary school students who are brought to campus for participation in other activities	VPAA, VPSAEM, Deans, STEM Faculty, Directors - SSS and Counseling Center	Planning fall 2015	
	A2. Academic invitational events allow BSC and high school students to showcase their achievements and knowledge (CP: Collaborative Access S3, A2)	VPAA, VPSAEM, Deans, and Faculty	Planning spring 2015	

Student Loan Default Rate

Strategies	Activities	Responsibility	Timeframe	Accomplishments between 070117 - 100117
S1. The post enrollment phase activity focuses on those students who have or have not completed a degree. The post enrollment phase of the comprehensive plan focuses primarily on managing student loan default among completers and non-completers.	A1. Provide student loan default services: outreach counselors, individual counseling, and utilizing Inceptia staff to identify high risk students (CP: Financial Aid S3, A1)	VPSAEM and Director - Financial Aid	Immediate	During the month of July and August Inceptia successfully resolved 32 student loans that were past due and averted default. The 2014 default rate is 18.2%.
	A2. Implementing the Transit™ financial literacy program (CP: Financial Aid S2, A2)	VPAA, VPSAEM	Pilot implementation spring 2015	

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BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
August 24, 2017

Conley Hall, Room 201, Boyd Conference Room

MINUTES

Members Present: Chairman Robert E. Perkinson, Jr., Vice Chairman Garry Moore, Bob Buzzo (via conference call), Lois Manns (via conference call), Harold Wells (arrived at 6:57 p.m.), Dane Rideout, Norris Kantor, Esq., Cathy Deeb, Dr. Norman Mirsky, Daniel Frost, Amber Sagady, and Dr. Jesse Calloway.

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

Guests: Tyler Butt, Sherri Williams, Michelle Noe, Cody Chambers, Roy Pruett, and Shelia Hallman-Warner.

Welcome and Call to Order – Chairman Robert E. Perkinson, Jr.
Chairman Perkinson called the meeting to order at 6:31 p.m. and welcomed all in attendance.

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

Oath of Office for New Board Members
Dane Rideout, Cathy Deeb, Daniel Frost, and Dr. Jesse Calloway were given the Oath of Office and sworn in as new Board members.

Chair's Remarks – Chairman Robert E. Perkinson, Jr.
Chairman Perkinson welcomed the new members of the BSC Board of Governors.

President's Report – Dr. Marsha Krotseng
Dr. Krotseng provided a brief explanation of the action by the U.S. Department of Education to place all public higher education institutions on heightened cash monitoring status. She stated that this is an additional load on staff who are already working very hard. In addition to the requirement that federal funds for financial aid cannot be received until after aid is disbursed, new programs now have to be approved by the Department of Education. Dr. Krotseng stated that BSC is still going full speed

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ahead with approving new programs. She asked if any Board members have any questions or concerns, and discussion followed.

Dr. Krotseng provided a USDA update. The loan application was submitted to the USDA many months ago. A meeting with USDA representative, Janna Lowery, was held at BSC on August 7 with broad representation including the Chancellor and members of the BSC Board of Governors, the Foundation Board, and the community. BSC personnel are continuing to respond to the USDA with additional information requested. Once Ms. Lowery approves the application at the state level, it goes to Washington. Dr. Krotseng stated that Ms. Lowery said that BSC would have a decision by the end of this calendar year. Also relating to the residence hall project, Dr. Krotseng reported on a meeting with the HEPC Vice Chancellor for Finance and the Director for Design and Planning that took place on August 23. BSC has received its first $50,000 gift on the Shott Challenge. Discussion of this initiative followed.

Dr. Krotseng reported that she met with faculty and staff leadership recently. The shared goal is that everybody wants open communication, and this is the premise on which they are all working together. Dr. Krotseng also noted the following: Congressman Jenkins visited BSC on July 10th to learn more about the ARC grant; there are great opportunities to partner with the National Energy Technology Laboratory; Senator Capito will visit campus on August 25 to learn more about the CEME and the residence hall; the Erma Byrd Center celebrated its 10th anniversary on August 4th; the Boy Scouts' landscape work on campus this summer; Fulbright Scholar in Residence Jackson Tamba; and upcoming events including the International Student Reception and the Lemonade Festival.

MOODLE Past, Present, Future – Dr. Angela Lambert

Dr. Lambert introduced Cody Chambers for a MOODLE presentation. Mr. Chambers is working on his Masters degree in Web Development. Mr. Chambers provided an overview about BSC's past, present, and future in online delivery. Mr. Chambers stated that BSC has moved the entire campus to MOODLE as its single LMS in five months. They had to transfer classes and do training for students and faculty in time for both summer sessions. 100 faculty members have been trained. Mr. Chambers mentioned the possibility of starting an online helpdesk, a video helpdesk, or searchable solutions. He stated that this was a great move to an exceptional learning system that saved the school money. Dr. Lambert stated that the move to a single LMS also puts BSC in alignment for a common modality for the 2021 Higher Learning Commission visit.

Progress Toward Strategic Plan – Dr. Tracey Anderson

Dr. Anderson reviewed the report in the packet which contains data covering the last quarter of year four. In October, there will be the first quarter report for year five. Dr. Anderson commented on the following activities in the report: STEM activities K-12; increased dual credit activities; the Fulbright Scholar who will impact approximately 1,500 K-12 students; increased use of early alert; participation in the Persistence & Completion Academy which will serve as the year 5-9 quality initiative for the HLC accreditation process; participation in INCEPTIA to help BSC graduates reduce the

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student loan default rate; and the technology conference BSC participated in. Chairman Perkinson mentioned to the new Board members that Dr. Anderson reports regularly to the Board on the progress of the plan.

Approval of Minutes of June 15, 2017 Meeting
The first action item was approval of the minutes from the June 15, 2017 meeting. Mr. Kantor made a motion to approve the minutes from June 15, 2017 meeting. The motion was seconded by Dr. Mirsky. Discussion followed. The motion to approve the minutes from the June 15, 2017 meeting carried with one nay vote.

Financial Report and Update – Ms. Shelia Johnson
Ms. Johnson reported that last year was a very challenging year for BSC. She reviewed the financial information for the year just ended and responded to questions regarding the FY 2018 budget.

Recommendation on Policy 27: Immunization – Dr. Jo-Ann Robinson
Dr. Robinson reported that Policy 27 was approved to go out for 30-day comment at the June 15, 2017 BSC Board of Governors meeting. She stated that Sherri Williams responded to comments received during this time. She asked if members of the Board have any questions for Ms. Williams. Discussion followed. Dr. Robinson stated that BSC is not going to prevent attendance and will work with affected students to obtain the required vaccinations. Dr. Robinson stated that this policy will not hinder enrollment. Mr. Frost made a motion to approve Policy 27 as presented. The motion was seconded by Mr. Kantor. The motion carried.

Recommendation on Policy 33: Classified Employee Salary Policy
Ms. Aughenbaugh provided some background on what has been transpiring in West Virginia pertaining to Human Resources (HR). HB 2542 was passed during the 2017 legislative session and became effective June 12, 2017. As a result, HEPC has had to develop more modern compensation practices. On August 11th, HEPC approved a new Compensation Management Program for implementation September 1, 2017. BSC's Policy 33 now contains provisions that are outdated and inconsistent with HEPC. Ms. Aughenbaugh recommended that Policy 33 be rescinded immediately in order to be consistent with the new HEPC program. Mr. Frost made a motion to approve rescinding Policy 33 as presented. The motion was seconded by Mr. Kantor. The motion carried.

Recommendation on Policy 25: Personnel Administration
Ms. Aughenbaugh explained the background information that applies to Policy 25. She recommended that the Board approve this policy to be distributed for 30-day comment. Vice Chairman Moore made a motion to approve Policy 25 as presented. The motion was seconded by Mr. Rideout.
Dr. Mirsky proposed the following amendment to Policy 25:

Amended version of Section 9.1 of BOG Policy 25

9.1 Bluefield State College adopts the WV Higher Education Policy Commission Compensation Management Program as approved by the Commission. All classified employee actions taken by the President or the President's designee(s) regarding the Compensation Management Program are subject to review and audit by the Commission.

Dr. Mirsky made a motion to approve the proposed amendment as part of Policy 25. The motion was seconded by Vice-Chairman Moore. The motion carried.

A motion was made by Mr. Kantor to approve Policy 25 with the addition of the approved amendment. The motion was seconded by Vice Chairman Moore. The motion to approve Policy 25 with the amendment carried.

Recommendation on Policy 26: Productivity of Faculty and Administrators and Employment of Adjunct Part-Time Faculty

Due to West Virginia Code changes, language relevant to the productivity portion of this policy was removed. It was requested that the Board approve Policy 26 as presented.

Vice Chairman Moore made a motion to approve Policy 26 as presented. The motion was seconded by Dr. Mirsky. The motion carried.

Academics in Action Update – Dr. Angela Lambert

The Academics in Action report is in the Board meeting materials packet. Sixty students are enrolled in dual credit courses. Dr. Lambert has been working on the LMS system and the SARA application. It has been submitted, accepted, and paid for. Dr. Lambert reported that BSC received a glowing ABET report, and the College has 100% job placement in radiology and nursing.

Recruitment and Retention Update – Dr. Jo-Ann Robinson

Dr. Robinson reported that current BSC enrollment is higher than this time last year, due, in part, to increased numbers of both metro rate students and transfers. She stated that there is work to do in the area of retention strategies and described some retention initiatives that are under way. These include follow up by the Retention Specialist, early alerts, and the Peer Mentor Program.

Adjournment

A motion was made by Mr. Frost to adjourn the meeting. The motion was seconded by Mr. Kantor. The motion carried. The meeting adjourned at 9:19 p.m.

Respectfully submitted,

_____
Robert E. Perkinson, Jr.

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

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

FINANCIAL
- BSC has been under several audits/reviews:
  - Financial audit-CliftonLarsonAllen is completing our June 30, 2017 financial statement audit. We have received the drafts today (October 18), and expect the final report to be released by the end of this week. With the Heightened Cash Management (HCM1) from the U. S. Department of Education (USDOE), the financial audit is even more critical to complete in October.
  - The federal funds audit, primarily financial aid, is well underway by Ernst and Young, subcontracted to Suttle & Stalnaker for BSC. All requested data has been furnished, and staff are answering questions as they arise.
  - BSC is also under a program review from the USDOE related to financial aid/Perkins Loans within recent weeks. The Perkins Loan program is a closing program, loans date back to 1960's with the last ones issued about year 2000. BSC has about $120,000 in loans outstanding from $1.2 million. When USDOE requests data, they indicate the return date, within 2-4 days.
- The HCM1 process with the WV Auditor's Office, WV Treasurer's Office, and Summit Bank overall has went well. These entities have been extremely helpful in assisting BSC to distribute financial aid timely to our students. The "back office" processing has greatly increased time demands on staff. For October-December, we expect the BSC Research & Development Corp. has enough funds for us to borrow/repay instead of going through the state processes, which will decrease some personnel time requirements.

PERSONNEL
- After the above audits are completed, Financial and Administrative Affairs will begin the process to fill some vacancies in this area. After priorities are considered, job descriptions updated, etc., we will be advertising some positions. With funds continuing to be tight, we will not be able to fill all vacancies; however, some vacancies must be filled for continued operational support in some areas.

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
FISCAL YEAR 18, AS OF
AUGUST 31, 2017
CASH BASIS*

UPDATED 10/14/2017

DESCRIPTION	BUDGETED 2018 FY	% OF BUDGETED	ACTUAL 08/31/2017	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/17			716,529		
ADDITIONS:					
REVENUE					
STATE APPROPRIATIONS	5,379,199	21.82%	1,075,840	27.15%	20.00%
TUITION & FEES	10,253,163	41.58%	1,852,327	46.75%	18.07%
CAPITAL FEES	625,000	2.53%	85,000	2.15%	13.60%
SALES & SERVICES	85,000	0.34%	17,562	0.44%	20.66%
GRANTS & CONTRACTS	7,090,991	28.76%	679,234	17.14%	9.58%
INVESTMENT EARNINGS	2,000	0.01%			
AUXILIARY	930,000	3.77%	267,262	6.75%	28.74%
DEBT ASSESSMENT	(46,545)	-0.19%			
HERA ASSESSMENT	(61,334)	-0.25%	(15,334)	-0.39%	25.00%
OTHER	400,000	1.62%			
TOTAL REVENUES	24,657,474	100.00%	3,961,892	100.00%	16.07%
DEDUCTIONS:					
EXPENDITURE					
PERSONAL SERVICES	12,647,912 *	51.34%	1,653,905	56.63%	13.08%
EMPLOYEE BENEFITS	3,236,134	13.14%	455,521	15.60%	14.08%
CURRENT EXPENSE	4,227,536	17.16%	635,195	21.75%	15.03%
REPAIRS/ASSETS/BLDG CONSTRUCTION	2,359,554	9.58%	110,733	3.79%	4.69%
SCHOLARSHIP, AWARDS	2,164,000	8.78%	64,455	2.21%	2.98%
TOTAL EXPENDITURES	24,635,136	100.00%	2,919,809	100.00%	11.85%
ENDING CASH AND IN TRANSIT 08/31/2017			1,758,612		
LESS: ENCUMBRANCES			(175,261)		
Balance (Cash Less Encumbrances)			1,583,351		

*Fees and personal services inflated by approximately $950,000 due to personal services vacanies held.

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
COMPARISON OF AUGUST 31, 2016 AND AUGUST 31, 2017
CASH BASIS*

UPDATED 10/14/2017

DESCRIPTION	ACTUAL 08/31/2016	ACTUAL 08/31/2017	DIFFERENCE	% OF DIFFERENCE
BEGINNING BALANCE 07/01/17 - 18	815,795	716,529	(99,266)	
ADDITIONS:				
REVENUE				
STATE APPROPRIATIONS	1,127,372	1,075,840	(51,532)	-4.57%
TUITION & FEES	1,925,517	1,852,327	(73,190)	-3.80%
CAPITAL FEES	97,519	85,000	(12,519)	-12.84%
SALES & SERVICES	6,369	17,562	11,193	175.74%
GRANTS & CONTRACTS	840,850	679,234	(161,616)	-19.22%
INVESTMENT EARNINGS	792		(792)	100.00%
AUXILIARY	368,508	267,262	(101,246)	-27.47%
DEBT ASSESSMENT				
HERA ASSESSMENT	(16,822)	(15,334)	1,489	100.00%
TOTAL REVENUES	4,350,105	3,961,892	(388,214)	-8.92%
DEDUCTIONS:				
EXPENDITURE				
PERSONAL SERVICES	1,731,496	1,653,905	(77,591)	-4.48%
EMPLOYEE BENEFITS	451,955	455,521	3,566	0.79%
CURRENT EXPENSE	434,962	635,195	200,233	46.03%
REPAIRS/ASSETS/BLDG CONSTRUCTION	29,584	110,733	81,149	274.30%
SCHOLARSHIP, AWARDS	89,510	64,455	(25,055)	-27.99%
TOTAL EXPENDITURES	2,737,507	2,919,809	182,302	6.66%
ENDING CASH AND IN TRANSIT 08/31/2017 - 2018	2,428,393	1,758,612	(669,782)	
LESS: ENCUMBRANCES	(178,003)	(175,261)	(2,742)	
Balance (Cash Less Encumbrances)	2,250,390	1,583,351	(667,040)	

*Excludes Clearing Account

BLUEFIELD STATE COLLEGE
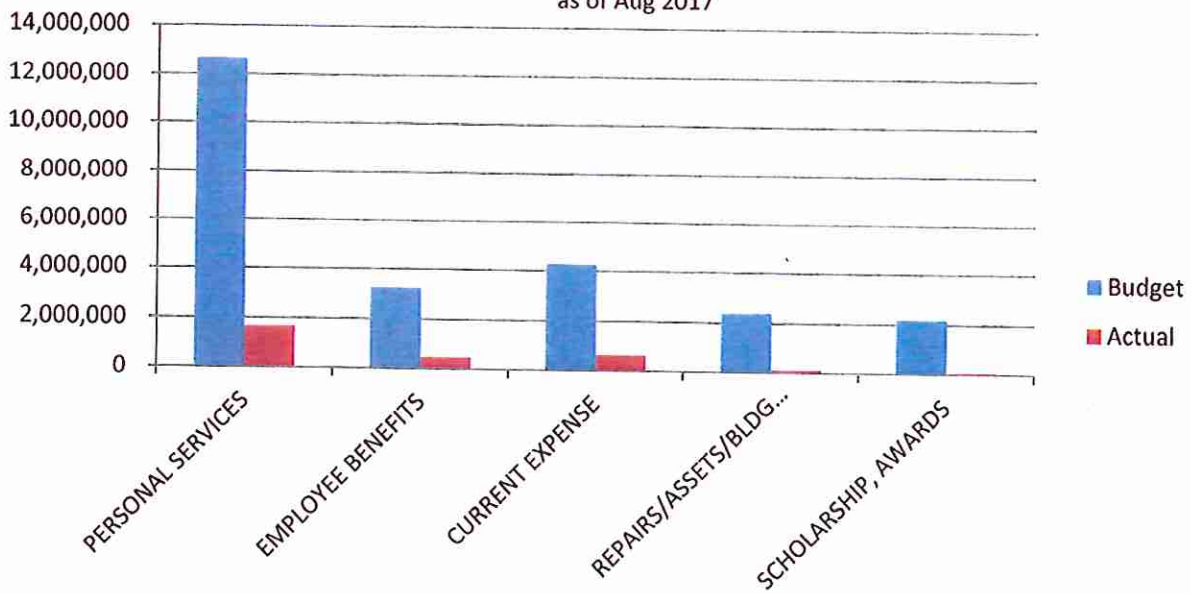## ENCUMBRANCES SUMMARY
AUGUST 31, 2017

PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(35,646.00)
BSC406	THOMPSON & LITTON OF WV INC	(139,615.00)
	GRAND TOTAL ENCUMBRANCES	(175,261.00)

Bluefield State College
2018 Budget vs Actual Revenue
as of Aug 2017

Categories (x-axis): STATE APPROPRIATIONS, TUITION & FEES, CAPITAL FEES, SALES & SERVICES, GRANTS & CONTRACTS, INVESTMENT EARNINGS, AUXILIARY, DEBT ASSESSMENT, HERA ASSESSMENT, OTHER

Y-axis values: (200,000), 1,800,000, 3,800,000, 5,800,000, 7,800,000, 9,800,000, 11,800,000

Legend: Budget, Actual
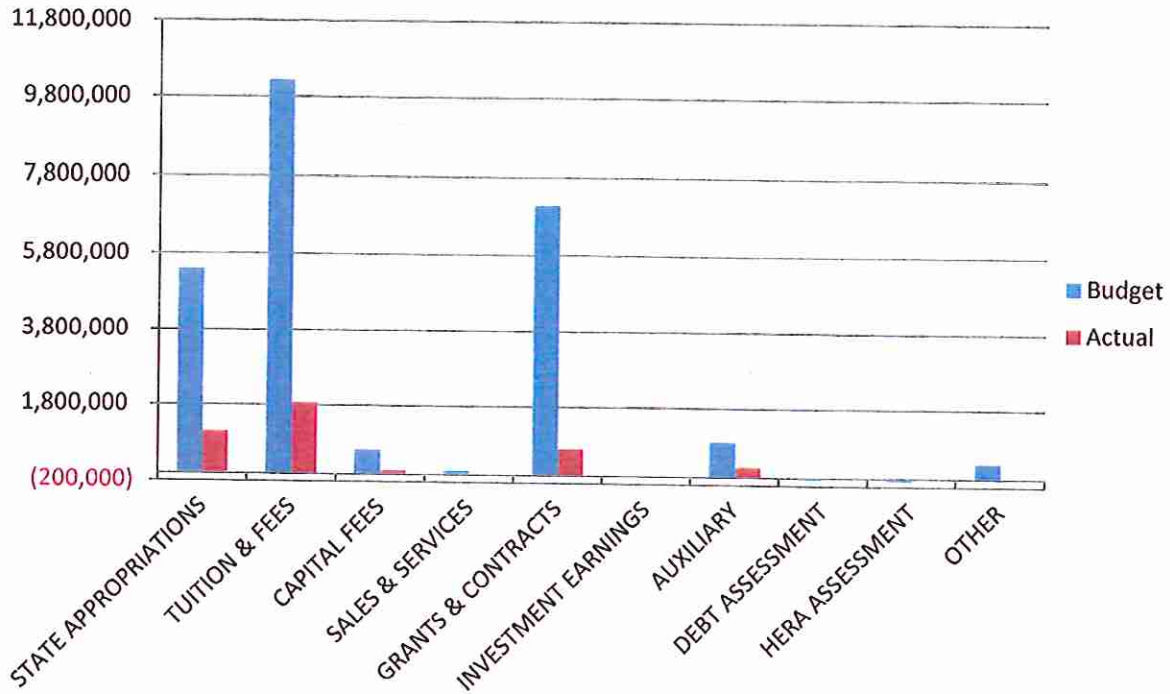
Bluefield State College
2018 Budget vs Actual Expenditures
as of Aug 2017

Categories (x-axis): PERSONAL SERVICES, EMPLOYEE BENEFITS, CURRENT EXPENSE, REPAIRS/ASSETS/BLDG..., SCHOLARSHIP, AWARDS

Y-axis values: 0, 2,000,000, 4,000,000, 6,000,000, 8,000,000, 10,000,000, 12,000,000, 14,000,000

Legend: Budget, Actual

Bluefield State College
Actual vs Actual
Aug 2016 vs Aug 2017 Revenue
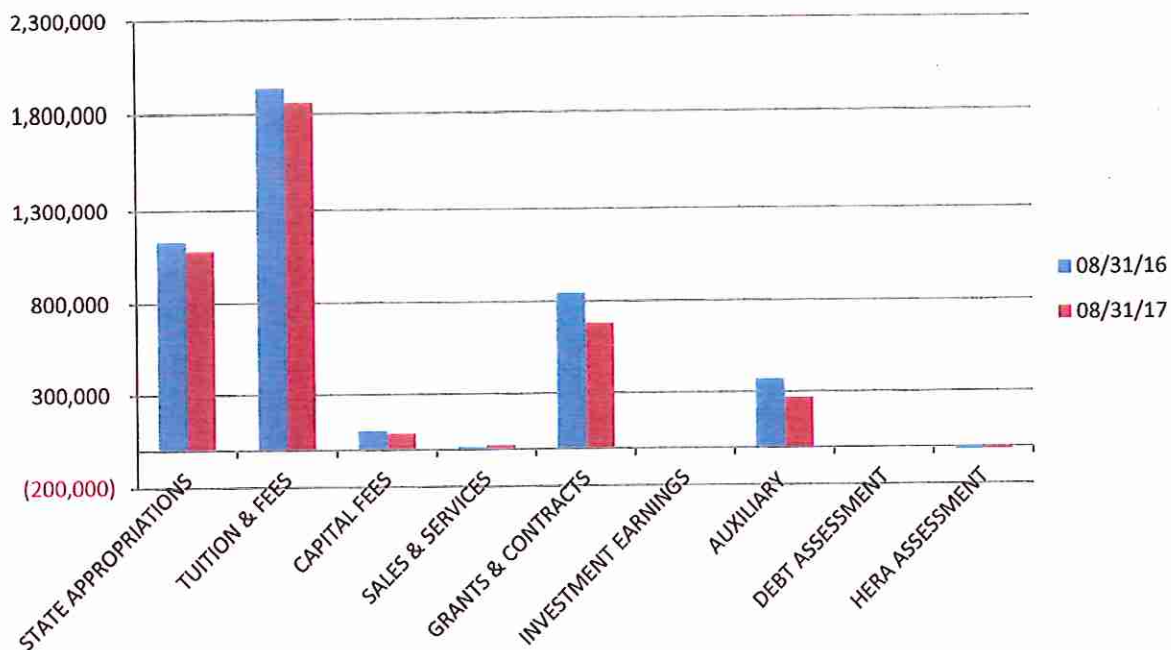
Bluefield State College
Actual vs Actual
Aug 2016 vs Aug 2017 Expenditures
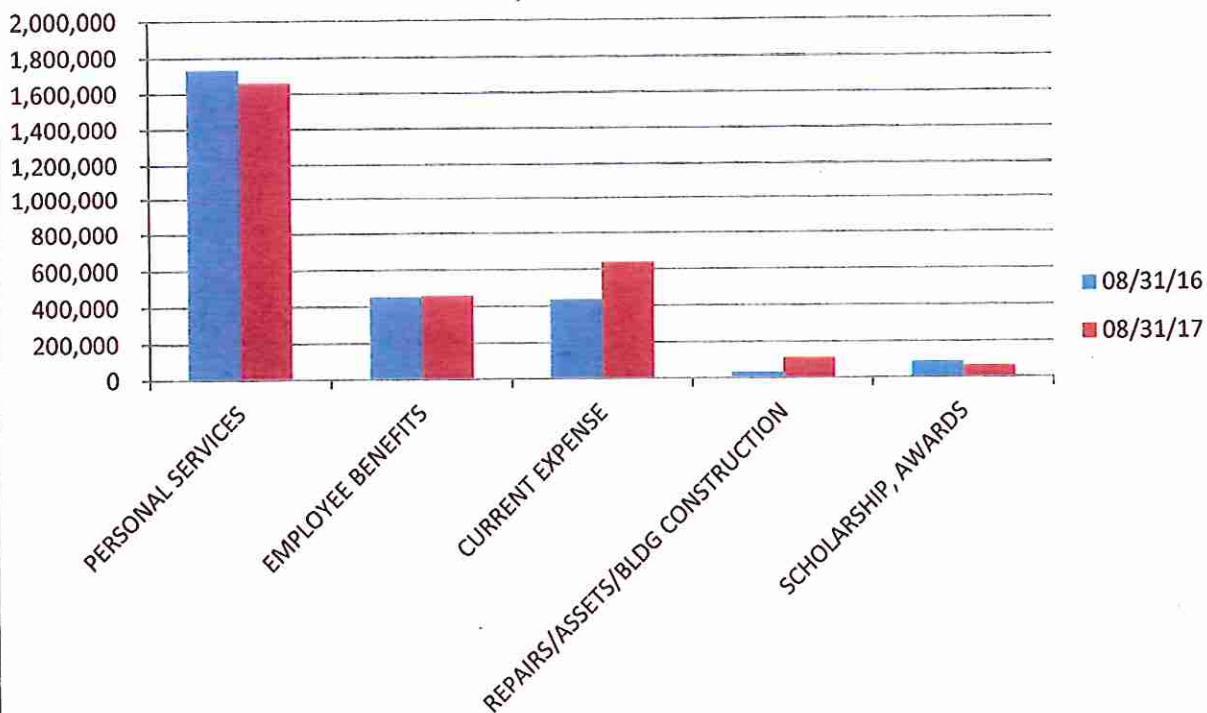
BLUEFIELD STATE COLLEGE
FEDERAL FINANCIAL AID BALANCES
FISCAL YEAR 2018
AS OF AUGUST 31, 2017

DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 08/31/2016
BEGINNING CASH 07/01/17	3,938.85	3,078.73	0.82	7,018.40
ADDITIONS:				
REVENUE	1,195,227.00	1,302,441.00	30,630.00	2,528,298.00
Interest	72.41	63.72		136.13
TOTAL REVENUES	1,195,299.41	1,302,504.72	30,630.00	2,528,434.13
DEDUCTIONS:				
AWARDS & LOANS	1,199,462.00	1,325,412.00	30,630.00	2,555,504.00
Redeposits	(1,454.00)	(18,631.00)		(20,085.00)
Recoveries	(1,269.00)	(5,910.00)		(7,179.00)
TOTAL EXPENDITURES	1,196,739.00	1,300,871.00	30,630.00	2,528,240.00
ENDING CASH 08/31/2017	2,499.26	4,712.45	0.82	7,212.53
2017FY TOTALS				
TOTAL EXPENDITURES	3,571,724.00	6,173,241.00	71,976.00	9,816,941.00
% OF FINANCIAL AID 2015FY COMPARED TO 2014FY	33.51%	21.07%	42.56%	25.75%

Institution:Bluefield State College
Program (Degree and Title): B.S. Engineering Management
Date Approved by HEPC:Fall 2014

I.   Introduction
      Provide a narrative describing your program (including information for any
      options or tracks), its nature, unique characteristics, etc. Please limit to one
      page. It is appropriate to use the catalog description.
      IStudents will be provided the opportunity to study the engineering
relationships between the management tasks of planning, organization, leadership,
control, and the human element in production, research, and service organizations.
Other subjects studied deal with the stochastic nature of management systems and
will prepare graduates to integrate management systems into a series of different
technological environments. Graduates are qualified for employment in a wide range
of managing engineering projects; these include but are not limited to the oil, gas and
coal extraction industry, scientific research and development services, and the
management of companies and enterprises. Positions for which graduates qualify may
be found with architecture, engineering and related services, navigational,
measuring, electro-medical, and control instruments manufacturing, electric utilities,
electrical and mechanical equipment manufacturers, mining companies,
manufacturing companies, and other industries where engineering managers are
needed.

The baccalaureate degree program in engineering management incorporates the
criteria of the EAC (Engineering Accreditation Commission) of ABET (Accreditation
Board for Engineering and Technology), http:www.abet.org.

The Engineering Management program publishes the following program educational
objectives as broad statements describing expected accomplishments of its graduates
during the first few years after graduation.

II. Goals and Objectives
      Identify the goals and objectives of the program. Document the need that the
      program was implemented to meet.
      Program Educational Objectives

Bachelor of Science in Engineering Management

1.   Graduates apply operational research, engineering economic, quality control and management principles to analyze, evaluate, improve and implement for engineering management projects.
2.   Graduates function on professional teams and communicate with speaking, writing, and graphical skills.
3.   Graduates respect professional, ethical, and social issues as well as a commitment to quality and dependability.
4.   Graduates remain current, professionally.
5.   To provide breadth for additional job opportunities, graduates utilize rigorous mathematics techniques, computer programming and simulation software in support of complex engineering management projects.
6.   Graduates apply project management techniques to manage product design and development.

The Engineering Management program publishes the following program outcomes to describe what students are expected to know and do at the time of graduation. These relate to knowledge, skills, and behaviors that students acquire in the program. These outcomes are defined as requirements from the Engineering Accreditation Commission of ABET, http:www.abet.org.

Program Outcomes
Bachelor of Science in Engineering Management
1.   Students demonstrate an ability to apply knowledge of mathematics, science, and engineering.
2.   Students demonstrate an ability to design and conduct experiments, as well as to analyze and interpret data.
3.   Students demonstrate an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4.   Students demonstrate an ability to function on multidisciplinary teams.
5.   Students demonstrate an ability to identify, formulate, and solve engineering problems.
6.   Students demonstrate an understanding of professional and ethical responsibility.
7.   Students demonstrate an ability to communicate effectively.
8.   Students possess the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9.   Students have recognition of the need for, and an ability to engage in life-long learning.
10. Students possess knowledge of contemporary issues.
11. Students demonstrate an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

12. Students possess an ability to understand the engineering relationships between the management tasks of planning, organization, leadership, control, and the human element in production, research, and service organizations.
13. Students possess an ability to understand and deal with the stochastic nature of management systems.
14. Students possess an ability to integrate management systems into a series of different technological environments.

III. Curriculum
   A. Include a summary of degree requirements (including entrance standards and exit standards) and provide commentary on significant features of the curriculum.
   Entrance Requirements,

   A.S. Degree in Engineering Technology or A.S. degree in a technical field approved by the Dean of the School of Engineering Technology and Computer Science. The degree must contain at least 60 hours and meet all Bluefield State College general studies requirements for an associate degree and include successful completion of at least one calculus, one statistics, and one Computer Aided Drafting course.

   Regular Admissions - Applicants must meet general education development (GED) requirements or have a high school diploma, and have an overall grade point average of at least 2.0, and a composite score of at least 18 on the ACT, or at least 850 on the SAT I. Students submitting a high school point average of 3.0 or better do not have to meet the composite score requirement. Applicants must have also successfully completed the following minimum high school curricular unit requirements: 4 units of English, 3 units of Social Studies, 4 units of Mathematics (Algebra I and higher), 3 units of Laboratory Science, 1 unit of Arts, and 2 units of Foreign Language (both of the same foreign language). Students meeting these minimum requirements may be admitted on a regular admission basis to Bluefield State College. Applicants who have been out of high school for more than five (5) years or meet GED requirements are exempt from the specified high school curricular unit and ACT requirements.

   B. Provide a list of courses required in the program along with the number of credit hours required for each course, include specific course titles, numbers, and the course delivery mode. Use Appendix I.

   C. Indicate number of hours in general education courses:
   37 Hours

IV. Assessment
   A. Summarize the principal elements of the departmental assessment plan. The plan must include elements to assess student learning and programmatic outcomes.

B. Provide information on the following elements:
- Educational goals of the program
- Measures of evaluating success in achieving goals
- Identification of the goals which are being successfully met and those which need attention as determined by an analysis of the data

In 2014 the faculty of the School of Engineering Technology and Computer Science, based on the current trends in assessment decided to use a rubric based assessment instead of the performance indices that had been used in the preceding ABET assessments. The faculty, along with the IAB felt this would lead to a more comprehensive assessment of the students and of the program in general. A complete review of all programs and of all courses was conducted by a meeting of all SETC faculty. Due to the interconnected nature of all Engineering Technology Programs as BSC, a systematic, comprehensive approach was taken to minimize the amount of assessment required to meet the stated objectives. Much emphasis was placed on assessing the student's progress throughout the program.

All of the accredited ET programs at BSC consist of a 2+2 AS/BS program format. Because of this, great care was taken to ensure that each student outcome was assessed multiple times throughout the program. The faculty came together as a whole and determined what student outcomes should be assessed in each course in each program. It was determined that each student outcome should be assessed at least twice in the AS program and at least once in the BS programs. This ensures that progress of the outcomes course be monitored and tracked and adjustments could be made in the event that students were not meeting the outcomes early on in the programs.

Assessment is performed by first identifying rubrics that will be used to assess each student outcome. The SETC decided to identify and use rubrics created by the Association of American Colleges and Universities (AAC&U). These rubrics were adapted to fit the needs of assessing each student outcome identified for each program. Due to the changing nature of rubrics, it was decided that a snapshot would be taken in 2014 and these rubrics would be used until the ABET review in 2016. A coding scheme was developed in order to track the rubrics over time so that any changes would not cause confusion if/when student outcomes changed and rubric definitions changed. An example of a student outcome code is WV.BSC.SETC.ELET.AS.1.2014. This coding scheme was developed in part to help keep track of different outcomes and rubrics within the Livetext® framework. The code indicates that the state is West Virginia, the institution is Bluefield State College, the school is the School of Engineering Technology and Computer Science, the program is Mechanical Engineering

Technology, the degree is an Associate of Science, the student outcome is 1, and the year created is 2014. This allows for the ability to reuse and change outcomes over time. A comprehensive definition list is provided in Appendix F.

A similar coding scheme was also developed to keep track of specific rubrics being used for assessment. An example is BSC.AACU.OrC.B.2014. Bluefield State College is the institution, the rubric origin is the Association of American Colleges and Universities (AAC&U), the specific rubric is the Oral Communication Value (OrC), the skill is skill B (Language), and the year implemented is 2014. This coding scheme allowed instructor to choose specific skills within each rubric to assess student outcomes.

In some cases, instructors did not feel that the AAC&U rubrics were adequate to assess ABET student outcomes, so they created their own and/or adopted rubrics from other sources they felt were more adequate to assess ABET outcomes. The coding scheme for these rubrics is as follows, ABET.MsR.B.2014 were the rubric origin is an ABET rubric as defined by the faculty, the specific rubric categorization is Math and Science Rubric (MsR), the skill is skill B (Procedure), and the year implemented is 2014. A comprehensive definition list is provided in Appendix G.

Because of the small size of BSC SETC, a coordinated effort was made to maximize the impact of assessment on all programs. A ranking of all courses that are required for each program was made and sorted from highest to lowest. As an example, GNET 101, 102, 115, and 116 is required for all AS programs, hence is also required for all BS program. It was decided that as many student outcome that could be assessed in these programs would be assessed. Thereby maximizing the impact of assessment on all programs. A course such as ENGR 201 – Statics is also requirement for most AS programs within the SETC. ENGR 315 – Engineering Economics is required for all BS programs and is also used to assess as many student outcomes as possible. A classification of student outcomes was created, they either are general or programmatic. General being defined as a broad/general outcome such as (students demonstrate an ability to function effectively as a member of a technical team) or programmatic such as (Students demonstrate the ability to analyze, design, and implement control systems, instrumentation systems, communications systems, computer systems, or power systems). Programmatic outcomes general have to be assessed in a course with a specific prefix, e.g. MEET courses are used to assess Mechanical Engineering Technology outcomes, CIET courses are used to assess Civil Engineering Technology outcome, etc.

Whereas possible, courses that are taught to most Engineering Technology programs are classified under a General Engineering Technology classification, even though a General Engineering Technology program

doesn't specifically exist at BSC. These courses are courses such as Technical Physics, Technical Math, Computer Aid Drafting, Visual Basic, etc. A comprehensive list of this coding scheme is provided in Appendix H. The coding of programs that are not part of the specific program being evaluated are also included in the appendix due to the fact that some course from other programs are part of the assessment process. As an example, MEET 112 – Computer Aided Drafting is a classified as a Mechanical Engineering Technology course, but is required for the Mechanical Engineering Technology program and is used for assessment of Mechanical Engineering Technology student outcomes (e.g. Students demonstrate an ability to apply written, oral, and graphical communication in both technical and non-technical environments; and an ability to identify and use appropriate technical literature).

C. Provide information on how assessment data is used to improve program quality. Include specific examples.

Assessment data is collected at the end of every semester for selected courses in each program, including Engineering Management. This data is reviewed by the assessment committee within the School of Engineering Technology and Computer Science and recommendations are made for the course.

Depending on the level of achievement, different recommendations for each PEO (Program Educational Objective) are made.

The level of achievement for the PEO's is defined using the following criteria.

Below 3.5 – Doesn't Meet Expectations
Between 3.5 and 4.0 – Meets Expectations
Between 4.0 and 4.5 – Exceeds Expectations
Above 4.5 – Overachieves Expectations

V. Faculty

Submit information on each full-time and part-time faculty utilized per year to deliver the program. Use Appendix II forms. [The narrative should summarize points relating to faculty teaching courses within the major, percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, etc.] Data on part-time faculty may be abbreviated, but should minimally include academic degree held and list of courses taught.

VI. Enrollment

A. Submit enrollment data utilizing Appendix III.

VII. Financial

A. Complete Appendix IV. If numbers differ significantly from projections in the original proposal, please provide a brief explanation.

B. Identify projection of future resource requirements and source of funding. <u>Future resource requirements are expected to remain constant over the next few years.</u>

VIII. Accreditation

Is an accreditation process available in this field of study? If so, what is the accreditation status of the program?

☒Yes ☐No

<u>EAC-ABET, the school is in the process of acquiring data to submit a request for visit for an accreditation visit in Fall 2018.</u>

APPENDIX I
CURRICULUM FOR PROGRAM

Course Number	Course Title	Credit Hours	Delivery Mode
ENGR 315	Engineering Economics	3	Hybrid
EGMT 323	Technology Enterprenuership	3	Hybrid
MATH 230	Calculus II	4	Hybrid
ENGR 311	Engineering Statistics	3	Hybrid
ACCT 201 or MGMT 330	Principles of Accounting or Organization Behavior	3	Hybrid
EGMT 317	Project Management	3	Hybrid
EGMT 362	Discrete Event Management	3	Hybrid
COMM 208	Fundamentals of Speech	3	Hybrid
MGMT 210	Principles of Management	3	Hybrid
Core Skills	FA/H/SS Core Skills	3	Hybrid
EGMT 443	Ststistical Process Control	3	Hybrid
EGMT 465	Supply Chain Management	3	Hybrid
EGMT 401	Business Planning for Engineers	3	Hybrid
Core Skills	FA/H/SS Core Skills	3	Hybrid
Math/Science Elective	CHEM 101 or MATH 240, 310, 311 or ENGR 325		
EGMT 410	Operations Research	3	Hybrid
EGMT 413	Undergraduate Research	3	Hybrid
EGMT 472	Facilities Planning	3	Hybrid
MGMT 482	Collective Bargaining	3	Hybrid
Core Skills	Health and Wellness	3	Hybrid
Core Skills	Literature	3	Hybrid

APPENDIX II
FACULTY DATA
*(No more than **TWO** pages per faculty member)*
Additional Faculty Pages are at the End

Name_____ Rank _____

Check one:
Full-time ☐   Part-time ☐   Adjunct ☐   Graduate Assistant ☐

Highest Degree Earned_____ Date Degree Received_____

Conferred by _____

Area of Specialization _____

Professional registration/licensure _____
Yrs of employment at present institution _____
Yrs of employment in higher education _____
Yrs of related experience outside higher education _____
Non-teaching experience _____

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment

(b) If degree is not in area of current assignment, explain.

____

APPENDIX III
ENROLLMENT
(MOST CURRENT YEAR)

	Academic Year:	2017
Number of Students Served through Course Offerings of the Program:		
Headcount:		40
FTE:		36.4
Number of student credit hours generated by courses within the program (entire academic year):		537
Number of Majors:		
Headcount:		4
FTE majors:		3.8
Number of student credit hours generated by majors in the program (entire academic year):		53
Number of degrees to be granted (annual total):		3 for 2017 5 for 2016 4 for 2015

APPENDIX IV
TOTAL OPERATING RESOURCES REQUIREMENTS
(MOST CURRENT YEAR)

Academic Year:	2016
A. FTE POSITIONS	
Administrators	.25
Full-time Faculty	2.5
Adjunct Faculty	.25
Graduate Assistants	0
Other Personnel:	
Clerical Workers	0
Professionals	0
Note: Include percentage of time of current personnel	
B. OPERATING COSTS (Appropriated Funds Only)	
1. Personal Services:	
Administrators	0
Full-Time Faculty	160848
Adjunct Faculty	1500
Graduate Assistants	0
Non-Academic Personnel:	
Clerical Workers	0
Professionals	0
Salaries Subtotal:	162348
2. Current Expenses	0
3. Repairs and Alterations	0
4. Equipment:	
Education Equipment	0
Library Books	0
5. Nonrecurring Expense (Specify)	0
Total Costs (Items 1-5):	162348
C. SOURCES	
1. General Fund Appropriations (Appropriated Funds Only)	
Check One: ☒Reallocation ☐New Funds	162348
2. Federal Government (Non-Appropriated Funds Only)	0
3. Private☐ Other☐ (Specify)	0
Total All Sources:	162348

Note: Total costs should be equal to total sources of funding

APPENDIX II
FACULTY DATA
*(No more than **TWO** pages per faculty member)*

Name Prof. Bruce Mutter   Rank Associate Professor

Check one:
  Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Assistant ☐

Highest Degree Earned M.S. Architecture   Date Degree Received 1992

Conferred by Virginia Polytechnic Institute and State University

Area of Specialization Architecture

Professional registration/licensure
Yrs of employment at present institution 28
Yrs of employment in higher education 28
Yrs of related experience outside higher education 0
Non-teaching experience 0

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2017	EGMT 317 - Project Management	20
Spring 2017	EGMT 413 - Undergraduate Research	3
Spring 2017	EGMT 472 - Facilities Planning	8
Spring 2017	ENGR 315 -Engineering Economics	15
Fall 2016	EGMT 317 - Project Management	11
Fall 2016	EGMT 323 - Technology Enterprenuership	15
Fall 2016	EGMT 401 - Business Planning for Engineers	7

(b) If degree is not in area of current assignment, explain.

_____

APPENDIX II

Faculty Data

*(No more than **TWO** pages per faculty member)*

Name Dr. Shannon R. Bowling_____ Rank Associate Professor_____

Check one:
      Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Assistant ☐

Highest Degree Earned _PhD_____ Date Degree Received 2003_____

Conferred by Clemson University_____

Area of Specialization Industrial Engineering_____

Professional registration/licensure None_____
Yrs of employment at present institution 6_____
Yrs of employment in higher education 13_____
Yrs of related experience outside higher education 0_____
Non-teaching experience 0_____

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2017	EGMT 410 - Operations Research	17
Fall 2016	EGMT 443 - Statistical Process Control	7
Fall 2016	System Dynamics	

(b) If degree is not in area of current assignment, explain.
___

APPENDIX II
FACULTY DATA
*(No more than **TWO** pages per faculty member)*

Name Prof. Jeff McFadden   Rank Assistant Professor

Check one:
      Full-time ☒   Part-time ☐   Adjunct ☐   Graduate Assistant ☐

Highest Degree Earned M.S.   Date Degree Received 1987

Conferred by New Jersey Institute of Technology

Area of Specialization Mechanical Engineering

Professional registration/licensure

Yrs of employment at present institution 3

Yrs of employment in higher education 3

Yrs of related experience outside higher education 27

Non-teaching experience 27

To determine compatibility of credentials with assignment:

(a) List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.) For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Spring 2017	EGMT 362- Discrete Event Simulation	11
Spring 2017	GNET 115 - Technical Mathematics	15
Spring 2017	MEET 202 - Computer Aided Manufacturing	9
Spring 2017	MEET 202L - Computer Aided Manfacturing Lab	9

Spring 2017	MEET 312 - Machine Elements	6
Spring 2017	MEET 422 - Senior Design	8
Fall 2016	MEET 201/201L - Manufacturing Processes	11
Fall 2016	MEET 311 - Machine Elements	7

(b)   If degree is not in area of current assignment, explain.

_____

APPENDIX II
FACULTY DATA
*(No more than **TWO** pages per faculty member)*

Name Prof. Chris Wickline_____   Rank Adjunct_____

Check one:
Full-time ☐   Part-time ☐   Adjunct ☒   Graduate Assistant ☐

Highest Degree Earned _MBA_____   Date Degree Received 2017_____

Conferred by Radford University_____

Area of Specialization Engineering Mangement_____

Professional registration/licensure None_____
Yrs of employment at present institution 1_____
Yrs of employment in higher education   0_____
Yrs of related experience outside higher education 20_____
Non-teaching experience 20_____

To determine compatibility of credentials with assignment:

(a)   List courses you taught this year and those you taught last year: (If you participated in team-taught course, indicate each of them and what percent of courses you taught.)   For each course include year and semester taught, course number, course title and enrollment.

Year/Semester	Course Number & Title	Enrollment
Fall 2017	EGMT 465 - Supply Chain Management	14

(b) If degree is not in area of current assignment, explain.

_____

Item:	Policy 25: Personnel Administration
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors accepts for final approval Policy 25: Personnel Administration with the recommended revision received during the 30-day comment period.
Staff Member:	Ms. Jonette Aughenbaugh and Dr. Tracey Anderson
Background:	

At the Bluefield State College Board of Governors meeting conducted August 24, 2017, revisions regarding *Policy 25: Personnel Administration* were approved for 30-day comment period. The primary purpose of the Policy 25 revisions are to recognize and adopt the West Virginia Higher Education Policy Commission's Compensation Management Program (approved by the Commission on August 11, 2017 for implementation September 1, 2017) for classified employees at Bluefield State, and to better align BSC's policy language to reflect recent changes in WV Code. [Note: Please see electronic pages 47 – 98 of the BOG August 24, 2017 meeting materials for WVHEPC Compensation Management Program details.] The requested Policy 25 revisions are important to help enable Bluefield State College transition to a best practice market based compensation management approach.

During the 30-day comment period, a Policy 25 revision has been suggested regarding Section 2.1.7, it is recommended for Board approval, and the revision is incorporated in the attached Policy 25 update. Comment follows:

> "….an additional amendment to Section 2.1.7 regarding nonclassified employees, adding as the last statement to this section "Nonclassified employees are eligible for benefits." Adding this statement would serve the purpose of providing clarity to the benefits-eligibility for nonclassified employees, and would be consistent with Section 2.1 at-large where the policy states the definitions include the "status…for benefits."

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

TITLE: PERSONNEL ADMINISTRATION

SECTION 1. GENERAL

1.1   Scope: This rule establishes policy in a number of areas regarding personnel administration for Bluefield State College employees.

1.2   Authority: West Virginia Code 18B-4 – 18B-9B18B-9-4.

1.3   Filing Date: March 28, 1994; _____ , 2017;_____, 2017.

1.4   Effective Date: March 28, 1994, March 21, 2002, March 18, 2004; July 25, 2017; amended _____, 2017.

1.5   Replaces Title 133, Legislative Rule, Series 62

1.6   BSC Policy Monitor: Human Resources

SECTION 2. DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2.7   Pay Grade. "Pay grade" means tThe level to which a job is assigned within a job worth hierarchy as a result of job evaluationsalary structure.

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

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

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

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

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

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

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

2.~~14~~8 Base salary. The amount of salary paid annually to an employee, excluding any annual increment earned ~~pursuant to West Virginia Code §18B-9-5 or §5-5-2~~. Total salary is base salary plus any increment earned.

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

2.~~16~~9 Institution. Bluefield State College**.**

2.~~17~~10 President. The president of Bluefield State College**.**

2.~~18~~11 Board of Governors. The Bluefield State College Board of Governors.

2.~~19~~12 Chancellor. The Chancellor of the Higher Education Policy Commission.

2.~~20~~13 Salary Structure/Pay Structure/Salary ~~s~~Schedule. A ~~schedule~~ graphical structure consisting of a series of pay grades and range of pay available for each grade, which may be subsequently enacted by the Legislature or adopted by the governing boards.

2.~~21~~14 Rehire. An employee who leaves the service of an institution by resignation and later applies for and accepts a position at the same institution. ~~Salary for a rehired employee will be consistent with the entry rates described in Section 12 of this rule.~~

2.~~22~~15 FTE. Full time equivalency is the percentage of time for which a position is established, with a full-time position working 1950 hours per year being 1.00 FTE.

2.~~23~~16 Classified Employee. "Classified employee" or "employee" means a regular full-time or regular part-time employee of an organization who: (i) does not meet the duties test for exempt status under the provisions of the Fair Labor Standards Act; and (ii) is not otherwise a nonclassified employee designated pursuant to subdivision (11) of WV Code Section §18B-9A-2: Provided, That any employee of an organization who was a classified employee as of January 1, 2017, retains that status unless otherwise deemed a nonclassified employee pursuant to the provisions of subparts (A) through (D) of subdivision (11) of WV Code Section §18B-9A-2. ~~A classified employee is covered by the provisions of the classification program.~~

2.~~24~~17 Exempt. Employees not covered by the Fair Labor Standards Act (FLSA) for overtime purposes.

2.~~25~~18 Non-Exempt. An employee who is entitled to overtime benefits as outlined in federal and state law.

~~2.26   Factor. One of the thirteen (13) items used to evaluate jobs. The items are knowledge, experience, complexity and problem solving, freedom of action, breadth of responsibility, scope and effect, intrasystems contacts, external contacts, direct supervision exercised, indirect supervision exercised, working conditions, physical coordination, and physical demands.~~

~~2.27   Point factor methodology. "Point factor methodology" means a quantitative job evaluation process in which elements of a job are given a factor value and each factor is weighted according to its importance.~~

2.~~28~~19 Job Family. A series of job titles in an occupational area or group.

SECTION 3. COMPENSATION; PAY CALCULATIONS

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

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

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

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

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

SECTION 4. COMPENSATORY AND HOLIDAY PREMIUM TIME OFF

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

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

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

SECTION 5. WORKWEEK

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

SECTION 6. APPOINTMENT

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

SECTION 7. ACCESS TO PERSONNEL FILE

7.1 An employee may have access to his/her personnel file when the employing institution is normally open for business. An employee may examine his/her own file and the contents therein with the following exception:

7.1.1 Materials which were gathered with the employee's prior agreement to forfeit his/her right of access, such as some references.

7.2 A representative of the custodian of records shall be present with the employee during the review. The date, time and location of each review shall be recorded in the personnel file.

7.3 A copy of any material in the personnel file, except as noted above, shall be provided to an employee upon request. A small copy fee may be charged. Positive identification of the employee must be established prior to providing access to the personnel file. Documents may not be removed from a personnel file by the employee. An employee may petition at any time for either the removal or addition of documents to his/her own personnel file. The employer may require that employees schedule an appointment to see the personnel file.

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

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

SECTION 9. ~~CLASSIFICATION REVIEW REQUEST~~<u>CLASSIFIED EMPLOYEE COMPENSATION MANAGEMENT PROGRAM</u>

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

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

SECTION 10. JOB EVALUATION PROCESS

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

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

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

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

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

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

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

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

SECTION 11. ENTRY RATES

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

SECTION 12. PROMOTION

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

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

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

SECTION 13.   UPGRADE

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

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

SECTION 14. DEMOTION

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

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

SECTION 15. DOWNGRADE

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

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

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

SECTION 16. TRANSFER

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

Item:	*Policy 11: Awarding of Undergraduate Tuition and Fee Waivers*
Recommended Resolution:	*Resolved*, that Bluefield State College Board of Governors approves *Policy 11: Awarding of Undergraduate Tuition and Fee Waivers* to be distributed for 30-day comment.
Staff Member:	Dr. Jo-Ann Robinson and Dr. Tracey Anderson
Background:	

This rule is in regards to the awarding of regular undergraduate tuition/fee waivers. It has been amended to make clearer the duration a student may receive an undergraduate tuition/fee waiver.
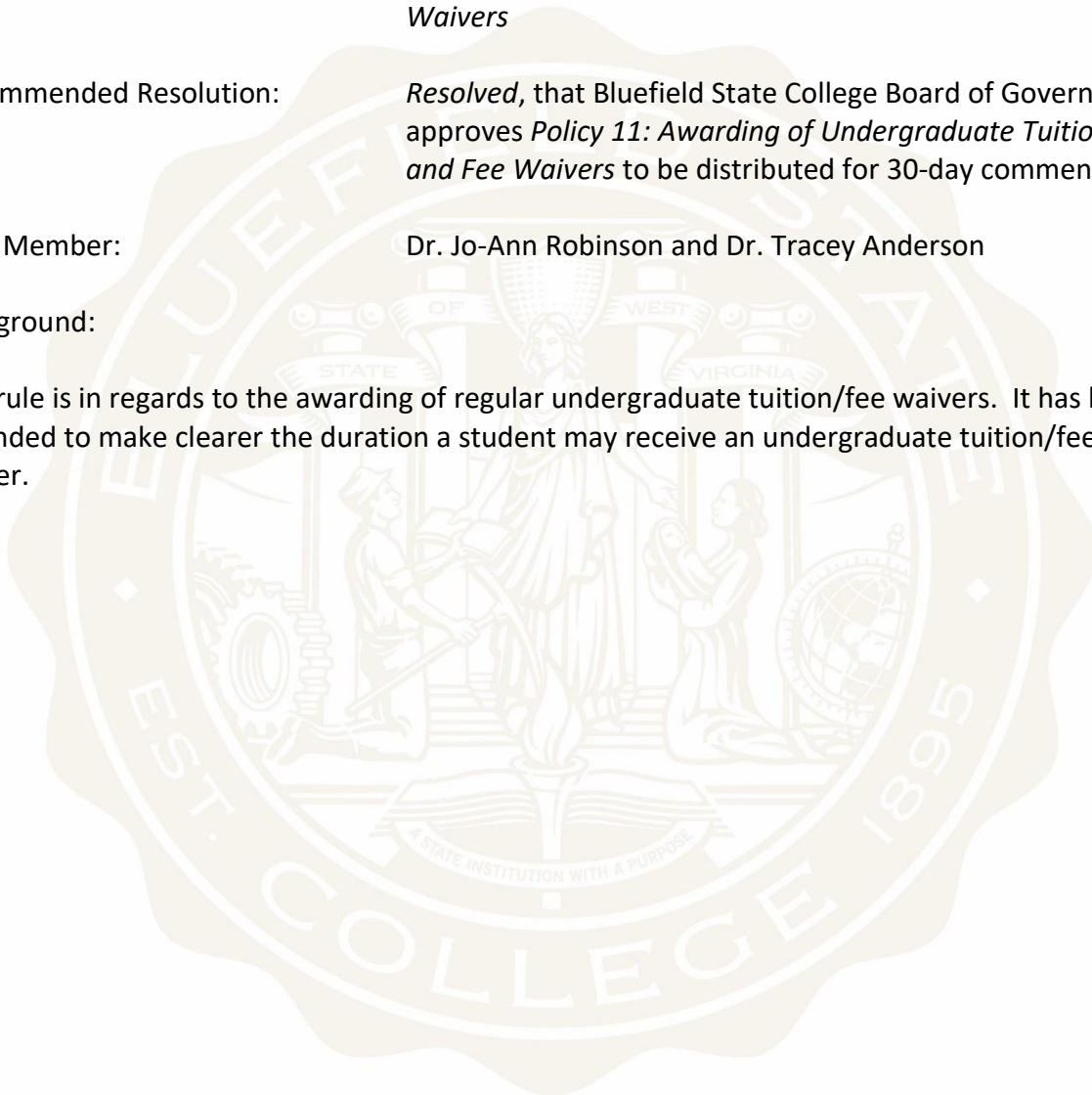
BLUEFIELD STATE COLLEGE
BOARD OF GOVERNORS
POLICY NO. 11

TITLE: AWARDING OF UNDERGRADUATE ~~AND GRADUATE~~ TUITION AND FEE WAIVERS

SECTION 1. GENERAL

1.1   Scope: This rule regards the awarding of regular undergraduate tuition/fee ~~and/or fee~~ waivers.

1.2   Authority: West Virginia Code § 18B-10-4b, § 18B-10-5, 18B-10-6, 18B-10-7, 18B-10-1.

1.3   Repeal of Former Rule - Repeals and replaces Board of Governor's Awarding of Undergraduate and Graduate Fee Waivers Policy No. 11 with an Effective Date of March 21, 2002.

1.4   Filing Date: October 28, 2015, _____

1.5   Effective Date: July 1, 2008, February 21, 2013, June 18, 2015, _____

1.6   Policy Monitor: Vice President of Student Affairs and Enrollment Management

SECTION 2. UNDERGRADUATE TUITION AND/OR FEE WAIVERS

2.1   The term "Board of Governor's Tuition Waiver" and "Board of Governor's Tuition and Fees Waiver" refer to all tuition and fee waivers authorized by § 18B-10-5 of the West Virginia Code.

2.2   To calculate the amount available for regular undergraduate tuition/fee waivers, the institution shall multiply the previous fall's full-time-equivalent students by the annualized tuition-and-required-fee rate assessed for those students and then multiply that number by 5%. An annualized tuition-and-required-fee rate shall be the in-state, metro, and out-of-state rates for a full-time student added together for the fall, spring, and summer terms and divided by 2. Each category shall then be used to multiply the equivalent FTE for each category to determine the total of tuition and fees assessed for the prior year.

2.3   An additional 5% shall be authorized by the Board of Governors to be restricted to need-based financial aid for undergraduate students as authorized by § 18B-10-1 of the West Virginia Code.

2.4   No increase in athletic waivers should result from the increased level of waivers from the additional 5%; i.e., the additional 5% shall not be utilized, either directly

or indirectly, to increase athletics tuition waivers.

2.5 Pursuant to the statute, no student may hold an undergraduate tuition/fee waiver for more than eight (8) semesters, or until completion of the first bachelor's degree whichever comes first. Twelve (12) or more semester hours attempted during a regular semester or a summer term shall be considered as one (1) semester for scholarship purposes.

2.6 Awards made under this program shall provide for the waiver of the educational and general fee and capital fee, which shall be called a "Tuition Waiver". In addition, the College shall have discretionary authority to waive additional component parts of the College fees (including such fees as the student activity, and auxiliary fees) which shall be called a "Tuition and Fees Waiver".

2.7 Third-party fee waivers of regular student fees are permitted when the direct cost of instruction for courses offered by Bluefield State College is paid or covered by a third party or sponsor. If the College, including its departments, bears none of the direct cost related to those requesting the waiver, it may, upon approval of the President, waive regular students fees and all or part of the indirect cost of instruction (overhead and facilities maintenance expense). College academic credit may be awarded for courses covered by the third party fee waiver if the Dean of the appropriate school approves the course content for credit. The sponsor must submit a request for this waiver, which shall be put on file in the Business Office. The value of a third party waiver shall be based on the current rate of tuition and fees per credit hour times the credit hour value of the course, times the number of students. In-state, metro, or out-of-state tuition rates shall apply according to the residency of the Third Party. These waivers are excluded from statutory caps.

2.8 Waiver reports shall be submitted by the College in accordance with the following general provisions.

2.8.1 The College will submit a summary report to the Board of Governors at the close of the fiscal year. This report will list all waiver awards for the entire academic year and will be presented to the board as a matter of information. For reporting purposes awards made July 1 to June 30 will be considered the fiscal year.

2.8.2 Each waiver recipient should be listed and the list shall be entered into the minutes of the Board of Governors. Both new and renewal recipients must be included.

2.8.3 Each waiver recipient should be listed within the single category which reflects the primary reason a fee waiver was awarded.

2.9   Waivers provided to employees and their spouses and dependents will not count against statutory caps. See §18b-10-5 and 18B-10-6.

2.10   Waivers provided to spouses and children of West Virginia residents on active military duty killed in the line of duty and spouses and children of National Guard and Reserve members killed in the line of duty in a duty status other than federal active duty will not count against statutory caps. See §18b-10-7.

2.11   All other statutorily-mandated tuition waivers are to be excluded from statutory caps. See §18b-10-5, 18B-10-6, 18B-10-10.

2.12   Bluefield State College may require statutory waiver recipients to pay special fees, including any laboratory fees, if such fees are required of all other students taking that particular course.

2.13   Any student living in West Virginia and receiving education benefits provided under Chapter 30 or Chapter 33 of the U.S. Department of Veterans Affairs shall be charged in-state tuition and fees to attend Bluefield State College. The student must be within the limits of the three (3) year eligibility period of discharge from a service period of at least 90 days at the time of enrollment. The student will be considered an in-state student for residency purposes as long as they remain continuously enrolled at the institution. In the event the student ceases enrollment, in-state residency will only be re-assigned if the student re-enrolls at another West Virginia public institution of higher education within the eligibility period described above.

SECTION 3. DEFINITIONS

3.1   An Academic Tuition and/or Fee Waiver shall be awarded to entering freshmen and continuing students based on academic excellence, exceptional talents or skills, or financial need. Those with financial need shall be awarded from the additional 5% authorized by the Board of Governors. Waivers may be awarded for proportionate amounts less than full-time.

3.2   An Athletic Tuition and/or Fee Waiver shall be awarded based on a student's athletic ability and shall be renewed based on the student's continued NCAA eligibility, participation in sports and contribution to the associated athletic activity as recommended by the respective coaches. Waivers may be awarded for proportionate amounts less than full-time.

3.3   Tuition and mandatory fees shall be waived for a state resident that has been honorably discharged from any branch of the United States armed forces if that resident has received the Medal of Honor or a Purple Heart Medal. The amount of the waiver shall be the charges that exceed the total amount of any state and federal education benefits, grants or scholarships received by the resident. See

§18b-10-10. This mandated waiver is excluded from statutory caps.

3.4 Health Sciences and Technology Awards (HSTA) may be awarded to students certified by the state HSTA coordinator as completing the required curriculum in high school who are majoring in a health science or technology field. See §18B-10-4b. The award shall be a Tuition Waiver, the amount determined by the tuition component of the fees charged to in-state students. Recipients shall maintain at least a 2.5 grade point average and pass at least 30 semester hours in an academic year for renewal. These mandated waivers are excluded from statutory caps.

3.5 West Virginia residents that are at least sixty-five years of age and attend an undergraduate course without receiving credit may have tuition and fees waived with a charge of fifty dollars. West Virginia residents that are at least sixty-five years of age and attend an undergraduate course and receive credit may have fifty (50) percent of the tuition and fees waived. See §18B-10-7a. Tuition and fee waivers or adjustments for residents at least sixty-five years of age are excluded from statutory caps.

3.6 A fee waiver may be made available to each year's statewide winner of the Veterans of Foreign Wars Voice of Democracy competition and the American legion High School Oratorical competition. These waivers are excluded from statutory caps.

3.7 Tuition and fees waivers for high school graduates in foster care are awarded upon presentation of legal documentation establishing foster care status. The student must be in foster care or other residential care for at least one year prior to the waiver award. This waiver may only be used after other sources of financial aid that are dedicated solely to tuition and fees are exhausted. See §18b-10-7b. These waivers are excluded from statutory caps.

3.8 Tuition waivers are awarded to the spouses and/or dependents of active duty military and National Guard. Renewal is dependent upon active duty status continuing and the student maintaining a 2.75 grade point average. These waivers are included in statutory caps.

3.9 Tuition and fee waivers are awarded to the spouses or dependents of full-time regular faculty and staff. Renewal of these awards is dependent upon remaining in good academic standing. See §18B-10-5(b)(6), 18B-10-6(b)(5). These waivers are excluded from statutory caps.

3.10 Tuition and fee waivers are provided to spouses and children of West Virginia residents on active military duty killed in the line of duty and spouses and children of National Guard and Reserve members killed in the line of duty in a duty status other than federal active duty. See §18b-10-7. These waivers are excluded from statutory caps.

3.11　Third party is defined as a person or entity other than the student and is hereinto after referred to as the Sponsor.

3.12　Direct cost of instruction includes the salary, benefits, or other compensation to the instructor and any additional cost of having a course taught such as instructor's travel and meal expense or costs of instructional materials, books, etc.

3.13　The amount received from the sponsor refers to payment by the sponsor to offset those costs borne up front by the College such as the instructor's compensation.

3.14　Costs directly borne by the sponsor refers to any costs for instruction that were not paid through the College payroll where the sponsor provides and pays the instructor.

SECTION 4. PROCEDURES

4.1　The Vice President for Student Affairs and Enrollment Management is responsible for awarding academic tuition and fee waivers and determining the amounts of the awards.

4.2　The Director of Athletics shall recommend to the Vice President for Student Affairs and Enrollment Management the apportionment of the Athletic Tuition and Fee Waiver amounts among the athletic sports.

4.3　The Office of Student Affairs and Enrollment Management shall prepare an annual report to the Board of Governors.

4.4　The Director of Financial Aid shall be responsible for reporting tuition and fee waivers to the Higher Education Policy Commission.

4.5　The Vice President for Student Affairs and Enrollment Management shall determine the amount of waivers allowed for an academic year based on the calculations from the FTE of the previous fall semester and shall notify the Director of Athletics and the Director of Financial Aid of the funds available for athletic waivers and for academic waivers.

Item: Resolution in Support of BSC Foundation Action

Recommendation Resolution: *Resolved*, that the Bluefield State College Board of
                                 Governors strongly supports the Bluefield State College
                                 Foundation's action to obtain a loan through the USDA for
                                 the purpose of constructing a residence hall and parking
                                 structure on campus.

Staff Member: Dr. Marsha Krotseng

Background:

On October 11, 2017 the Executive Committee of the Bluefield State College Foundation passed a
resolution authorizing the Foundation Board to apply for a loan through the USDA for the
purpose of constructing a residence hall and parking structure on campus. The USDA also
requires a resolution of support for this project by the Bluefield State College Board of
Governors. Upon approval of the BSC Board of Governors, the Resolution on the following page
will be completed and forwarded to the USDA.

Form RD 1942-8
(Rev. 2-98)

Position 5
UNITED STATES DEPARTMENT OF AGRICULTURE
RURAL DEVELOPMENT

FORM APPROVED
OMB NO. 0575-0015

RESOLUTION OF MEMBERS OR STOCKHOLDERS

Bluefield State College
(Name of Association)

219 Rock Street
Bluefield, WV 24701

(Address, including Zip Code)

RESOLVED, that the Governing Board of this Association be and it hereby is authorized and empowered to take all action necessary or appropriate − to demonstrate the support for its affiliate Bluefield State College Foundation to act

1. To obtain for and on behalf of the Association through the United States Department of Agriculture (USDA) or any other Governmental agency:

   (a) A loan in a sum not to exceed $ $21,000,000.00   ;

   (b) A grant in a sum not to exceed $ _____ ;

   to be advanced by the lender or grantor in one or more advances at such time or times as may be agreed upon.

2. In case of a loan or grant or both −
   (a) For the execution of such application or applications (including exhibits, amendments and/or supplements thereto) as may be required:
   (b) For the execution and delivery to the lender or grantor of all such written instruments as may be required in regard to or as evidence of such loan or grant; and
   (c) In its judgment to carry out the terms of this resolution.

3. And in case of a loan −
   (a) To obligate this Association for the repayment of the loan at such rates of interest and on such other terms and conditions as the Governing Board shall deem proper;
   (b) To pledge, hypothecate, mortgage, convey, or assign property of this Association of any kind and in any amount now owned or hereafter acquired, as security for any or all obligations (past, present and/or future) of this Association to such lender; and
   (c) From time to time to pay, extend, or renew any such obligations.

CERTIFICATION

I, the undersigned, as_____ of the above named Association, hereby
                          (Secretary) (Acting Secretary)

certify that said Association on the _____ day of _____ ,_____, had_____
                                                                                                        (Number)

_____ ; that_____ of these
(members) (stockholders) or (shares of voting stock outstanding)

constituted a quorum; that_____ said members or stockholders or shares of voting stock were present at a meeting

of the members or stockholders duly called and held on the_____ day of_____ , _____;

that the foregoing resolution was adopted at such meeting by the affirmative vote of_____ said members

or stockholders or shares of voting stock; and that said resolution has not been rescinded or amended in any way.

Dated this day _____ of _____ ,_____ .

_____

Secretary of Bluefield State College

Item: Resolution Authorizing Executive Committee Action

Recommendation Resolution: *Resolved*, that Bluefield State College Board of Governors authorizes the Executive Committee of the Board to act on its behalf, if necessary, to expedite review and approval of documents required by the USDA, Higher Education Policy Commission, or other entities between regular meetings of the Board in order to keep the residence hall/parking structure construction project moving forward on a timely schedule.

Staff Member: Dr. Marsha Krotseng

Background:

Numerous documents and authorizations are required by the United States Department of Agriculture (USDA) throughout the process of applying for funding for the residence hall/parking structure project. The Board of Governors is asked to approve a resolution authorizing the Board's Executive Committee to act on its behalf to review and approve additional documents required by the USDA, Higher Education Policy Commission (HEPC) or other entities between regular meetings of the Board in order to keep the residence hall/parking structure construction project moving forward on a timely schedule. Any such action will be brought back to the full Board for ratification at its next regularly scheduled meeting.

- Work continues with the Mercer County Board of Education/WV HEPC/and WV Board of Education on pilot program for dual credit for transitional Math students
    - Transition to MOODLE® LMS is ongoing. Met with School of Education to begin the transition from traditional IVN to Youtube broadcasting. Faculty were very impressed with the capabilities and excited about the changes.
    - Met with remainder of faculty in the School of Business to begin the transition from current LiveStreaming technology to YouTube broadcasting. They were also very excited about the changes, and just stressed the need for training on both the hardware and software before the spring semester begins. We had already met with the faculty in Criminal Justice to begin their movement from IVN to YouTube.
    - Training schedule for one-on-one sessions will begin starting the week of November
    - Online training videos are simultaneously being developed related to faculty use of YouTube, Video Playlists, Microsoft OneNote, Lecture Capture techniques, etc. This should be completed by December 1.
    - Hardware has been ordered to update 4 existing classrooms in the PE building to the new Microsoft Surface format which allows more faculty locations for livestreaming and the use of tablet computers.
    - Hardware has been ordered to complete the migration of Mahood Hall from Livestream practices to the Microsoft Surface format.
    - Miscellaneous activities related to policies for online enrollment (webcams, RPNow proctoring, etc.) have been pursued, but nothing finalized yet
- Ongoing need for dean of W. Paul Cole Jr. School of Business. Dr. John Snead serving as dept. chair to aid with scheduling and some day to day operation. Dr. Steve Bourne is assisting with LiveText assessment and ACBSP data. Mr. Philip Imel will be attending ACBSP conference and begin learning the accreditation needs.
- Intellectual Property/Copyright policy sent to faculty senate for review/revision.
- 4 Pre-registration with the provost sessions planned/conducted and distribution by registrar of flyers relative to pre-registration
- Manufacturing Engineering technology courses are under development and a request to plan the B.S. program is being completed for HEPC submission.

Bluefield State College

DIVISION OF STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Board of Governors Report October 24, 2017

Admissions and Enrollment Services

Application Summary Report - October 10, 2017			
	2017	**2016**	**% Over 2016**
Inquiries	7022	6210	13.1%
New	5783	4696	23.1%
Transfer & New Readmit	1239	1514	-18.2%
	2017	**2016**	**% Over 2016**
All Applications	2056	2036	1.0%
New	1054	1074	-1.9%
Transfer & New Readmit	1002	962	4.2%
	2017	**2016**	**% Over 2016**
All Accepted	982	971	1.1%
New	463	488	-5.1%
Transfer & New Readmit	519	483	7.5%
All Registered - all who had a registration for the fall	662		
New	272		
Transfer & New Readmit	390		
	2017		
Total New FAFSAs Received	2148		
FAFSA - Admission Apps Submitted	1207		
FAFSA Submitted Accepted for Admission	122		
	2017		
Total Campus Visitors	374		
CV - Admission Applications Received	314		
CV - Applications Accepted	290		
% of All Students Accepted CV	29.5%		

First-Year New Students - as of October 10, 2017				
		Campus Visit	Applied	Accepted	Registered
Business		27	131	47	23
	Accountancy	2	9	5	1
	Accounting	5	21	9	6
	Business Administration				
	Management	12	50	17	9
	Marketing	3	22	8	3
	Health Services Management	5	29	8	4
		Campus Visit	Applied	Accepted	Registered
Arts & Science		56	256	119	51
	Applied Science (4 YR)	22	75	48	23
	Criminal Justice Adm	18	96	37	16
	Humanities	6	34	13	6
	Social Science	10	48	21	6
	Undeclared				
	Regents Bachelor of Arts	0	3	0	0
		Campus Visit	Applied	Accepted	Registered
Education		17	85	43	24
	Pre-Early/Middle Education	8	37	19	10
	Pre-Elementary Educ (K-6)	9	48	24	14
		Campus Visit	Applied	Accepted	Registered
Engineering		30	127	63	29
	Architectural Engineering Tech	0	2	1	0
	Civil Engineering Technology	6	27	15	6
	Computer Science	7	42	16	7
	Electrical Engineering Tech	6	24	12	6
	Engineering Management	0	2	2	1
	Mechanical Engineering Tech	11	30	17	9
		Campus Visit	Applied	Accepted	Registered
SNAH		104	455	191	95
	Imaging Science	3	9	4	3
	Nursing	18	76	19	13
	Nursing (Pre-Nursing)	59	286	131	59
	Nursing-LPN	0	7	0	0
	Pre-Nursing (4 year)				
	Radiologic Tech (Pre-Rad Tech)	21	63	35	19
	Radiologic Technology	3	14	2	1
TOTAL		234	1054	463	222

All New Students (excludes continuing) - as of October 10, 2017		Campus Visit	Applied	Accepted	Registered
Business		39	224	105	55
	Accountancy	2	10	5	1
	Accounting	7	37	22	14
	Business Administration				
	Management	18	92	42	24
	Marketing	5	37	14	6
	Health Services Management	7	48	22	10
		Campus Visit	**Applied**	**Accepted**	**Registered**
Arts & Science		74	427	230	112
	Applied Science (4 YR)	26	106	70	34
	Criminal Justice Adm	25	134	59	26
	Humanities	8	60	24	11
	Social Science	14	82	41	18
	Major Not Declared				
	Regents Bachelor of Arts	1	45	36	23
		Campus Visit	**Applied**	**Accepted**	**Registered**
Education		20	140	77	46
	Pre-Early/Middle Education	8	56	30	17
	Pre-Elementary Educ (K-6)	12	84	47	29
		Campus Visit	**Applied**	**Accepted**	**Registered**
Engineering		41	199	113	60
	Architectural Engineering Tech	0	2	1	0
	Civil Engineering Technology	9	44	27	12
	Computer Science	8	55	24	11
	Electrical Engineering Tech	9	47	26	16
	Engineering Management	1	10	10	7
	Mechanical Engineering Tech	14	41	25	14
		Campus Visit	**Applied**	**Accepted**	**Registered**
SNAH		139	990	456	265
	Imaging Science	5	49	30	23
	Nursing	21	206	66	49
	Nursing-BSN	0	59	54	30
	Nursing (Pre-Nursing)	81	499	232	118
	Nursing-LPN	0	49	7	5
	Pre-Nursing (4 year)	0	2	2	1
	Radiologic Tech (Pre-Rad Tech)	28	104	58	34
	Radiologic Technology	4	22	7	5
TOTAL		313	1980	981	538

Student Affairs and Enrollment Management October 24, 2017

Metro Rate

Metro Rate Funnel for All New Students			
	Apply	Accepted	Enrolled
Freshmen	115	47	17
Readmit	24	22	16
Transfer	73	33	26
GRAND TOTAL	212	102	59

Metro Rate Funnel for All New Students			
	Apply	Accepted	Enrolled
Freshmen	115	47	17
KY	1		
MD	14	4	
NC	10	5	4
OH	8	1	
PA	3		
TN	1		
VA	78	37	13
Readmit	24	22	16
NC	2	2	1
TN	1	1	1
VA	21	19	14
Transfer	73	33	26
KY	1	1	1
MD	3		
NC	11	6	6
OH	1		
PA	1		
VA	55	25	18
WV	1	1	1
Grand Total	212	102	59