



BOARD OF GOVERNORS

March 17, 2016

Conley Hall, Room 201, Boyd Conference Room

Meeting @ 6:30 p.m.

To Join By Conference Call:

Access Number: (866) 453-5550

Participant Code: 2975811#

**BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
March 17, 2016**

Conley Hall, Room 201, Boyd Conference Room

AGENDA

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

College Focus

- | | |
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| 4. Equity, Diversity, and Inclusion – Dr. Guy Sims | 6:45 p.m. – 6:55 p.m. |
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Current Operations

- | | |
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| 5. *Approval of Minutes of February 18, 2016 Meeting | 6:55 p.m. – 7:00 p.m. |
| 6. Financial Report and Update – Ms. Shelia Johnson | 7:00 p.m. – 7:10 p.m. |
| 7. Higher Learning Commission Assurance Argument – Dr. Tracey Anderson | 7:10 p.m. – 7:15 p.m. |

Strategic Issues: Getting to the Vision

- | | |
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| 8. Update on the BSC Master Plan – Dr. Marsha Krotseng | 7:15 p.m. – 7:25 p.m. |
| 9. Enrollment Management Report – Dr. Jo-Ann Robinson | 7:25 p.m. – 7:35 p.m. |
| 10. Budget Information – Ms. Shelia Johnson | 7:35 p.m. – 7:55 p.m. |
| 11. Adjournment | 7:55 p.m. |

- Next Meeting Date: April 21, 2016

Our Commitment

Bluefield State College is committed to creating and maintaining an educational and working environment free from discrimination and harassment.

Bluefield State College's policy prohibits such discrimination and harassment based on race, color, religion, creed, political belief or affiliation, sex, national origin, age, mental or physical disability, genetic information, sexual orientation, marital status, gender identity and expression, and veteran status, and protected activity (i.e., opposition to prohibited discrimination/harassment or participation in the complaint process) or status explicitly defined as protected under applicable State and federal law as well as nondiscriminatory hostile workplace harassment does not occur. and applies to all College employees including executive, administrative, faculty, students, classified, non-classified, temporary, student workers, independent contractors, and volunteers.

Bluefield State College is an equal opportunity institution, which recruits, employs, trains, and promotes based on merit and business needs. Bluefield State College prohibits discrimination or harassment against employees or applicants on the basis of protected characteristics.

Filing a complaint

HARASSMENT

Office of Equity, Diversity, and Inclusion

Bluefield State College
212 Conley Hall
219 Rock Street
Bluefield, WV 24701

Phone: 304-327-4503
E-mail: OEID@bluefieldstate.edu



Office of Equity, Diversity, and Inclusion

Who can file?

Any person (e.g., faculty, staff, student, visitor) may report what they believe to be an act of discrimination or harassment based on race, age, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, or gender identity or expression to the Office of Equity, Diversity, and Inclusion (OEDI).

How do I file?

OEDI is available to meet with you in a confidential setting to discuss your situation and what available options and resources exist at Bluefield State College. You may file either an Informal or Formal complaint of discrimination and/ or harassment and/ or retaliation by scheduling a meeting with the OEDI. The complaint processes will be reviewed so that an individual wishing to file a complaint can make a decision on how s/he wishes to proceed. To assist in this process, an individual can complete the OEDI's Intake Form, which is available from the OEDI or online. Information to be collected should include a description of the alleged incident(s) along with relevant date(s), name(s) of the respondent(s) and witnesses. The complaint letter should be dated and signed by the complainant.

Formal/Informal Complaint

Both informal and formal complaints of discrimination and/or harassment are treated as official complaints at Bluefield State College. However, there are some key distinctions between the two types of complaint processes.

Informal Complaint

The goal of the Informal complaint process is to attempt to reach a resolution to the complaint that is acceptable to both the complainant(s) and the respondent(s). The OEDI attempts to facilitate a mutually acceptable resolution through the use of conflict resolution techniques. In the informal process, the OEDI will only speak to those people whose involvement is necessary to facilitate a resolution to a complaint. Frequently, this includes only the complainant(s) and respondent(s). If the parties are unable to reach a mutually acceptable resolution of the informal complaint, a complainant may then file a Formal complaint.

Formal Complaint

The goal of the Formal complaint process is to reach an official determination as to whether a respondent(s) has violated Bluefield State College's Harassment Policy. As a part of the Formal complaint process, the OEDI will conduct a thorough investigation into the allegations of the complaint and prepare a report of the investigation.

When should I file a complaint?

Individuals wishing to report a concern or file a complaint of discrimination and/ or harassment are encouraged to do so as soon as possible following the incident(s).

Can I file confidentially?

Anonymous complaints will be accepted, however, Bluefield State College may be limited in its options in investigating and/or resolving anonymous complaints because of the unique challenges they present.

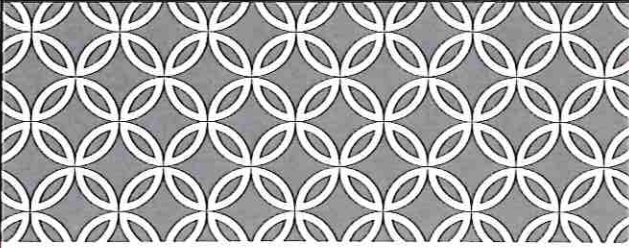
External Resources

Office of Civil Rights
U.S. Department of Education
100 Penn Square East, Suite 515 Philadelphia, PA
19107-3323
Telephone: 215-656-8541
FAX: 215-656-8605

United States Equal Employment Opportunity
Commission
801 Market Street, Suite 1300
Philadelphia, PA 19107-3127
Telephone: 866-408-8075.
Fax: 215-440-2606
TTY: 800-669-6820
<http://www.eeoc.gov/>

The West Virginia Human Rights Commission
1321 Plaza East – Room 108A
Charleston, WV 25301
Telephone: 304-558-2616
Toll Free: 888-676-5546





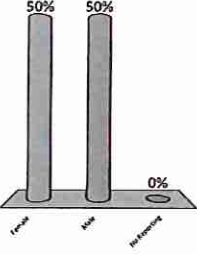

SEXUAL HARASSMENT

Dr. Guy A. Sims
Associate Vice President for Equity, Diversity, and Inclusion
Title IX Coordinator
Baylor University

12/2014

GENDER CHECK

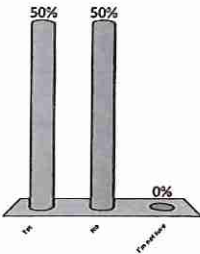

A. Female
B. Male
C. No Reporting



Response	Percentage
Female	50%
Male	50%
No Reporting	0%

ASKING FOR SOMEONE'S PHONE NUMBER IS SEXUAL HARASSMENT.

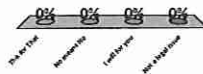
A. Yes
B. No
C. I'm not sure



Response	Percentage
Yes	50%
No	50%
I'm not sure	0%

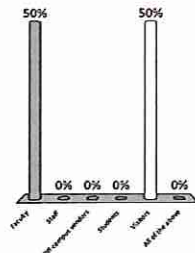
THE LATIN PHRASE "QUID PRO QUO" MEANS...

- A. This for That
- B. No means No
- C. I will for you
- D. Not a legal issue



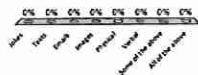
BSC HARASSMENT POLICY APPLIES TO...

- A. Faculty
- B. Staff
- C. Off-campus vendors
- D. Students
- E. Visitors
- F. All of the above



SEXUAL HARASSMENT CAN BE...

- A. Jokes
- B. Texts
- C. Emails
- D. Images
- E. Physical
- F. Verbal
- G. Some of the above
- H. All of the above

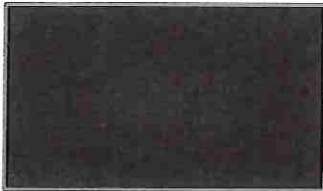


SEXUAL HARASSMENT DOES NOT OCCUR BETWEEN PEOPLE OF THE SAME SEX.

- A. True
- B. False



Carrying the Weight



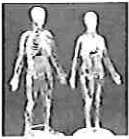
IF YOU WITNESS OR EXPERIENCES HARASSMENT, YOU SHOULD...

- A. Tell your professor
- B. Tell an administrator
- C. Tell a staff member
- D. Tell Public Safety



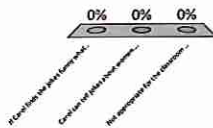
HOW YOU DRESS IS AN IMPORTANT FACTOR IN A SITUATION WHERE HARASSMENT OCCURS.

- A. True
- B. False



AFTER BEING BUSTED IN CLASS FOR TELLING INAPPROPRIATE JOKES ABOUT WOMEN, BILL SAYS THAT HIS CLASSMATE CAROL LAUGHED AND SHARED SOME SIMILAR JOKES WITH HIM. DOES THAT MAKE IT LESS OF A PROBLEM?

- A. If Carol finds the jokes funny what's the big deal?
- B. Carol can tell jokes about women, not Bill
- C. Not appropriate for the classroom or workplace



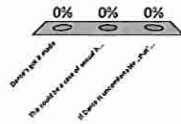
WAYNE AND SANDRA ARE GOOD FRIENDS. WHEN THEY SEE EACH OTHER ON CAMPUS THEY HUG. IS THIS SEXUAL HARASSMENT?

- A. True
- B. False



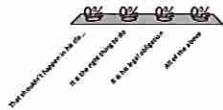
WHENEVER DANTE COMES INTO CLASS A GROUP OF YOUNG WOMEN COMMENT OUT LOUD HOW GOOD LOOKING HE IS.

- A. Dante's got it made
- B. This could be a case of sexual harassment
- C. If Dante is uncomfortable...that's how girls are. He needs to man up!



A PROFESSOR WITNESSES BEHAVIOR BETWEEN TWO STUDENTS WHICH CAN BE DESCRIBED AS HARASSMENT. HE SHOULD NOTIFY THE APPROPRIATE OFFICE BECAUSE:

- A. That shouldn't happen in his classroom
- B. It is the right thing to do
- C. It is his legal obligation
- D. All of the above



CYBERBULLYING IS A HIGH SCHOOL ISSUE, NOT COLLEGE.

- A. True
- B. False



WHAT IS CYBERBULLYING

- Definition: Cyberbullying occurs when technology is used to harass others by sending harmful images or text.
- Researchers found that 15 percent of college students surveyed reported being bullied and 22 percent reported being cyberbullied, according to the university's news release.
- The study also found that 42 percent of students reported seeing a student being bullied by another student, and 38 percent of students knew someone who had been cyberbullied.





WAYS TO PREVENT/STOP CYBERBULLYING

- Don't respond or retaliate
- Tell the person to stop
- Save the evidence
- Seek out appropriate help
- Use blocking tools
- Protect your account
- If you see cyberbullying, don't be a bystander
- All of the above



BYSTANDER-ISM



Bystanders are very different from either victims or bullies mainly because they make a decision to stay on the outside of the situation.

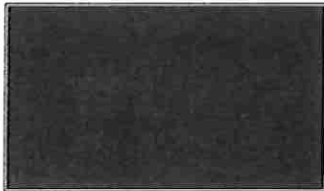
Whereas victims and bullies are directly involved, bystanders think that avoiding the conflict altogether is either the right move or the best thing for them personally.

WHY BE A BYSTANDER


- A. Private matter: "None of my business!"
- B. Will make me a target
- C. Tattletale: "Snitches get Stitches!!"
- D. Intervening does nothing
- E. All of the above



IT'S ON ME! IT'S ON YOU! IT'S ON US!



WHAT IS THE *IT'S ON US* CAMPAIGN?



"It's On Us" September 2014
White House Initiative

A student focused initiative with the purpose of shifting the way we think about sexual assault, by inspiring everyone to see it as their responsibility to do something, big or small, to prevent it. This student-led efforts is underway across the country, focusing particularly college men.

See your SGA representative for more information

The Pledge

TO RECOGNIZE
that non-consensual sex is sexual assault.

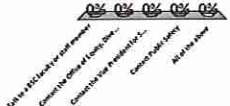
TO IDENTIFY
situations in which sexual assault may occur.

TO INTERVENE
in situations where consent has not or cannot be given.

TO CREATE
an environment in which sexual assault is unacceptable and survivors are supported.

HOW TO REPORT OR FILE A COMPLAINT

- A. Talk to a BSC faculty or staff member
- B. Contact the Office of Equity, Diversity, and Inclusion
- C. Contact the Vice President for Student Affairs
- D. Contact Public Safety
- E. All of the above



ON CAMPUS RESOURCES

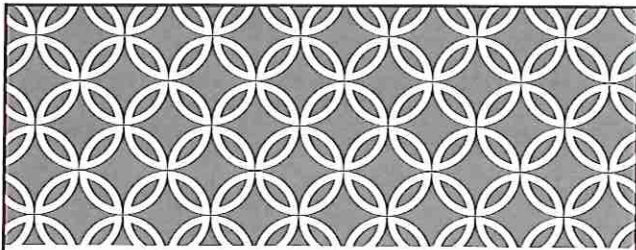
Counseling Center	3043 Conley Hall	304-327-4016	
Student Health Center	Physical Ed Bldg. 201	304-327-4170	
Vice President for Student Affairs & Enrollment Management	312 Conley Hall	304-327-4567	
Office of Equity, Diversity, and Inclusion	212 Conley Hall	304-327-4512	oed@bluefieldstate.edu
Office of Human Resources	202 Conley Hall	304-327-4013	
Public Safety	CG01 Conley Hall	304-327-4180	

Thank You and Questions

It is the policy of the Bluefield State College Board of Governors that the work and educational environment will be free from all forms of harassment of any employee, applicant for employment, student workers or contracted employee. Illegal harassment in any manner or form is expressly prohibited. (BSC Policy #3, 2015)



Dr. Guy A. Sims
Assistant to the President for Equity, Diversity, and Inclusion
Title IX Coordinator
Bluefield State College



SEXUAL HARASSMENT

Dr. Guy A. Sims
Assistant to the President for Equity, Diversity, and Inclusion
Title IX Coordinator
Bluefield State College

U.S. Department of Education
Office for Civil Rights



May 14, 2014

Dear Colleague:

One of the fastest-growing areas of school reform is the creation of public schools through a chartering process. Since first appearing in the early 1990s, many charter schools have provided students with additional meaningful opportunities to receive a high-quality education. In communities throughout the nation, numerous charter schools are developing unique learning environments, spurring innovation, engaging parents and other stakeholders, and improving educational opportunities for students. The U.S. Department of Education (Department) is committed to supporting the establishment of high-quality public charter schools from which all students can benefit.

Because many charter schools are newly created, it is understandable that charter school administrators are interested in information about the applicability of Federal civil rights laws.¹ Parents, teachers, community leaders, and charter school authorizers have also sought guidance as to charter schools' legal obligations under the Federal civil rights laws.

I am writing to remind you that the Federal civil rights laws, regulations, and guidance that apply to charter schools are the same as those that apply to other public schools. For this reason, it is essential that charter school officials and staff be knowledgeable about Federal civil rights laws. These laws extend to all operations of a charter school, including recruiting, admissions, academics, educational services and testing, school climate (including prevention of harassment), disciplinary measures (including suspensions and expulsions), athletics and other nonacademic and extracurricular services and activities, and accessible buildings and technology.

The Department's Office for Civil Rights (OCR) enforces a number of Federal civil rights laws that apply to charter schools, including:

¹ More than one quarter of charter schools have been open three years or less. See National Alliance for Public Charter Schools, *The Public Charter Schools Dashboard Report on Charter School Age*, available at <http://dashboard.publiccharters.org/dashboard/schools/page/age/year/2013>.

- Title VI of the Civil Rights Act of 1964 (Title VI) (prohibiting discrimination based on race, color, or national origin);²
- Title IX of the Education Amendments of 1972 (Title IX) (prohibiting discrimination based on sex);³ and
- Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) (prohibiting discrimination based on disability).⁴

These Federal civil rights laws and the specific legal obligations discussed in this letter apply to all public charter schools in the United States, regardless of whether they receive Federal funds under the Department's Charter Schools Program.⁵ In addition, charter schools that receive funds—either directly or through a State educational agency (SEA)—under a Department grant program, such as the Charter Schools Program, are subject to the additional requirements of each grant program.⁶

This letter does not attempt to summarize the entire body of Federal civil rights laws. Instead, it briefly addresses a few of the subjects that have arisen in the charter schools context: equal opportunity in admissions; provision of a free appropriate public education (FAPE) to students with disabilities; provision of services to English-language learners so that they can participate fully in their school's educational program; and the non-discriminatory administration of discipline. Throughout, this letter also identifies Departmental guidance and resources that are available to charter schools to assist them in complying with the Federal civil rights laws.

The obligations discussed below under the Federal civil rights laws are independent of charter schools' obligations under the Individuals with Disabilities Education Act (IDEA). Working with the Department's Office of Special Education and Rehabilitative Services (OSERS), which is responsible for administering the IDEA, OCR intends to issue joint guidance on the rights of students with disabilities who attend charter schools and their parents.

² 42 U.S.C. § 2000d *et seq.*; 34 C.F.R. Part 100.

³ 20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106.

⁴ 29 U.S.C. § 794; 34 C.F.R. Part 104; 42 U.S.C. § 12131 *et seq.*; 28 C.F.R. Part 35. Pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II in all programs, services, and regulatory activities relating to the operation of, among other types of entities, public elementary and secondary educational programs. 28 C.F.R. § 35.190(b)(2). Title II cannot be construed to establish any lesser standard than the standards established under Section 504 and its implementing regulations. 42 U.S.C. § 12201(a); 28 C.F.R. § 35.103(a).

⁵ 20 U.S.C. § 7221-7225g. Title II applies to all public entities (including public schools) regardless of whether they receive Federal financial assistance. Title VI, Title IX, and Section 504 apply to all education programs or activities that receive Federal financial assistance either directly from the Department or through a local educational agency (LEA), State educational agency, or otherwise. OCR is unaware of any public school, including a charter school, that is not part of a program or activity that receives Federal financial assistance directly or indirectly from the Department.

⁶ For further information on the Charter Schools Program, see <http://www.ed.gov/programs/charter/index.html>.

Nondiscrimination in admissions. Charter schools may not discriminate in admissions on the basis of race, color, national origin, or disability.⁷

Although public charter schools' civil rights obligations are no different from those of other public schools in this regard, the fact that students choose to attend a charter school and are not simply assigned to attend a charter school underscores the need to be mindful of the rights of children and parents in the community when publicizing the school to attract students and when evaluating their applications for admission.

Charter schools must ensure that language-minority parents who are not proficient in English receive meaningful access to the same admissions information and other school-related information provided to English-proficient parents in a manner and form they can understand, such as by providing free interpreter and/or translation services.⁸ Also, communications with parents with disabilities must be as effective as communications with other parents. Appropriate auxiliary aids and services (such as Braille materials or a sign language interpreter) must be made available whenever they are necessary to ensure equally effective communication with parents with hearing, vision, or speech disabilities.⁹

As a general rule, a school's eligibility criteria for admission must be nondiscriminatory on their face and must be applied in a nondiscriminatory manner. In addition, a charter school may not use admissions criteria that have the effect of excluding students on the basis of race, color, or national origin from the school without proper justification.¹⁰ Charter schools also may not categorically deny admission to students on the basis of disability.¹¹

Charter schools located in a school district subject to a desegregation plan (whether the plan is court-ordered, or required by a Federal or State administrative entity) must be operated in a

⁷ 34 C.F.R. §§ 100.3(b)(1) (Title VI), 104.4(b) (Section 504). Generally, Title IX, which prohibits sex discrimination in federally funded education programs and activities, does not apply to admissions. A vocational (or career and technical education) charter school, however, may not discriminate on the basis of sex in its admissions policies or practices. 34 C.F.R. §§ 106.21(a), 106.35. The United States Constitution imposes strict parameters on the creation and operation of single-sex public schools and other uses of sex-based criteria. See *United States v. Virginia*, 518 U.S. 515, 531-33 (1996); Brief for the United States as *Amicus Curiae* Supporting Appellants at 25-26, *Doe v. Vermilion Parish Sch. Bd.*, No. 10-30378 (5th Cir. June 4, 2010), available at http://www.justice.gov/crt/about/app/briefs/vermillion_brief.pdf. Charter schools considering the use of sex-based admissions criteria should consult with legal counsel.

⁸ OCR, *Identification of Discrimination and Denial of Services on the Basis of National Origin*, (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970).

⁹ See 34 C.F.R. § 104.4(b) and 28 C.F.R. § 35.160 (effective communication); see also 34 C.F.R. §§ 104.21-104.23 and 28 C.F.R. §§ 35.149-35.152 (program and facility accessibility).

¹⁰ 34 C.F.R. §§ 100.3(b)(2), 100.3(b)(6). See also OCR and Department of Justice, *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools*, at p. 12 (December 2, 2011) (*Voluntary Use of Race Guidance*), available at <http://www.ed.gov/ocr/docs/guidance-ese-201111.pdf>.

¹¹ 34 C.F.R. § 104.4(b); and 34 C.F.R. §§ 104.33-104.36.

manner consistent with that desegregation plan.¹² Charter schools may also voluntarily elect to create learning environments that include students of diverse backgrounds. The benefits of such student body diversity are many. Diverse environments help students sharpen their critical thinking and analytical skills; prepare them to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors to students of all backgrounds.¹³

If a charter school wishes to promote racial diversity or avoid racial isolation, it has the flexibility (to the extent permitted by applicable State law) to pursue a variety of approaches in the context of admissions and recruiting, school location, attendance boundaries, transfers, and retention and support programs. As explained in greater depth in the *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools*,¹⁴ charter schools should consider approaches that do not rely on the race of individual students before adopting approaches that do. Race-neutral approaches can take racial impact into account to promote diversity or avoid racial isolation;¹⁵ examples include targeting specific media outlets in which to advertise, reaching out to particular community groups, or using lotteries that give extra weight based on the socioeconomic status of a child's parents.¹⁶ If a charter school determines that race-neutral approaches would be unworkable or ineffective, it may employ generalized race-based approaches, which use race as an express criterion (such as locating a school based on the overall racial composition of neighborhoods or feeder schools) but do not rely on the race of individual

¹² In some instances, it may also be necessary for a charter school to seek a modification of the school district's desegregation plan or order from the court or administrative entity requiring the desegregation plan.

¹³ *Grutter v. Bollinger*, 539 U.S. 306, 330-31 (2003); see also *Parents Involved in Cmty. Sch. v. Seattle Sch. Dist. No. 1*, 551 U.S. 701, 787-89, 797-98 (2007) (Kennedy, J., concurring).

¹⁴ Available at <http://www.ed.gov/ocr/docs/guidance-ese-201111.pdf>. See also OCR and Department of Justice, *Questions and Answers About Fisher v. University of Texas at Austin* (September 27, 2013), available at <http://www.ed.gov/ocr/docs/dcl-qa-201309.pdf> (affirming validity of *Voluntary Use of Race Guidance*); Department of Education and Department of Justice, *Dear Colleague Letter on Schuette v. Coalition to Defend Affirmative Action* (May 6, 2014), available at <http://www.ed.gov/ocr/letters/colleague-201405-schuette-guidance.pdf> (same).

¹⁵ Racial impact may not, however, be considered in furtherance of an invidious purpose. *Voluntary Use of Race Guidance* at p. 5.

¹⁶ Nonregulatory guidance from the Department identifies circumstances under which a charter school receiving Federal funds under the Charter Schools Program may use weighted lotteries: (1) when necessary to comply with certain Federal civil rights laws, the Equal Protection Clause of the United States Constitution, or applicable State law; (2) to give slightly better chances for admission to students seeking to transfer schools under the public school choice provisions of Title I, part A of the Elementary and Secondary Education Act of 1965 (ESEA); or (3) if permitted by State law, to give slightly better chances for admission to educationally disadvantaged students, including students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, and homeless students. Department of Education, *Charter Schools Program: Title V, Part B of the ESEA: Nonregulatory Guidance* (January 2014) at pp. 18-19 (E-3), available at <http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc>. That guidance also suggests that charter schools consider conducting additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. See *id.* at p. 20 (E-4). Note that the nonregulatory guidance only applies to Charter Schools Program recipients and does not otherwise apply to a charter school.

students. If race-neutral and generalized race-based approaches would be unworkable, a charter school may consider an individual student’s race under appropriate factual circumstances.¹⁷

Free appropriate public education for students with disabilities.¹⁸ Under Section 504, every student with a disability enrolled in a public school, including a public charter school, must be provided a free appropriate public education—that is, regular or special education and related aids and services that are designed to meet his or her individual educational needs as adequately as the needs of students without disabilities are met.¹⁹ Evaluation and placement procedures are among the requirements that must be followed if a student needs, or is believed to need, special education or related services due to a disability.²⁰

Charter schools may not ask or require students or parents to waive their right to a free appropriate public education in order to attend the charter school. Additionally, charter schools must provide nonacademic and extracurricular services and activities in such a manner that students with disabilities are given an equal opportunity to participate in these services and activities.²¹ More information will be provided in joint guidance that OCR and OSERS plan to issue on the rights of students with disabilities who attend charter schools.

Affirmative steps for English-language learners. Like all public schools, charter schools must take “affirmative steps” to help English-language learners overcome language barriers so that they can participate meaningfully in their schools’ educational programs.²² A charter school must timely identify language-minority students who have limited proficiency in reading, writing, speaking, or understanding English, and must provide those students with an effective language instruction educational program that also affords meaningful access to the school’s academic content. Federal civil rights laws do not, however, require any school, including a charter school, to adopt or implement any particular educational model or program of instruction for English-language learners; schools have substantial flexibility to determine how they will satisfy their legal obligations to meet these students’ needs.²³

¹⁷ Schools thinking about considering individual student’s race in admissions should carefully review the *Voluntary Use of Race Guidance* for detailed analysis of when such consideration may be lawful and may also wish to consult with legal counsel.

¹⁸ IDEA also has a specific statutory definition of the term free appropriate public education. 20 U.S.C. § 1401(9) and 34 C.F.R. § 300.17. This letter does not address the IDEA definition of free appropriate public education or other related IDEA requirements.

¹⁹ 34 C.F.R. § 104.33(b)(1).

²⁰ 34 C.F.R. § 104.35.

²¹ 34 C.F.R. § 104.37; see also OCR, *Dear Colleague letter on Extracurricular Athletics* (January 25, 2013), available at <http://www.ed.gov/ocr/letters/colleague-201301-504.pdf>.

²² See *Lau v. Nichols*, 414 U.S. 563, 566 (1974).

²³ OCR’s policies governing the treatment of English-language learners are available at <http://www.ed.gov/ocr/ellresources.html>.

Nondiscrimination in discipline. Data collected by OCR have demonstrated significant disparities in the use of exclusionary discipline (such as suspensions or expulsions) against students of color and students with disabilities in many schools across the country, and that an increasing number of students are losing important instructional time due to exclusionary discipline.²⁴ All public schools, including charter schools, are obligated to avoid and redress discrimination in the administration of school discipline on the basis of race, color, or national origin; disability; and sex. This obligation applies over the entire course of the disciplinary process, from behavior management in the classroom, to referral to an authority outside the classroom because of misconduct, to resolution of the discipline incident. The *Guidance on the Nondiscriminatory Administration of School Discipline*²⁵ offers detailed assistance on how to identify, avoid, and remedy discriminatory discipline. The discipline guidance document focuses on racial discrimination, but much of its analytical framework also applies to discrimination on other prohibited grounds.²⁶ In addition, when addressing discipline for students with disabilities, it is important that charter schools comply with applicable legal requirements governing the discipline of a child for misconduct caused by, or related to, the child's disability.²⁷

This is by no means an exhaustive list of the legal requirements that apply to charter schools under these Federal civil rights laws. A full list of OCR's guidance publications is available at <http://www.ed.gov/ocr/publications.html>. OCR can provide technical assistance to help charter school authorizers and charter school operators, administrators, board members, and teachers understand and comply with these civil rights laws and other laws enforced by OCR.²⁸

OCR is also available to provide technical assistance to students, parents/guardians, community-based organizations, and other stakeholders who are interested in learning more about the Federal civil rights of students and parents and the responsibilities of charter schools. The Federal civil rights laws prohibit retaliation and intimidation against those who contact OCR to gather information about their rights or who file a complaint. It is also unlawful for a school to retaliate

²⁴ See OCR and Department of Justice, *Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline* (January 8, 2014) at pp. 3-4, available at <http://www.ed.gov/ocr/letters/colleague-201401-title-vi.pdf>.

²⁵ *Id.* See also Department of Education guidance package on Student Climate and Discipline, including a Guiding Principles of Reform non-regulatory guidance, a Directory of Federal Resources, and a Compendium of State Laws and Regulations on School Discipline, available at <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>.

²⁶ See *Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline*, at pp. 2-3.

²⁷ 34 C.F.R. § 104.35(a). See generally 34 C.F.R. §§ 104.4, 104.32-36.

²⁸ In addition to the statutes discussed in the letter, OCR enforces the Age Discrimination Act of 1975, 42 U.S.C. § 6101 *et seq.*; 34 C.F.R. Part 110; and the Boy Scouts of America Equal Access Act of 2001, 20 U.S.C. § 7905; 34 C.F.R. Part 108. The Department of Justice enforces Title IV of the Civil Rights Act of 1964, 42 U.S.C. § 2000c *et seq.*, and the Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703.

against an individual for bringing concerns about possible civil rights problems to a school's attention.²⁹

SEAs and charter school authorizers have an important role in assisting charter schools with civil rights compliance. Every SEA or charter authorizer that receives Federal financial assistance has, as a matter of Federal law, an obligation to ensure that any charter school to which it provides a charter, money (regardless of whether they are Federal or State funds), or other significant assistance, is not discriminating.³⁰ In addition to SEAs and charter school authorizers, States can designate other agencies to take, investigate, and resolve complaints of discrimination by charter schools. Together with OCR, these entities can all provide technical assistance and support for charter schools, parents, and students.

If you have any questions or would like technical assistance on these issues, I encourage you to contact the OCR office in your region. I particularly urge individuals designated to coordinate charter schools' compliance with the civil rights laws to seek OCR's assistance whenever needed.³¹

The list of OCR offices is available at <http://wdcrobcopl01.ed.gov/CFAPPS/OCR/contactus.cfm>. You may also contact OCR's Customer Service Team at (800) 421-3481 or ocr@ed.gov.

Thank you for your commitment to improving public education and providing high-quality educational opportunities to our nation's students.

Sincerely,

/s/

Catherine E. Lhamon
Assistant Secretary for Civil Rights

²⁹ 34 C.F.R. § 100.7(e) (Title VI); 34 C.F.R. § 106.71 (Title IX) (incorporating 34 C.F.R. § 100.7(e) by reference); 34 C.F.R. § 104.61 (Section 504) (incorporating 34 C.F.R. § 100.7(e) by reference); 28 C.F.R. § 35.134 (Title II); *see also* OCR *Dear Colleague Letter on Retaliation*, available at <http://www.ed.gov/ocr/letters/colleague-201304.html>.

³⁰ *See, e.g.*, 34 C.F.R. §§ 100.3(b)(1), 100.3(b)(2), 100.4(b) (Title VI); 34 C.F.R. § 104.4(b)(1)(v) (Section 504); 34 C.F.R. § 106.31(b)(6) (Title IX).

³¹ 34 C.F.R. §§ 106.8(a) (Title IX) (requiring each recipient of Federal financial assistance to designate coordinator); 104.7(a) (Section 504) (each recipient with at least 15 employees); 28 C.F.R. § 35.107(a) (Title II) (each public entity with at least 50 employees, regardless of whether they are a recipient of Federal financial assistance).



FACT SHEET: Launch of the “It’s On Us” Public Awareness Campaign to Help Prevent Campus Sexual Assault

Since the beginning of this Administration, the President and Vice President have made it a priority to root out sexual violence wherever it exists, especially in our nation's schools. In April 2011, Vice President Biden and the Secretary of Education, Arne Duncan, introduced comprehensive guidance to help colleges and universities nationwide better understand their obligations under federal civil rights laws to prevent and respond to sexual assault on campus. Building on those efforts, in January 2014, the President and Vice President established the White House Task Force to Protect Students from Sexual Assault. The Task Force has since worked to assist schools in preventing sexual assault and to provide practical tools to help. Today's announcement is a critical part of the Administration's work to prevent sexual assault, but it is not the final step. Our efforts to improve enforcement, transparency, and accountability will continue.

Launching “It’s On Us”

In April, after 27 listening sessions with stakeholders across the country, the Task Force launched the [1is2many PSA](#) aimed at spreading the word that one victim is too many and released the “Not Alone” report to help empower and equip student and administrative bodies to better understand and more effectively tackle the issue. The report included action steps, recommendations, and best practices in four key areas:

- (1) Identifying the scope of the problem through campus climate surveys
- (2) Preventing campus sexual assault and engaging men
- (3) Helping schools respond effectively when a student is assaulted
- (4) Improving, and making more transparent, the federal government's enforcement efforts

Today, to advance the goal of preventing sexual assault, the President and Vice President will unveil a new public awareness and education campaign: “It’s On Us.” The campaign seeks to engage college students and all members of campus communities in preventing sexual assault in the first place. The campaign is being launched in partnership with the Center for American Progress' Generation Progress, along with student body leadership from nearly 200 colleges and universities across the country, collegiate sports organizations such as the NCAA, and private companies that have strong connections with students at colleges and universities.

“It’s On Us” aims to fundamentally shift the way we think about sexual assault, by inspiring everyone to see it as their responsibility to do something, big or small, to prevent it. The campaign reflects the belief that sexual assault isn’t just an issue involving a crime committed by a perpetrator against a victim, but one in which the rest of us also have a role to play. We are committed to creating an environment - be it a dorm room, a party, a bar or club, or the greater college campus - where sexual assault is unacceptable and survivors are supported. This effort will support student-led efforts already underway across the country, and will focus particularly on motivating college men to get involved.

Most men are not comfortable with violence against women, but often don't speak out because they believe that other men accept this behavior. By getting men involved, we can change this way of thinking and create new social norms. Research shows that bystander intervention can be an effective way of stopping sexual assault before it happens, as bystanders play a key role in preventing, discouraging, and/or intervening when an act of violence has the potential to occur. As the latest CDC report on preventing campus sexual violence shows, wide-ranging, population-based strategies like bystander intervention - which address individual, community, campus, and societal-level factors - have the greatest potential to effect positive and meaningful change. Bystander education and training aims to heighten awareness, challenge social norms, decrease misperceptions about sexual assault, and provide skills that increase one's confidence to intervene effectively.

Ongoing Task Force Efforts

“It’s On Us” is a critical step forward in the Administration's multipronged approach to combat sexual assault that includes improved enforcement of federal laws and practical help for schools. This campaign will complement efforts schools should be undertaking to hold perpetrators accountable and assist students who have experienced sexual assault. As part of this ongoing approach, on Friday the Task Force also will release three new best practices documents that can help colleges and universities improve their response to sexual assault. These documents, which

will be posted on NotAlone.gov, will provide sample policy language to help schools strengthen the role of Title IX coordinators; provide interim and supportive measures for victims; and, define prohibited conduct in their sexual misconduct policies. The Department of Justice's Office on Violence Against Women will also award over \$6 million to 18 colleges with grants to develop comprehensive campus sexual assault prevention and response programs.

We know that prevention efforts must also begin early. The Task Force is working to identify how its recommendations apply to K-12 schools, and has kicked off a series of listening sessions to engage stakeholders in this conversation. The Department of Education continues to work with school districts, colleges and universities to improve the response to sexual assault including through comprehensive remedies requiring schools to conduct climate surveys, train students and employees, and provide prompt and equitable relief to victims.

We also recognize that many organizations, schools and campus communities have their own campaigns to raise awareness, both about sexual assault generally and more specifically in college. "It's On Us" will focus on empowering these current efforts and energizing new ones, by giving student bodies the tools they need to organize and spread the word, from the ground up. Going forward, we will work closely with all stakeholders to use effective organizing tools and creative outreach to engage all Americans in ending sexual assault.

"It's On Us" Partners

In order to launch this public-private partnership, we have supported the engagement of a broad range of "It's On Us" partners, including media platforms, the college sports community, student leaders, athletes, celebrities, and other stakeholders. "It's On Us" partners have signed a memorandum of understanding with the Center for American Progress to be a part of the "It's On Us" campaign through Generation Progress. "It's On Us" partners will support the campaign in a number of ways, including but not limited to:

- **Working in coordination with Generation Progress to promote "It's On Us" content, using the brand and logo with their own.** This includes using media space online, on television, and on other platforms to spread the word about "It's On Us".
- **Player or personality media and social media commitments.** This includes working with the talent that "It's On Us" Partners have on staff and through affiliations in order to integrate "It's On Us" into content and to spread the word using different personalities' platforms.
- **Creating original content for their audience promoting it through their own platforms and talent.** "It's On Us" encourages campaign partners with their own effective ways of creating content that breaks through with college students to do what they do best: communicate with, engage, and mobilize campus communities to act.

Examples of commitments being announced by "It's On Us" partners today include:

- **Student body leaders at colleges and universities:** Across the country student leaders from nearly 200 colleges and universities have committed to being part of "It's On Us" to bring this campaign to their campuses and take action. A list of the schools those student leaders represent is available [here](#).
- **NCAA:** The NCAA will support "It's On Us" with its 1,100 member schools through resources on NCAA.org; coverage of the campaign in its award-winning quarterly magazine, *Champion*; activities during the National Week of Action in November; and a half-day session on sexual assault and violence prevention at the Association's annual convention in January. College sports fans will see "It's On Us" PSAs in-venue at NCAA championship events and ongoing engagement on social media.
- **Electronic Arts:** Electronic Arts, a leading video gaming company, has lined up a major presence across social media channels and online platforms to carry the "It's On Us" message to fans and players of EA's games. The social network channels of 16 EA franchises and properties, totaling more than 30 different channels across Facebook, Twitter and more, will post visual assets, messaging and links directing fans to "Take the Pledge" and support "It's On Us." EA brands and franchises including EA and EA SPORTS, *Dragon Age*, *The Sims*, and many more will reach a fan base of millions today with the message of "It's On Us."
- **PVBLIC:** PVBLIC Foundation, an in-kind grant making organization that harnesses the power of media assets to drive social impact, aggregated pledges of donated advertising space from leading media companies in support of "It's On Us". As strategic media outreach partner for the campaign, PVBLIC secured over 1 new billion media impressions nationwide through key partnerships including Lamar, Screenvision, Zoom Media, Verifone and Conversant. PVBLIC has delivered advertising across the country and on nearly 700 college and university campuses in the form of bus shelters, billboards, magazines, taxi screens, movie theater ads, online advertising and more.
- **Mekanism:** Working closely with "It's On Us" stakeholders and partners, Mekanism, an advertising agency that specializes in reaching millennials, developed the "It's On Us" campaign's concept, creative, and design.

Mekanism focused on developing a campaign that would enable the audience to immediately get involved and participate. They worked with The Mill and Park Pictures on the campaigns PSA's, and with 14Four to develop the website.

- **AAUW:** The American Association of University Women has been leading the fight for education and equity for women and girls since 1881. AAUW advocates for stronger policies, funds campus-based projects, conducts groundbreaking research, supports legal action, sponsors fellowships, and trains the next generation of leaders--on campus and off. Building on current organizing efforts around campus sexual assault, AAUW will work with it's over 900 college/university partners to spread the word about "It's On Us". Coordinating AAUW branches and student chapters on the ground, AAUW will harness the energy of the movement in their work towards successful implementation of the Campus SaVE Act (2013).
- **Viacom:** Viacom will promote and amplify the message of the "It's On Us" campaign through a variety of their online properties including MTV, VH1, BET and CMT. They will be changing its avatars on its Facebook, Twitter, Tumblr and other social media channels to the "It's On Us" badge, as well as promoting the PSA through those channels. MTV will be using their Look Different brand to engage with their audiences on this campaign through a variety of online and on-air platforms. Additionally, CMT will be playing a large role in ongoing efforts by featuring stories about the campaign on their homepage, as the lead story in their November CMT One Country Newsletter, and on their social media platforms.
- **Participant Media:** Participant Media is providing on-air and online support for 'It's On Us' campaign. Pivot, Participant's TV network targeting Millennials, is airing PSA's daily through the end of the campaign, and as a featured topic on its nightly news show, TakePart Live. Additionally, TakePart.com will promote the campaign with editorial content, social media, and email to illuminate the issue and connect its millions of readers with the opportunity to pledge support through its Take Action Platform.

"It's On Us" partners include, American Association of University Women, Athletic Coast Conference, Atlantic 10, Big Ten, Big Twelve, Clear Channel – iHeart Radio, College Humor, Conversant Media, Electronic Arts, Everfi, Generation Progress, Mekanism, Men Can Stop Rape, Participant Media, Microsoft – Bing, NCAA, National Campus Leadership Council, Newsweek, National Women's Law Center, On Campus Media, Only With Consent, Our Time, Pac 12, Park Pictures, PVBLIC, RAINN, SB Nation, The Mill, Tumblr, Ultraviolet, USA Characters Unite, United States Olympic Committee, Verifone Media and Viacom, which includes VH1, MTV, BET, CMT, and Spike.

If you or someone you know is in need of support, you can call the National Sexual Assault Hotline at 1-800-656-4673, visit [here](#) to chat live.



NOT ALONE

The First Report of the White House Task Force to
Protect Students From Sexual Assault

April 2014





President Barack Obama signs the Presidential Memorandum establishing the White House Task Force to Protect Students From Sexual Assault on January 22, 2014.
(Official White House Photo by Lawrence Jackson)

Sexual violence is more than just a crime against individuals. It threatens our families, it threatens our communities; ultimately, it threatens the entire country. It tears apart the fabric of our communities. And that's why we're here today -- because we have the power to do something about it as a government, as a nation. We have the capacity to stop sexual assault, support those who have survived it, and bring perpetrators to justice.

President Barack Obama, January 22, 2014

Freedom from sexual assault is a basic human right... a nation's decency is in large part measured by how it responds to violence against women... our daughters, our sisters, our wives, our mothers, our grandmothers have every single right to expect to be free from violence and sexual abuse.

Vice President Joe Biden, January 22, 2014

This report was prepared by the White House Task Force to Protect Students From Sexual Assault.

The Task Force is Co-Chaired by the Office of the Vice President and the White House Council on Women and Girls.

Table of Contents

Executive Summary.....	2
Introduction.....	6
Our First Task: Listening	6
I. How Best to Identify the Problem: Campus Climate Surveys	7
II. Preventing Sexual Assault on Campus.....	9
III. Responding Effectively When a Student is Sexually Assaulted	11
IV. Improving the Federal Government’s Enforcement Efforts, and Making Them More Transparent	16
Next Steps	20

Executive Summary

Why We Need to Act

One in five women is sexually assaulted in college. Most often, it's by someone she knows – and also most often, she does not report what happened. Many survivors are left feeling isolated, ashamed or to blame. Although it happens less often, men, too, are victims of these crimes.

The President created the Task Force to Protect Students From Sexual Assault to turn this tide. As the name of our new website – NotAlone.gov – indicates, we are here to tell sexual assault survivors that they are not alone. And we're also here to help schools live up to their obligation to protect students from sexual violence.

Over the last three months, we have had a national conversation with thousands of people who care about this issue. Today, we offer our first set of action steps and recommendations.

1. Identifying the Problem: Campus Climate Surveys

The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that. We are providing schools with a toolkit to conduct a survey – and we urge schools to show they're serious about the problem by conducting the survey next year. The Justice Department, too, will partner with Rutgers University's Center on Violence Against Women and Children to pilot, evaluate and further refine the survey – and at the end of this trial period, we will explore legislative or administrative options to require schools to conduct a survey in 2016.

2. Preventing Sexual Assault – and Engaging Men

Prevention programs can change attitudes, behavior – and the culture. In addition to identifying a number of promising prevention strategies that schools can undertake now, we are also researching new ideas and solutions. But one thing we know for sure: we need to engage men as allies in this cause. Most men are not perpetrators – and when we empower men to step in when someone's in trouble, they become an important part of the solution.

As the President and Vice President's new Public Service Announcement puts it: if she doesn't consent – or can't consent – it's a crime. And if you see it happening, help her, don't blame her, speak up. We are also providing schools with links and information about how they can implement their own bystander intervention programs on campus.

3. Effectively Responding When a Student Is Sexually Assaulted

When one of its students is sexually assaulted, a school needs to have all the pieces of a plan in place. And that should include:

Someone a survivor can talk to in confidence

While many victims of sexual assault are ready to file a formal (or even public) complaint against an alleged offender right away – many others want time and privacy to sort through their next steps. For some, having a confidential place to go can mean the difference between getting help and staying silent.

Today, we are providing schools with a model reporting and confidentiality protocol – which, at its heart, aims to give survivors more control over the process. Victims who want their school to fully investigate an incident must be taken seriously – and know where to report. But for those who aren't quite ready, they need to have – and know about – places to go for confidential advice and support.

That means a school should make it clear, up front, who on campus can maintain a victim's confidence and who can't – so a victim can make an informed decision about where best to turn. A school's policy should also explain when it may need to override a confidentiality request (and pursue an alleged perpetrator) in order to help provide a safe campus for everyone. Our sample policy provides recommendations for how a school can strike that often difficult balance, while also being ever mindful of a survivor's well-being.

New guidance from the Department of Education also makes clear that on-campus counselors and advocates – like those who work or volunteer in sexual assault centers, victim advocacy offices, women's and health centers, as well as licensed and pastoral counselors – can talk to a survivor in confidence. In recent years, some schools have indicated that some of these counselors and advocates cannot maintain confidentiality. This new guidance clarifies that they can.

A comprehensive sexual misconduct policy

We are also providing a checklist for schools to use in drafting (or reevaluating) their own sexual misconduct policies. Although every school will need to tailor a policy to its own needs and circumstances, all schools should be sure to bring the key stakeholders – including students – to the table. Among other things, this checklist includes ideas a school could consider in deciding what is – or is not – consent to sexual activity. As we heard from many students, this can often be the essence of the matter – and a school community should work together to come up with a careful and considered understanding.

Trauma-informed training for school officials

Sexual assault is a unique crime: unlike other crimes, victims often blame themselves; the associated trauma can leave their memories fragmented; and insensitive or judgmental questions can compound a victim's distress. Starting this year, the Justice Department, through both its Center for Campus Public Safety and its Office on Violence Against Women, will develop trauma-informed training programs for school officials and campus and local law enforcement. The Department of Education's National Center on Safe and Supportive Learning Environments will do the same for campus health centers. This kind of training has multiple benefits: when survivors are treated with care and wisdom, they start trusting the system, and the strength of their accounts can better hold offenders accountable.

Better school disciplinary systems

Many sexual assault survivors are wary of their school's adjudication process – which can sometimes subject them to harsh and hurtful questioning (like about their prior sexual history) by students or staff unschooled in the dynamics of these crimes. Some schools are experimenting with new models – like having a single, trained investigator do the lion's share of the fact-finding – with very positive results. We need to learn more about these promising new ideas. And so starting this year, the Justice Department will begin assessing different models for

investigating and adjudicating campus sexual assault cases with an eye toward identifying best practices.

The Department of Education's new guidance also urges some important improvements to many schools' current disciplinary processes: questions about the survivor's sexual history with anyone other than the alleged perpetrator should not be permitted; adjudicators should know that the mere fact of a previous consensual sexual relationship does not itself imply consent or preclude a finding of sexual violence; and the parties should not be allowed to personally cross-examine each other.

Partnerships with the community

Because students can be sexually assaulted at all hours of the day or night, emergency services should be available 24 hours a day, too. Other types of support can also be crucial – like longer-term therapies and advocates who can accompany survivors to medical and legal appointments. Many schools cannot themselves provide all these services, but in partnership with a local rape crisis center, they can. So, too, when both the college and the local police are simultaneously investigating a case (a criminal investigation does not relieve a school of its duty to itself investigate and respond), coordination can be crucial. So we are providing schools with a sample agreement they can use to partner with their local rape crisis center – and by June, we will provide a similar sample for forging a partnership with local law enforcement.

4. Increasing Transparency and Improving Enforcement

More transparency and information

The government is committed to making our enforcement efforts more transparent – and getting students and schools more resources to help bring an end to this violence. As part of this effort, we will post enforcement data on our new website – NotAlone.gov – and give students a roadmap for filing a complaint if they think their school has not lived up to its obligations.

Among many other things on the website, sexual assault survivors can also locate an array of services by typing in their zip codes, learn about their legal rights, see which colleges have had enforcement actions taken against them, get “plain English” definitions of some complicated legal terms and concepts; and find their states' privacy laws. Schools and advocates can access federal guidance, learn about relevant legislation, and review the best available evidence and research. We invite everyone to take a look.

Improved Enforcement

Today, the Department of Education's Office for Civil Rights (OCR) is releasing a 52-point guidance document that answers many frequently asked questions about a student's rights, and a school's obligations, under Title IX. Among many other topics, the new guidance clarifies that Title IX protects all students, regardless of their sexual orientation or gender identity, immigration status, or whether they have a disability. It also makes clear that students who report sexual violence have a right to expect their school to take steps to protect and support them, including while a school investigation is pending. The guidance also clarifies that recent amendments to the Clery Act do not alter a school's responsibility under Title IX to respond to and prevent sexual violence.

OCR is also strengthening its enforcement procedures in a number of ways – by, for example, instituting time limits on negotiating voluntary resolution agreements and making clear that schools should provide survivors with interim relief (like changing housing or class schedules) pending the outcome of an OCR investigation. And OCR will be more visible on campus during its investigations, so students can help give OCR a fuller picture about what’s happening and how a school is responding.

The Departments of Education and Justice, which both enforce Title IX, have entered into an agreement to better coordinate their efforts – as have the two offices within the Department of Education charged with enforcing Title IX and the Clery Act.

Next Steps

This report is the first step in the Task Force’s work. We will continue to work toward solutions, clarity, and better coordination. We will also review the various laws and regulations that address sexual violence for possible regulatory or statutory improvements, and seek new resources to enhance enforcement. Also, campus law enforcement officials have special expertise to offer – and they should be tapped to play a more central role. We will also consider how our recommendations apply to public elementary and secondary schools – and what more we can do to help there.

* * *

The Task Force thanks everyone who has offered their wisdom, stories, expertise, and experiences over the past 90 days. Although the problem is daunting and much of what we heard was heartbreaking, we are more committed than ever to helping bring an end to this violence.

Introduction

For too many of our nation's young people, college doesn't turn out the way it's supposed to.

One in five women is sexually assaulted while in college.¹ Most often, it happens her freshman or sophomore year.² In the great majority of cases (75-80%), she knows her attacker, whether as an acquaintance, classmate, friend or (ex)boyfriend.³ Many are survivors of what's called "incapacitated assault": they are sexually abused while drugged, drunk, passed out, or otherwise incapacitated.⁴ And although fewer and harder to gauge, college men, too, are victimized.⁵

The Administration is committed to turning this tide. The White House Task Force to Protect Students From Sexual Assault was established on January 22, 2014, with a mandate to strengthen federal enforcement efforts and provide schools with additional tools to help combat sexual assault on their campuses. Today, we are taking a series of initial steps to:

- 1. Identify the scope of the problem on college campuses;**
- 2. Help prevent campus sexual assault;**
- 3. Help schools respond effectively when a student is assaulted; and**
- 4. Improve, and make more transparent, the federal government's enforcement efforts.**

As the Task Force recognized at the outset, campus sexual assault is a complicated, multi-dimensional problem with no easy or quick solutions. These initial recommendations do not purport to find or even identify all of them. Our work is not over.⁶

¹ Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). *The Campus Sexual Assault (CSA) Study*. Washington, DC: National Institute of Justice, U.S. Department of Justice.; Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2009). College Women's Experiences with Physically Forced, Alcohol- or Other Drug-Enabled, and Drug-Facilitated Sexual Assault Before and Since Entering College. *Journal of American College Health*, 57(6), 639-647.

² Krebs et al., *The Campus Sexual Assault (CSA) Study*.

³ *Ibid.*

⁴ *Ibid.*; see also Kilpatrick, D.G., Resnick, H.S., Ruggiero, K.J., Conoscenti, L.M., & McCauley, J. (2007). *Drug Facilitated, Incapacitated, and Forcible Rape: A National Study*. Charleston, SC: Medical University of South Carolina, National Crime Victims Research & Treatment Center.

⁵ The *CSA Study* found that 6.1% of college males were victims of either attempted or completed sexual assault. Although many advocates prefer to use the term "survivor" to describe an individual who has been sexually assaulted, the term "victim" is also widely used. This document uses the terms interchangeably and always with respect for those who have been subjected to these crimes.

⁶ This first Task Force report focuses on sexual assault at postsecondary institutions – such as colleges, universities, community colleges, graduate and professional schools, and trade schools – that receive federal financial assistance. Thus, our use of the term "schools" refers to these postsecondary institutions.

Our First Task: Listening

Many people are committed to solving this problem. To hear as many of their views as possible, the Task Force held 27 listening sessions (12 webinars and 15 in-person meetings) with stakeholders from across the country: we heard from survivors; student activists; faculty, staff and administrators from schools of all types; parents; alumni; national survivors' rights and education associations; local and campus-based service providers and advocates; law enforcement; civil rights activists; school general counsels; men's and women's groups; Greek organizations; athletes; and researchers and academics in the field. Thousands of people joined the conversation.

Not surprisingly, no one idea carried the day. But certain common themes did emerge. Many schools are making important strides and are searching in earnest for solutions. A new generation of student activists is effectively pressing for change, asking hard questions, and coming up with innovative ways to make our campuses safer.

Even so, many problems loom large. Prevention and education programs vary widely, with many doing neither well. And in all too many instances, survivors of sexual violence are not at the heart of an institution's response: they often do not have a safe, confidential place to turn after an assault, they haven't been told how the system works, and they often believe it is working against them. We heard from many who reached out for help or action, but were told they should just put the matter behind them.

Schools, for their part, are looking for guidance on their legal obligations and best practices to keep students safe. Many participants called on the federal government to improve and better coordinate our enforcement efforts, and to be more transparent. And there was another constant refrain: get men involved. Most men are not perpetrators – and when we empower men to speak up and intervene when someone's in trouble, they become an important part of the solution.

I. How Best to Identify the Problem: Campus Climate Surveys

When then-Senator Joe Biden wrote the Violence Against Women Act 20 years ago, he recognized a basic truth: no problem can be solved unless we name it and know the extent of it. That is especially true when it comes to campus sexual assault, which is chronically underreported: only 2% of incapacitated sexual assault survivors, and 13% of forcible rape survivors, report the crime to campus or local law enforcement.⁷

The reasons for non-reporting (whether to a school or to law enforcement) vary. Many survivors of acquaintance rape don't call what happened to them rape and often blame themselves. One report found that 40% of college survivors feared reprisal by the perpetrator.⁸ Survivors also cite

⁷ Krebs et al., *The Campus Sexual Assault (CSA) Study*.

⁸ Sampson, Rana (2002). *Acquaintance Rape of College Students*; Washington, DC: Office of Community Oriented Policing Services, U.S. Department of Justice.

fear of treatment by authorities, not knowing how to report, lack of independent proof, and not wanting families or other students to find out what happened.⁹ Still others don't report because they don't want to participate in a formal college adjudication process.¹⁰

For colleges and universities, breaking the cycle of violence poses a unique challenge. When a school tries to tackle the problem – by acknowledging it, drawing attention to it, and encouraging survivors to report – it can start to look like a dangerous place. On the flip side, when a school ignores the problem or discourages reporting (either actively or by treating survivors without care), it can look safer. Add to this the competition for top students or a coveted spot on a college rankings list – and a school might think it can outshine its neighbor by keeping its problem in the shadows.

We have to change that dynamic.

Schools have to get credit for being honest – and for finding out what's really happening on campus. Reports to authorities, as we know, don't provide a fair measure of the problem. But a campus climate survey can. When done right, these surveys can gauge the prevalence of sexual assault on campus, test students' attitudes and awareness about the issue, and provide schools with an invaluable tool for crafting solutions. And so:

- **We are providing schools with a new toolkit for developing and conducting a climate survey.** This guide explains the methods for conducting an effective survey – and contains a set of evidence-based sample questions to get at the answers.
- **We call on colleges and universities to voluntarily conduct the survey next year.** Again, a school that is willing to get an accurate assessment of sexual assault on its campus is one that's taking the problem – and the solution – seriously. Researchers recommend that schools conduct the survey in the winter or spring semesters, rather than when students first arrive on campus in the fall.

Rutgers University, with its leading research institute on violence against women,¹¹ will pilot and evaluate the survey. Also, the Justice Department's Office on Violence Against Women will work with its campus grantees to conduct the survey and evaluate it. And the Bureau of Justice Statistics will further refine the survey methodology.

What we learn from these pilots, evaluations, and schools' experiences will chart the path forward for everyone – and will culminate in a survey for all to use.

- **We will explore legislative or administrative options to require colleges and universities to conduct an evidence-based survey in 2016.** A mandate for schools to periodically conduct a climate survey will change the national dynamic: with a better picture of what's really happening on campus, schools will be able to more effectively tackle the problem and measure the success of their efforts.

⁹ Krebs et al., *The Campus Sexual Assault (CSA) Study*.

¹⁰ *Ibid.*

¹¹ The Center on Violence Against Women & Children at the School of Social Work.

II. Preventing Sexual Assault on Campus

Participants in our listening sessions roundly urged the Task Force to make prevention a top priority. Some even suggested that if prevention and education efforts don't start earlier, it's too late by the time students get to college. While we certainly agree that this work should begin early, the college years, too, are formative. During this transition to adulthood, attitudes and behaviors are created or reinforced by peer groups. And students look to coaches, professors, administrators, and other campus leaders to set the tone. If we get this right, today's students will leave college knowing that sexual assault is simply unacceptable. And that, in itself, can create a sea change.

Federal law now requires schools to provide sexual assault prevention and awareness programs.¹² To help colleges and universities in this endeavor, we are providing schools with new guidance and tools.

- **Best practices for better prevention.** The Centers for Disease Control and Prevention (CDC) conducted a systematic review of primary prevention strategies for reducing sexual violence, and is releasing an advance summary of its findings. CDC's review summarizes some of the best available research in the area, and highlights evidence-based prevention strategies that work, some that are promising, and – importantly – those that don't work. The report points to steps colleges can take now to prevent sexual assault on their campuses.

Among other things, CDC's review shows that effective programs are those that are sustained (not brief, one-shot educational programs), comprehensive, and address the root individual, relational and societal causes of sexual assault. It also includes a listing of prevention programs being used by colleges and universities across the country, so schools can better compare notes about effective and encouraging approaches.¹³

- **Getting everyone to step in: bystander intervention.** Among the most promising prevention strategies – and one we heard a lot about in our listening sessions – is bystander intervention. Social norms research reveals that men often misperceive what other men think about this issue: they overestimate their peers' acceptance of sexual assault and underestimate other men's willingness to intervene when a woman is in trouble.¹⁴ And when men think their peers don't object to abusive behavior, they are

¹² See 20 U.S.C. § 1092(f) (The Jeanne Clery Disclosure of Campus Security and Campus Crimes Statistics Act, commonly known as the Clery Act). The Department of Education is currently engaged in negotiated rule-making to implement the VAWA 2013 amendments to the Clery Act that require schools to provide education and awareness programs and to improve their campus security policies. Rule-making is scheduled to be completed in 2015, but schools are expected to make a good faith effort now to meet the new requirements.

¹³ For a concise and complementary factsheet on prevention strategies, see <http://notalone.gov/assets/prevention-overview.pdf>.

¹⁴ Berkowitz, A.D. (2010) "Fostering Healthy Norms to Prevent Violence and Abuse: The Social Norms Approach." Accessed from: <http://www.alanberkowitz.com/articles/Preventing%20Sexual%20Violence%20Chapter%20-%20Revision.pdf>

much less likely to step in and help. Programs like *Bringing in the Bystander*¹⁵ work to change those perspectives – and teach men (and women) to speak out against rape myths (e.g., women who drink at parties are “asking for it”) and to intervene if someone is at risk of being assaulted.

- **To help enlist men as allies, we are releasing a Public Service Announcement featuring President Obama, Vice President Biden, and celebrity actors.** The message of the PSA is simple: if she doesn’t consent – or can’t consent – it’s a crime. And if you see it happening, help her, don’t blame her, speak up. We particularly urge men’s groups, Greek organizations, coaches, alumni associations, school officials and other leaders to use the PSA to start campus conversations about sexual assault.
- **To help keep these conversations going, we are providing a basic factsheet on bystander intervention.** In addition to the CDC summary, this document identifies the messages and skills that effective programs impart, describes the various ways to get the word out (in-person workshops, social marketing campaigns, online training, interactive theater) and provides links to some of the more promising programs out there.
- **Developing new prevention strategies.** More research is needed to develop and evaluate evidence-based programming to prevent sexual violence on campus. And so:
 - In Fall 2014, the CDC, in collaboration with the Justice Department’s Office on Violence Against Women and the Department of Education, will convene a panel of experts to identify emerging, promising practices to prevent sexual assault on campus. CDC will then convene pilot teams to put the consensus recommendations into practice.
 - The Justice Department’s Office on Violence Against Women (OVW) is developing a multi-year initiative on campus sexual assault which, among other things, will test and evaluate prevention programs used by its campus grantees. Grantees will work with OVW and technical assistance experts to meet core standards and evaluate the results. The next group of campus grantees will be selected by October 2014.
 - In 2015, the CDC will solicit proposals to identify, and fill, gaps in the research on sexual violence prevention.

¹⁵ Banyard, V. L., Moynihan, M. M., & Plante, E. G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 35, 463-481

III. Responding Effectively When a Student is Sexually Assaulted

Sexual assault is a crime – and while some survivors turn to the criminal justice system, others look to their schools for help or recourse. Under federal law, when a school knows or reasonably should know that one of its students has been sexually assaulted, it is obligated to act. These two systems serve different (though often overlapping) goals. The principal aim of the criminal system is to adjudicate a defendant's guilt and serve justice. A school's responsibility is broader: it is charged with providing a safe learning environment for all its students – and to give survivors the help they need to reclaim their educations. And that can mean a number of things – from giving a victim a confidential place to turn for advice and support, to effectively investigating and finding out what happened, to sanctioning the perpetrator, to doing everything we can to help a survivor recover. The Task Force is taking the following steps:

Giving Survivors More Control: Reporting and Confidentially Disclosing What Happened

Sexual assault survivors respond in different ways. Some are ready to make a formal complaint right away, and want their school to move swiftly to hold the perpetrator accountable.

Others, however, aren't so sure. Sexual assault can leave victims feeling powerless – and they need support from the beginning to regain a sense of control. Some, at least at first, don't want their assailant (or the assailant's friends, classmates, teammates or club members) to know they've reported what happened. But they do want someone on campus to talk to – and many want to talk in confidence, so they can sort through their options at their own pace. If victims don't have a confidential place to go, or think a school will launch a full-scale investigation against their wishes, many will stay silent.

In recent years, some schools have directed nearly all their employees (including those who typically offer confidential services, like rape crisis and women's centers) to report all the details of an incident to school officials – which can mean that a survivor quickly loses control over what happens next. That practice, however well-intentioned, leaves survivors with fewer places to turn.

This is, by far, the problem we heard most about in our listening sessions. To help solve it:

- **Schools should identify trained, confidential victim advocates who can provide emergency and ongoing support.** This is a key “best practice.” The person a victim talks to first is often the most important. This person should understand the dynamics of sexual assault and the unique toll it can take on self-blaming or traumatized victims. The advocate should also be able to help get a victim needed resources and accommodations, explain how the school's grievance and disciplinary system works, and help navigate the process. As many advocates have learned over the years, after survivors receive initial, confidential support, they often decide to proceed with a formal complaint or cooperate in an investigation.

- **We are also providing schools with a sample reporting and confidentiality protocol.** A school, of course, must make any policy its own – but a few guiding principles should universally apply. As noted, some sexual assault survivors are ready to press forward with a formal (or even public) complaint, while others need time and privacy to heal. There is no one-size-fits-all model of victim care. Instead, there must be options.

That means, at a minimum, that schools should make it clear, up front, who on campus will (or will not) share what information with whom. And a school’s policy should also explain when it may need to override a request for confidentiality (and pursue an alleged perpetrator) in order to provide a safe campus for everyone. The watchword here is clarity: both confidential resources and formal reporting options should be well and widely publicized – so a victim can make an informed decision about where best to turn.

And in all cases, the school must respond. When a student wants the school to take action against an offender – or to change dorms or working arrangements – the school must take the allegation seriously, and not dissuade a report or otherwise keep the survivor’s story under wraps. Where a survivor does not seek a full investigation, but just wants help to move on, the school needs to respond there, too. And because a school has a continuing obligation to address sexual violence campus-wide, it should always think about broader remedial action – like increasing education and prevention efforts (including to targeted groups), boosting security and surveillance at places where students have been sexually assaulted, and/or revisiting its policies and practices.

Developing a Comprehensive Sexual Misconduct Policy

Every college and university should have an easily accessible, user-friendly sexual misconduct policy. As the Task Force recognizes, there is no one approach that suits every school – but as we also learned, many schools don’t have adequate policies. To help:

- **We are providing schools with a checklist for a sexual misconduct policy.** This checklist provides both a suggested process for developing a policy, as well as the key elements a school should consider in drafting one. Importantly, schools should bring all the key stakeholders to the table – including students, survivors, campus security, law enforcement, resident advisors, student groups (including LGBTQ groups), on-campus advocates, and local victim service providers. Effective policies will vary in scope and detail, but an inclusive process is common to all.

We have not endeavored with this checklist to provide schools with all the answers: again, depending on its size, mission, student body, location, administrative structure and experience, a school community needs to tailor the checklist and make the policy its own.

- **By September 2014, the Task Force will provide samples of promising policy language on several other key issues.** While all schools are different, we have identified several challenging areas (in addition to confidentiality) where sample language could be helpful. These include definitions of various forms of sexual misconduct; the role of the

Title IX coordinator (recognizing that there may be various appropriate models for different schools); and the proper immediate, interim and long-term measures a school should take on behalf of survivors, whether or not they seek a full investigation.

Training for School Officials

Sexual assault can be hard to understand. Some common victim responses (like not physically resisting or yelling for help) may seem counter-intuitive to those unfamiliar with sexual victimization. New research has also found that the trauma associated with rape or sexual assault can interfere with parts of the brain that control memory – and, as a result, a victim may have impaired verbal skills, short term memory loss, memory fragmentation, and delayed recall.¹⁶ This can make understanding what happened challenging.

Personal biases also come into play. Insensitive or judgmental comments – or questions that focus on a victim’s behavior (*e.g.*, what she was wearing, her prior sexual history) rather than on the alleged perpetrator’s – can compound a victim’s distress.

Specialized training, thus, is crucial. School officials and investigators need to understand how sexual assault occurs, how it’s perpetrated, and how victims might naturally respond both during and after an assault. To help:

- **By September 2014, the Justice Department’s Center for Campus Public Safety will develop a training program for campus officials involved in investigating and adjudicating sexual assault cases.** The Clery Act requires these officials to receive annual training on sexual assault (and also on domestic violence, dating violence and stalking). The Center will develop a trauma-informed training program consistent with the new requirements.
- **By June 2014, the Justice Department’s Office on Violence Against Women will launch a comprehensive online technical assistance project for campus officials.** Key topics will include victim services, coordinated community responses, alcohol and drug-facilitated sexual assaults, and Clery Act compliance. Webinars and materials will include the latest research, promising practices, training opportunities, policy updates, prevention programming, and recent publications. The project will feature strategies and training materials for campus and local law enforcement.
- **By December 2014, the Department of Education, through the National Center on Safe and Supportive Learning Environments, will develop trauma-informed training materials for campus health center staff.** Often, campus health centers are the first responders for victims of sexual assault. Services will vary according to the

¹⁶ Bremner, J.D., Elzinga, B., Schmahl, C., & Vermetten, E. (2008). Structural and functional plasticity of the human brain in posttraumatic stress disorder. *Progress in Brain Research*, 167(1), 171-186; Nixon, R. D., Nishith, P., & Resick, P. A. (2004). The Accumulative Effect of Trauma Exposure on Short-Term and Delayed Verbal Memory in a Treatment-Seeking Sample of Female Rape Victims. *Journal of Traumatic Stress*, 17(1), 31-35.

school's resources, but all staff should be trained on trauma-informed care – and these materials will help.

New Investigative and Adjudicative Protocols: Better Holding Offenders Accountable

Separate and apart from training, we also need to know more about what investigative and adjudicative *systems* work best on campus: that is, who should gather the evidence; who should make the determination whether a sexual assault occurred; who should decide the sanction; and what an appeals process, if the school has one, should look like.

Schools are experimenting with new ideas. Some are adopting different variations on the “single investigator” model, where a trained investigator or investigators interview the complainant and alleged perpetrator, gather any physical evidence, interview available witnesses – and then either render a finding, present a recommendation, or even work out an acceptance-of-responsibility agreement with the offender. These models stand in contrast to the more traditional system, where a college hearing or judicial board hears a case (sometimes tracking the adversarial, evidence-gathering criminal justice model), makes a finding, and decides the sanction.

Preliminary reports from the field suggest that these innovative models, in which college judicial boards play a much more limited role, encourage reporting and bolster trust in the process, while at the same time safeguarding an alleged perpetrator's right to notice and to be heard. To evaluate these ideas:

- **By October 2014, the Justice Department's Office on Violence Against Women and National Institute of Justice will begin assessing models for investigating and adjudicating campus sexual assault cases, and identify promising practices.** OVW will also further test and evaluate these models through its campus grantees – which will be selected by October 2014.
- **On April 29, 2014, the Justice Department's SMART Office will release a solicitation for a pilot sex offender treatment program targeting college perpetrators.** Research suggests that treatment can be effective in reducing recidivism among offenders, yet no programs currently exist for the college population. Regardless of campus-imposed sanctions, we need to help reduce the risk that young perpetrators will offend again. This first-of-its kind pilot project holds out new hope for reducing sexual violence on campuses.

Providing Comprehensive Support: Partnering with the Community

Rape Crisis Centers. Sexual assault survivors often need a variety of services, both immediate and long-term, to help them regain a sense of control and safety. While some schools may be able to provide comprehensive trauma-informed services on campus, others may need to partner with community-based organizations.

Regardless of where they are provided, certain key elements should be part of a comprehensive victim-services plan. Because students can be assaulted at all hours of the day or night, crisis intervention services should be available 24 hours a day, too. Survivors also need advocates who can accompany them to medical and legal appointments. And because, for some survivors, the road to recovery is neither short nor easy, longer-term clinical therapies can be crucial.

Rape crisis centers can help schools better serve their students. These centers often provide crisis intervention, 24-hour services, longer-term therapy, support groups, accompaniment to appointments, and community education. Rape crisis centers can also help schools train students and employees and assist in developing prevention programs. And so:

- **To help schools build these partnerships, we are providing a sample Memorandum of Understanding (MOU) with a local rape crisis center.** Schools can adapt this MOU depending on their specific needs and the capacity of a local center.
- **To help schools develop or strengthen on-campus programs, we are also providing a summary of promising practices in victim services.** This guide reviews the existing research on sexual assault services and outlines the elements of an effective victim services program.
- **To assist Tribal Colleges and Universities (TCUs) with victim services, the Justice Department's Office on Violence Against Women will continue to prioritize TCUs in its campus grant program solicitations.** OVW is working to raise awareness of funding opportunities by engaging with leading tribal organizations and partnering with the White House Initiative on American Indian and Alaska Native Education. OVW will also work with tribal domestic violence and sexual assault coalitions to provide TCUs with technical assistance on victim services.

Local Law Enforcement. At first blush, many may ask why all cases of sexual assault are not referred to the local prosecutor for criminal prosecution. Some, of course, are – but for many survivors, the criminal process simply does not provide the services and assistance they need to get on with their lives or to get their educations back on track. There are times, however, when the local police and a school may be simultaneously pursuing a case. A criminal investigation does not relieve a school of its independent obligation to conduct its own investigation – nor may a school wait for a criminal case to conclude to proceed. Cooperation in these situations, thus, is critical. So:

- **By June 2014, we will provide schools with a sample Memorandum of Understanding (MOU) with local law enforcement.** An MOU can help open lines of communication and increase coordination among campus security, local law enforcement and other community groups that provide victim services. An MOU can also improve security on and around campus, make investigations and prosecutions more efficient, and increase officers' understanding of the unique needs of sexual assault victims.

Developing a Research Collaborative: Enlisting School Researchers to Find New Solutions

Many schools have research institutes that can measurably improve our thinking about sexual assault. Schools are uniquely suited to identify gaps in the research and develop methods to address them. To lead by example, three universities have committed to developing research projects that will better inform their response to the problem and contribute to the national body of work on campus sexual assault:

- The Johns Hopkins University School of Nursing will study sexual assault among student intimate partners, including LGBTQ relationships.
- The University of Texas at Austin School of Social Work will develop and evaluate training for campus law enforcement and examine the effectiveness of Sexual Assault Response Teams.
- The University of New Hampshire Prevention Innovations Center will design and evaluate a training program for incoming students on sexual assault policies and expectations for student conduct.

We invite others to join this collaborative – and to add their own research brains and resources toward finding solutions.

IV. Improving the Federal Government’s Enforcement Efforts, and Making Them More Transparent

The federal government plays an important role in combatting sexual violence. And as we outlined in our recent report, “Rape and Sexual Assault: A Renewed Call to Action,” this Administration has taken aggressive action on many fronts.

We need to build on these efforts. To better address sexual assault at our nation’s schools, we need to both strengthen our enforcement efforts and increase coordination among responsible federal agencies. Also, and importantly, we need to improve our communication with students, parents, school administrators, faculty, and the public, by making our efforts more transparent.

Some Background on the Laws

Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 *et seq.*, requires schools that receive federal financial assistance to take necessary steps to prevent sexual assault on their campuses, and to respond promptly and effectively when an assault is reported. Title IV of the 1964 Civil Rights Act, 42 U.S.C. § 2000c *et seq.*, also requires public schools to respond to sexual assaults committed against their students. The Clery Act requires colleges and

universities that participate in federal financial aid programs to report annual statistics on crime, including sexual assault and rape, on or near their campuses, and to develop and disseminate prevention policies.¹⁷

The Department of Education's Office for Civil Rights (OCR) is charged with administrative enforcement of Title IX in schools receiving financial assistance from the Department. OCR may initiate an investigation either proactively or in response to a formal complaint. If OCR finds a Title IX violation, the school risks losing federal funds. In these cases, OCR must first seek to voluntarily resolve the non-compliance before terminating funds. Through this voluntary resolution process, OCR has entered into agreements that require schools to take a number of comprehensive steps to remedy the problem on their campuses.

The Department of Education's Federal Student Aid (FSA) office is responsible for enforcing the Clery Act, and conducts on-site reviews to ensure compliance. If a school is found to have violated Clery, FSA directs it to take steps to comply and can impose fines for violations.

The Justice Department (DOJ) is responsible for coordinating enforcement of Title IX across all federal agencies. DOJ shares authority with OCR for enforcing Title IX, and may initiate an investigation or compliance review of schools receiving DOJ financial assistance. If schools are found to violate Title IX and a voluntary resolution cannot be reached, DOJ can initiate litigation, including upon referral from other federal agencies, or seek to terminate DOJ funds. DOJ is also responsible for enforcing Title IV. DOJ can use its authority under Title IV, Title IX, and other federal civil rights statutes to bring all facets of a school, including its campus police, and local police departments into compliance with the law. DOJ can also intervene, file amicus briefs, and/or file statements of interest in court cases involving these statutes.

Improving Transparency and Information-sharing

The Administration is committed to making our enforcement efforts more transparent, and getting schools and students more resources. And so:

- **The Task Force is launching a dedicated website – NotAlone.gov – to make enforcement data public and to make other resources accessible to students and schools.** Although many tools and resources exist, students and schools often haven't been able to access them – either because the materials haven't been widely available or because they are too hard to find. Today, we are changing that.

Our new website will give students a clear explanation of their rights under Title IX and Title IV, along with a simple description of how to file a complaint with OCR and DOJ and what they should expect throughout the process. It will help students wade through often complicated legal definitions and concepts, and point them toward people who can give them confidential advice – and those who can't.

¹⁷ Other laws also authorize the Justice Department to investigate campus sexual assaults and help campus police as well as local, tribal and state law enforcement adopt comprehensive policies and practices to address the problem. These include the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. § 14141; and the Omnibus Crime Control and Safe Streets Act of 1968, 42 U.S.C. § 3789d.

The website will also put in one central place OCR resolution letters and agreements (except those that raise individual privacy concerns), and all DOJ federal court filings, including complaints, motions, and briefs, consent decrees, and out-of-court agreements (which are also available on DOJ's website). These documents will be posted as a matter of course, so students, school officials, and other stakeholders can easily access the most current agreements.

The website will also contain the relevant guidance on a school's federal obligations, best available evidence and research on prevention programs, and sample policies and model agreements.

Finally, the website will have trustworthy resources from outside the government – like hotline numbers and mental health services locatable by simply typing in a zip code. It will also have a list of resources broken down by issue – like advocacy/survivor services, student groups, or LGBTQ resources – so someone can find more issue-specific information.

- **The Task Force will continue to work with developers and advocates to find ways that tech innovations can help end the violence.** On April 11, more than 60 innovators, technologists, students, policy experts, and survivors of sexual assault gathered at the White House for a “Data Jam” to brainstorm new ways to use technology to shed light on campus sexual assault and better support survivors.
- **Federal agencies are making datasets relevant to sexual assault readily available.** In keeping with the Administration's open data pledge, federal agencies, including the Departments of Education, Justice, Interior, and Health & Human Services have made public more than 100 datasets related to sexual assault and higher education. These datasets include survey results related to sexual violence, program evaluations, and guidance documents. This data is posted on data.gov.
- **The Department of Education is taking additional steps to make its activities more transparent.** As noted, OCR is posting nearly all recent resolution letters and agreements with schools on its website. OCR will also make public the schools that are under OCR investigation, including those that involve Title IX sexual violence allegations. This information will be made available by contacting the Department of Education.
- **The Department of Education will collect and disseminate a list of Title IX coordinators by next year.** Every school must designate at least one employee to coordinate its efforts to carry out its Title IX responsibilities. Although schools must notify students of the name and contact information of the Title IX coordinator, there is no central, national repository of coordinator contact information. The Department of Education's Office of Postsecondary Education and OCR will collect and disseminate the list of higher education Title IX coordinators annually so anyone can easily locate a coordinator. This information will also encourage coordinators to talk to each other and share positive practices to Title IX compliance.

Improving Our Enforcement Efforts

The Administration is also committed to improving, and better coordinating, our enforcement efforts. And so:

- **The Department of Education is providing more clarity on schools' obligations under Title IX.** In April 2011, OCR issued groundbreaking guidance to schools on their obligations to prevent and respond to sexual violence under Title IX. Since then, schools and students have asked for further guidance and clarity – and, today, OCR is issuing its answers to these frequently asked questions.

Among many other topics, this new guidance clarifies that:

- Title IX protects all students, regardless of their sexual orientation or gender identity, immigration status, or whether they have a disability;
- non-professional on-campus counselors and advocates – like those who work or volunteer in on-campus sexual assault centers, victim advocacy offices, women's centers and health centers – can generally talk to a survivor in confidence;
- questioning or evidence about the survivor's sexual history with anyone other than the alleged perpetrator should not be permitted during a judicial hearing;
- adjudicators should know that the mere fact of a previous consensual dating or sexual relationship does not itself imply consent or preclude a finding of sexual violence; and
- the parties should not be allowed to personally cross-examine each other.

The Q&A also discusses (again, among many other topics) college employees' reporting obligations; the role of the Title IX coordinator; how a school should conduct investigations; and Title IX training, education and prevention.

- **The Department of Education is strengthening its enforcement procedures.** OCR has made changes to its enforcement procedures.¹⁸

Among other things, OCR is instituting time limits for negotiating voluntary resolution agreements. By law, OCR is required to pursue a voluntary resolution with a school before initiating an enforcement action. Although this process is usually much faster than litigation, it can also take time and, as a result, be frustrating for survivors who typically remain on campus or enrolled in school for a limited time. To help guard against the risk that a school may extend negotiations to delay enforcement, OCR is placing a 90-day limit on voluntary resolution agreement negotiations where it has found a school in violation of Title IX.

OCR's procedures also now make explicit that schools should provide survivors with interim relief – such as changing housing or class schedules, issuing no-contact orders, or providing counseling – pending the outcome of an OCR investigation. OCR will also be

¹⁸ See <http://www2.ed.gov/about/offices/list/ocr/docs/ocrcpm.html>.

more visible on campus and reach out to more students and school officials during its investigations, in order to get a fuller picture as to whether or not there is a problem on campus.

- **The Department of Education is also clarifying how key federal laws intersect.** In addition to Title IX and the Clery Act, the Family Educational Rights and Privacy Act (FERPA),¹⁹ which protects the privacy of student education records, can also come into play in campus sexual violence investigations. In response to requests for guidance, the Department of Education has created a chart outlining a school's reporting obligations under Title IX and the Clery Act, and how each intersects with FERPA. The chart shows that although the requirements of Title IX and the Clery Act may differ in some ways, they don't conflict.
- **The Departments of Education and Justice have entered into an agreement clarifying each agency's role vis-à-vis Title IX.** OCR and the Justice Department's Civil Rights Division (CRT) both enforce Title IX. To increase coordination and strengthen enforcement, the agencies have entered into a formal memorandum of understanding.²⁰
- **The Department of Education offices responsible for Title IX and Clery Act enforcement have also entered into an agreement clarifying their respective roles.** As noted, the Federal Student Aid (FSA) office is responsible for Clery Act compliance, whereas OCR enforces Title IX. Sometimes, their efforts overlap. To clarify their roles and increase efficiency, FSA and OCR have formalized an agreement to ensure more efficient and effective handling of complaints and to facilitate information sharing.

Next Steps

The action steps and recommendations highlighted in this report are the initial phase of an ongoing plan. The Task Force is mindful, for instance, of the continuing challenges schools face in meeting Title IX and Clery Act requirements. We will continue to work toward solutions, clarity, and better coordination. We will also review the various laws and regulations that address sexual violence for possible regulatory or statutory improvements, and seek new resources to enhance enforcement. Also, campus law enforcement officials have special expertise – and they should be tapped to play a more central role. We will also consider how our recommendations apply to public elementary and secondary schools – and what more we can do to help there.

Our work continues.

¹⁹ 20 U.S.C. § 1232g; 34 C.F.R. Part 99.

²⁰ See http://www.justice.gov/crt/about/cor/ED_DOJ_MOU_TitleIX-04-29-2014.pdf.

**BOARD OF GOVERNORS
BLUEFIELD STATE COLLEGE
February 18, 2016**

MINUTES

Members Present: Reverend Garry Moore, Bob Buzzo, Harold Wells, Dreama Denver, Dr. Norman Mirsky, Deirdre Guyton, Jerry Perdue

Board of Governors Members attending the meeting via conference call: Robert E. Perkinson, Jr., Lois Manns, Anne L. Taylor Lantry, Norris Kantor, Esq., Jennifer Douglas

President's Staff: Dr. Marsha Krotseng, Jim Nelson, Dr. Tracey Anderson, Betty Carroll, Jonette Aughenbaugh, Dr. Jo-Ann Robinson, Dr. Larry Conner, Tom Cook, Shelia Johnson

Guests: Darrel Malamisura, Ayla Mathias, Jelena Jevtic, Jon Thompson, Hannah Jordan, Amanda Matoushek, Mike Ryan, Greg Breeding, Mike Johns, Sara Doyle, Carolyn Kirby, Lisa Bennett

Welcome and Call to Order

Vice Chairman Garry Moore called the meeting to order at 6:35 p.m. in Conley Hall, Room 201, Boyd Conference Room and welcomed all in attendance.

Dr. Krotseng introduced Ms. Sara Anderson as the new Executive Coordinator to the President and welcomed her to Bluefield State College.

Ms. Dreama Denver was given the Oath of Office and sworn in as a new Board member.

Vice Chair's Remarks: Vice Chairman Garry Moore

The first actionable item to come before the Board of Governors was the approval of March and May 2016 meeting dates. Vice Chairman Moore asked if there was a motion to approve the March and May 2016 meeting dates. Dr. Norman Mirsky made a motion to approve the March and May 2016 meeting dates. The motion was seconded by Mr. Bob Buzzo. The motion carried.

Vice Chairman Moore commended Dr. Krotseng for keeping abreast of the legislative activity occurring in the Senate and the House. Also, she was commended for her efforts in keeping the College community updated with the most current information concerning pending legislation. Of particular concern is the budget reduction that has occurred in the past four years. Moore stated that Bluefield State College is one of the best colleges in the State of West Virginia, and that we need to be evangelists for the school in these difficult times.

Communications Plan Update – Mr. Jim Nelson/Dr. Jan Czarnecki with Journey Group

Mr. Jim Nelson turned this portion of the meeting over to Journey Group. Mr. Greg Breeding, Co-Founder and President of Journey Group, began the presentation, explaining that one is making a promise to constituents with brand identity. In the course of this process, Journey Group has learned the legacy of Bluefield State College.

Mr. Thompson explained that the goal of this collaboration is to create a unified visual expression of the Bluefield State College brand into a consistent look that distinctly and appropriately reflects the institution.

The presentation included core messaging, the story told by messaging from words, and a word cloud. The cloud included the following words and ideas: purpose, opportunity, community, family, and a personal invitation to experience a mentor relationship. Bluefield State College provides practical education that works. Mike Ryan, Creative Director at Journey Group, shared the creative process as it relates to design. Everything happened within a nine month period of time. One of Journey Group's favorite quotes was from a BSC senior who said he would like to stay one more year.

Most institutions of higher learning have an academic seal and a popular logo. At Bluefield State College the popular logo is the college seal. Journey Group reports that this is rare. They presented designs for a new popular logo developed through much open discussion with the campus. With regard to athletic branding, two sets of logos were presented. One is the blue devil; the other is B-State. A brand guideline will be submitted and laid out over the next month.

Chairman Robert Perkinson, Jr. commented that the branding is a result of collaborative input of everybody on campus. Everybody participated. This effort represents a wonderful coming together of students, faculty, and staff. Mr. Perkinson commended Journey Group for their work.

A motion was made by both Vice Chairman Moore and Mr. Jerry Perdue to approve and go forward with the work completed by Journey Group. The motion was seconded by Ms. Deirdre Guyton. The motion carried.

Auditors Report for FY 2015 – Ms. Shelia Johnson with Auditing Team

Ms. Johnson commended Ms. Sara Doyle of the Auditing Team for her hard work and her team's professionalism during this process. At this point, Ms. Johnson turned the meeting over to Sara Doyle and Mike Johns. Mike Johns of CliftonLarsonAllen LLP walked the Board members through the audited financial statements and highlighted important points. Discussion followed.

Dr. Norman Mirsky requested that the Finance and Audit Committee look at page ten and further investigate why the amount of money for instruction for academic support and institutional support have decreased. He requested that the Committee report back to the group at the next Board meeting as to why there is a decrease in institutional academic areas.

Categories of Personnel – Ms. Jonette Aughenbaugh

Ms. Aughenbaugh explained the three primary categories of personnel: faculty, classified staff, and non-classified staff. The definitions for each category are codified, and they were included in the handout distributed by Ms. Aughenbaugh (see attached). With regard to non-classified employees, a twenty-five percent ratio of that classification of employees is permissible by law. The Bluefield State College ratio is twenty-one percent. As there were no questions from the group, Ms. Aughenbaugh concluded her report.

Approval of the Minutes of the December 10, 2015 Meeting

The next actionable agenda item to be undertaken by the Board was approval of the minutes from the December 10, 2015 meeting. Dr. Krotseng and Ms. Anderson will have a conversation about how the minutes are to be recorded for future meetings.

Ms. Deirdre Guyton made a motion to approve the minutes. The motion was seconded by Mr. Jerry Perdue. The motion carried.

President's Report – Dr. Marsha Krotseng

Dr. Krotseng distributed a handout of the President's Report (see attached). She reported that there was much activity that has been going on in the President's Office, a summary of which can be reviewed in the right-hand column of the handout. She pointed out two significant topics: the market demand study for housing (part of the Master Planning process) and recent legislative activity. Discussion followed regarding the specific bills the Legislature is considering.

Financial Report and Update – Ms. Shelia Johnson

Ms. Shelia Johnson reviewed the financial updates from December 31st. State appropriations were reduced by about \$232,000, and this was taken from the third quarter allocation.

For the last few years, The Home Depot has offered grants. Bluefield State College is applying for these grants again this year. The primary focus will be improving the patio of the student center. Ms. Johnson requests that everyone please vote. The deadline for grant applications is next week. Ms. Dreama Denver offered to promote the challenge on Little Buddy Radio.

Recommendation on Policy 42: Hiring – Ms. Jonette Aughenbaugh

The next actionable item for consideration by the Board was Recommendation on Policy 42: Hiring. Ms. Jonette Aughenbaugh requested that the Board of Governors return the policy back to the institution for further review by College Council. A motion was made by Mr. Perdue to return the policy back to the institution. The motion was seconded by Ms. Deirdre Guyton. The motion carried.

Faculty Statement – Dr. Norman Mirsky

Dr. Mirsky reported that the Faculty Senate has decided to stick by what they have sent the Board. They are willing to meet with the Board of Governors when convenient.

Progress toward Strategic Plan – Dr. Tracey Anderson

Dr. Tracey Anderson reported on progress toward the Strategic Plan, including activities at Stevens Correctional Facility in Welch, the HSTA event on campus in May, and the Biomedical Club's work with McDowell County science students, culminating with a science day on campus in April.

Progress on Enrollment and Retention – Dr. Larry Conner/Dr. Jo-Ann Robinson

Dr. Jo-Ann Robinson reported on activities relating to the recruitment of new students. Dr. Robinson stated that she would wait until March to provide the official enrollment for Spring. She discussed outreach efforts, including a new initiative called Freshmen Frenzy that will be held on April 1st. Students will participate in financial aid workshops, literacy initiatives, and there will be a 'Picture Yourself at Bluefield State College' photo booth.

With regard to retention, an early alert system is up and running with 154 e-mail reports. Dr. Robinson and staff are working to engage more faculty members. She also discussed tutoring, outreach to current students, College Goal Sunday coming up on February 21st, and engaging and connecting students with people and activities. Dr. Mirsky inquired about transfer and international students, why there is a decline in these numbers. He also asked if there is anything being done to get more transfer and international students. Dr. Robinson noted some of Dr. Jamkhandi's recruitment efforts. However, we cannot give them scholarships unless they are athletes.

At this time, Dr. Larry Conner presented his report on enrollment and retention. Bluefield State College has a strong faculty and strong programs, and we need to build interest in that. There is early alert, through which students who are having academic difficulties are notified. Dr. Sarita Rhonemus is BSC's new director at the Erma Byrd Center. We need to present an active presence of Bluefield State College at that site.

Dr. Conner has been working with Dr. Robinson to develop a week long program where invitations would be extended to secondary schools to offer them a chance to visit the Bluefield State College campus and engage in on-campus activities. Vice Chairman Moore commented that in May only 38% of the county that is college eligible have actually filled out the FAFSA form. Engagement is important. We do have three memoranda of understanding with Russia, Taiwan, and Liberia respectively.

Consent Agenda

Mr. Jerry Perdue made a motion to approve the Consent Agenda as submitted. The motion was seconded by Ms. Anne L. Taylor Lantry. The motion carried.

Ms. Lantry commented that she knew of a student group that will be traveling to DC in the near future. They are welcome to stay with her or stop by, and the faculty has her contact information. Dr. Krotseng thanked her for the invitation.

It was decided that the Boyd Conference Room will be the venue for the next Board of Governors meeting on March 17th.

With no further business to discuss, the meeting adjourned at 8:37 p.m.

Respectfully submitted,
Sara E. Anderson

Robert E. Perkinson, Jr.

BLUEFIELD STATE COLLEGE
BUDGET VS ACTUAL (STATE ACCOUNTS)
FISCAL YEAR 16, AS OF
JANUARY 31, 2016
CASH BASIS*

DESCRIPTION	BUDGETED 2016 FY	% OF BUDGETED	ACTUAL 01/31/2016	% OF ACTUAL	% OF BUDGET
BEGINNING CASH 07/01/15			1,512,115		
ADDITIONS:					
REVENUE					
STATE APPROPRIATIONS	5,815,119 *	25.19%	3,663,525	29.90%	63.00%
TUITION & FEES	9,394,802	40.69%	4,574,655	37.33%	48.69%
CAPITAL FEES	735,792	3.19%	385,246	3.14%	52.36%
SALES & SERVICES	65,000	0.28%	47,263	0.39%	72.71%
GRANTS & CONTRACTS	6,091,000	26.38%	2,991,082	24.41%	49.11%
INVESTMENT EARNINGS	3,100	0.01%	1,170	0.01%	37.74%
AUXILIARY	1,165,000	5.05%	681,786	5.56%	58.52%
DEBT ASSESSMENT	(110,792)	-0.48%	(55,396)	-0.45%	50.00%
HERA ASSESSMENT	(69,802)	-0.30%	(34,901)	-0.28%	50.00%
TOTAL REVENUES	23,089,219	100.00%	12,254,430	100.00%	53.07%
DEDUCTIONS:					
EXPENDITURE					
PERSONAL SERVICES	12,053,726	52.43%	6,580,464	52.28%	54.59%
EMPLOYEE BENEFITS	3,078,564	13.39%	1,613,309	12.82%	52.40%
CURRENT EXPENSE	4,035,575	17.55%	2,411,035	19.16%	59.74%
REPAIRS/ASSETS/BLDG CONSTRUCTION	1,167,676	5.08%	616,103	4.90%	52.76%
SCHOLARSHIP, AWARDS	2,655,234	11.55%	1,362,529	10.83%	51.31%
TOTAL EXPENDITURES	22,990,775	100.00%	12,583,440	100.00%	54.73%
ENDING CASH AND IN TRANSIT 01/31/2016			1,183,105		
LESS: ENCUMBRANCES			(367,151) **		
Balance (Cash Less Encumbrances)			815,954		

* Reduced to \$5,582,514; additional state reduction of \$232,605 (4%), effective third quarter.

** \$358,856 Federal Funds

BLUEFIELD STATE COLLEGE
ENCUMBRANCES SUMMARY
JANUARY 31, 2016

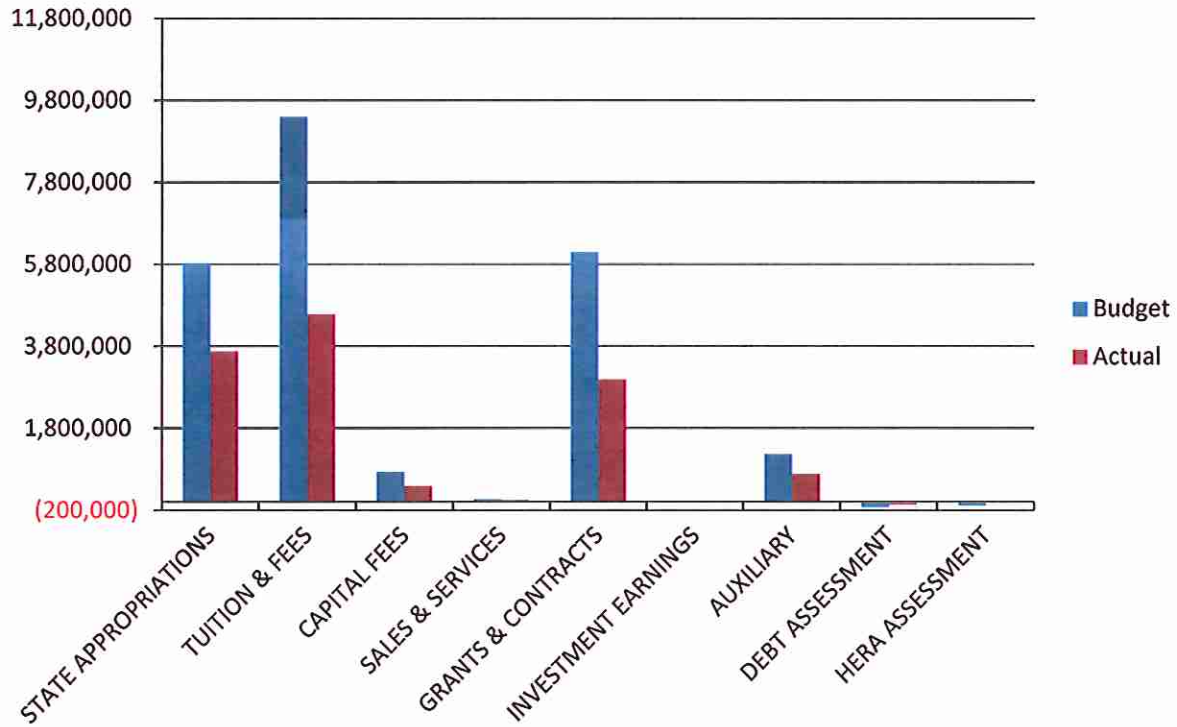
PO #	NAME	TOTAL FUND
BSC375	ORACLE ELEVATOR CO	(8,295.00)
BSC406	THOMPSON & LITTON OF WV INC	(358,856.00)
GRAND TOTAL ENCUMBRANCES		<u>(367,151.00)</u>

BLUEFIELD STATE COLLEGE
 FEDERAL FINANCIAL AID BALANCES
 FISCAL YEAR 2016
 AS OF JANUARY 31, 2016

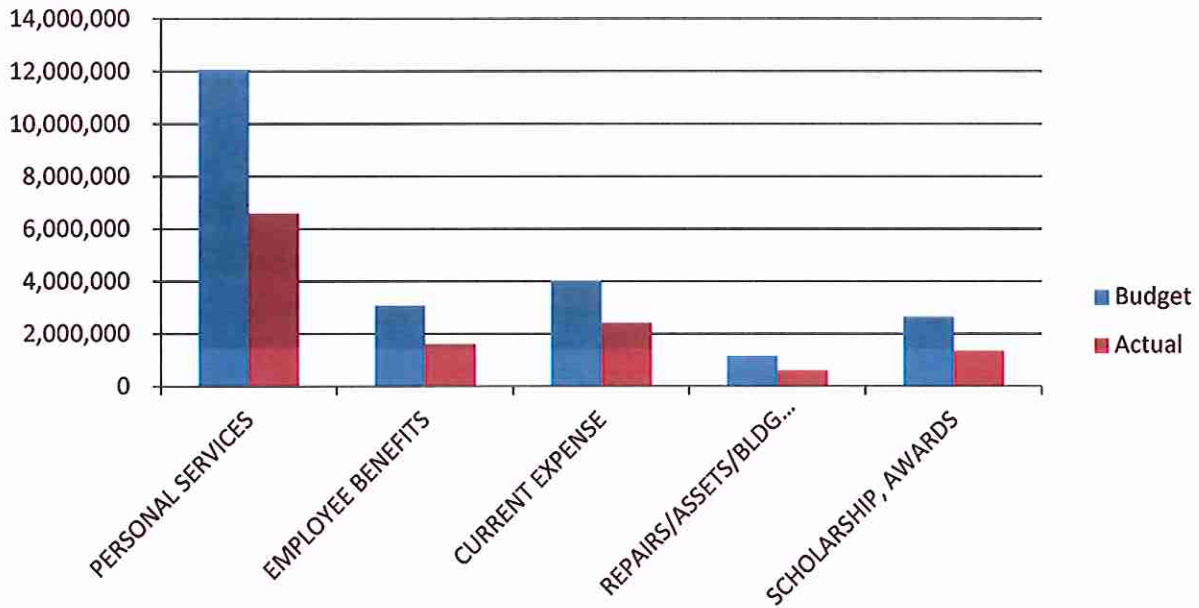
UPDATED 03/07/2016

DESCRIPTION	PELL	DIRECT LOAN	SEOG	TOTAL 01/31/2016
BEGINNING CASH 07/01/15	1.77	3.73	0.82	6.32
<u>ADDITIONS:</u>				
REVENUE	3,553,662.29	5,293,085.38	76,977.00	8,923,724.67
TOTAL REVENUES	3,553,662.29	5,293,085.38	76,977.00	8,923,724.67
<u>DEDUCTIONS:</u>				
AWARDS & LOANS	3,628,557.00	5,394,229.73	77,977.00	9,100,763.73
Redeposits	(69,020.00)	(80,438.73)	(1,000.00)	(150,458.73)
Recoveries	(12,069.00)	(20,743.00)		(32,812.00)
TOTAL EXPENDITURES	3,547,468.00	5,293,048.00	76,977.00	8,917,493.00
ENDING CASH 01/31/2016	6,196.06	41.11	0.82	6,237.99
2015FY TOTALS				
TOTAL EXPENDITURES	4,374,706.00	8,103,731.00	53,701.00	12,532,138.00
% OF FINANCIAL AID 2016FY COMPARED TO 2015FY	81.09%	65.32%	143.34%	71.16%

Bluefield State College
2016 Budget vs Actual Revenue



Bluefield State College
2016 Budget vs Actual Expenditures





MAKING EDUCATION POSSIBLE

To: Members, Board of Governors
Dr. Marsha Krotseng

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

Date: March 11, 2016

Re: HLC Assurance Argument for Open Pathways

The following Assurance Argument document is in fulfillment of Bluefield State's March 25, 2016 accreditation requirements for the Higher Learning Commission. The Assurance Argument is organized by the Criteria and Core Components.

Assurance Argument

Bluefield State College - WV

3/11/2016

DRAFT

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission.
(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. A broad representation of BSC campus constituents, the [Strategic Planning Steering Committee](#) (SPSC), conducted a rigorous process to develop an understanding of its core nature, capabilities, and limitations as the College's Mission Statement was revised and the Vision and Core Values Statements were created during the previous planning cycle which concluded in 2008. Once the 2008 planning process was completed, it emphasized a more focused and concise Mission Statement for the College reflecting the strategic choices outlined in the plan. BSC's Board of Governors (Board) adopted the Mission Statement on [December 11, 2008](#) with the Vision and Core Values Statements receiving approval on [February 12, 2009](#). The Mission Statement was submitted to the West Virginia Higher Education Policy Commission (HEPC) for approval at the [January 23, 2009](#) meeting. The 2008 revised Mission Statement served as the foundation in the development of the College's [2013-2018 Integrated Plan for Student Success](#). It is anticipated that these statements will be revisited prior to the College entering the next five-year planning cycle.

Mission Statement

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

Vision Statement

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

Bluefield State College provides a diverse range of curricular and co-curricular interactive opportunities to its students, faculty, staff, alumni, and members of the community. The College builds toward the future with continued emphasis on recruiting and retaining motivated students and highly credentialed faculty and staff; achieving university status; offering Master's level programs; and expanding its programmatic offerings through distance education initiatives.”

Core Values

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

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

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

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

2. The College's 2013-2018 *Integrated Plan for Student Success* was developed in conjunction with the HEPC's statewide [2013-2018 Master Plan Compact Leading the Way](#). process which focuses on access, success, and impact. The goal for [access](#) is to increase access to post-secondary education for both traditional and non-traditional students; for [success](#) it is to increase the number of students completing quality academic programs; for [impact](#) it is to increase the College's impact by producing quality graduates who contribute to the workforce and the community, economic development, and services provided. The mission continues to be an integral part of the plan as the College moves forward and specific activities that comprise the strategic plan further advance the College's mission. The goals of the administrative and academic sub-units of the College are congruent with the College's mission. The College's plan was approved by the Board at the [October 17, 2013](#) meeting.

Academic Programs

Academic programs are consistent with the mission. Because the mission entails preparing students for diverse professions in a changing society, several programs have recently expanded

offerings. For example, at the [February 21, 2013](#) Board meeting, the School of Nursing and Allied Health sought approval to offer the [Bachelor of Science in Imaging Science](#) which was expanded to include sonography, nuclear medicine, and computed tomography to meet the changing demands of the healthcare industry. The School of Engineering Technology and Computer Science added an [Engineering Management](#) program, approved by the Board at the [June 19, 2014](#) meeting, to provide graduates obtaining “technical degrees” the exposure to the process of managing engineering projects. The Board also approved the re-creation of the bachelor's degree in [Architectural Engineering Technology \(ARET\)](#) to address requests for a modified program at the [June 18, 2015](#) meeting. The modified version of the ARET bachelor's degree utilizes the current Civil Engineering Technology associate degree to prepare students to seamlessly move into the ARET bachelor's degree. In addition, the School of Education added a [Multi-Categorical Special Education \(K-6\)](#) certification which was approved by the Board at the [October 15, 2015](#) meeting. The endorsement is designed to prepare individuals for professional positions in the public schools to teach and assist students who have a variety of special needs, especially mild to moderate learning disabilities, and emotional and behavior disorders.

Student Support Services

Services promoting student success are consistent with the College's Mission statement. BSC's services have a strong tradition and commitment of making education accessible for students. Student Support Services include a [grant funded TRIO program](#) that received funding for a new five-year cycle starting in 2015. There is a significant need for these services as a majority of BSC's population represent the clientele Student Support Services is designed to serve: low-income, first-generation, and students with disabilities with a need for academic support.

For students who do not qualify for the TRIO funded Student Support Services, other options are available. For example, students have access to the College's Counseling and Advising Center where they receive career counseling, personal counseling, academic advising, access to multicultural activities, assistance with study skills and tutoring, and testing services. In addition, all students have access to online tutoring through Smarthinking where they are able to connect with an e-structor, schedule a personal session, submit writing, and submit offline questions to a tutor. The College also offers DegreeWorks academic auditing and [EverFi TRANSIT](#) online financial literacy modules to name a few additional services available for students that are consistent with the College's mission.

Enrollment Profile

The College's enrollment profile is consistent with the mission. The student demographic profiles for the last five years ([fall 2015](#), [fall 2014](#), [fall 2013](#), [fall 2012](#), and [fall 2011](#)) demonstrate the students the College serves align with the mission. The target population is the people of southern West Virginia, southwest Virginia, and in an effort to enhance diversity, a targeted recruitment of specifically identified metropolitan and international areas has been implemented as outlined in the [collaborative access](#) section of the *2013-2018 Integrated Plan for Student Success*.

3. As indicated in the College's mission statement, BSC is committed to its students' "intellectual, personal, ethical, and cultural development by providing dedicated staff and quality educational programs, and strong student support." With the state appropriation reductions in recent years of \$778,323 (2013FY \$6,593,442 to 2016FY \$5,815,119); along with enrollment declines of 22.9% since 2011AY as outlined in the demographic profiles above, challenges in allocating resources continue across the institution. Priorities are instructional and student support services, while institutional support and physical plant have followed. No serious cutbacks have occurred, and loss in revenue has primarily been offset by prioritizing vacancies for hiring.

Documentation of a few budget priorities in recent years:

- Salary increases of \$267,971 (including benefits) in 2015FY
- Salary increases for faculty equity adjustments of \$16,750 (10 faculty) in 2015FY and \$16,497 (13 faculty) in 2013FY
- Renovation of labs to support the programs in the Schools of Engineering Technology and Computer Science, Nursing and Allied Health, and Arts and Sciences in excess of \$3,200,000, completed in 2015FY
- New Allied Health wing at Erma Byrd Higher Education Center (shared among BSC, Concord University and New River Community and Technical College) supporting AS Nursing, Radiologic Technology, and Science classes at an estimated \$4,000,000 funded by federal dollars that were handled by HEPC. This included most of the furnishings; however, approximately \$100,000 of the radiology lab equipment was funded by BSC.
- New equipment, Tinius Olsen machinery, to support Engineering Technology of \$88,711 in 2015FY
- New equipment, simulators, SimPad systems, and ultrasound machine support Allied Health labs of \$27,000

The budget priorities over the last two fiscal years demonstrate that the budgeting process aligns to support the mission of the College.

Sources

- 2006-PLAN-Strat Plan Steering Comm-Initial Member List
- 2008-BOG-Minutes 1201108
- 2009-BOG-Minutes 021209
- 2009-HEPC-Minutes 012309
- 2011-IRE-Student Profile Analysis-fall2011_census
- 2012-IRE-Student Profile Analysis-fall2012_census
- 2013-2018-HEPC Leading the Way Master Plan
- 2013-2018-HEPC Leading the Way Master Plan (page number 15)
- 2013-2018-HEPC Leading the Way Master Plan (page number 23)
- 2013-2018-HEPC Leading the Way Master Plan (page number 29)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 6)

- 2013-BOG-Minutes 022113
- 2013-BOG-Minutes 101713
- 2013-BOG-Packet-SNAH-IMAG 022113
- 2013-BOG-Packet-SNAH-IMAG 022113 (page number 48)
- 2013-IRE-StudentProfileAnalysis-fall2013_census
- 2014-BOG-Minutes 061914
- 2014-ETCS-EGMT-BS Proposal to HEPC 080114
- 2014-IRE-Student Profile Analysis-fall2014_census
- 2015-BOG-Minutes 061815
- 2015-BOG-Minutes 101515
- 2015-EDUC-Multicategorical Proposal to HEPC 112015
- 2015-ETCS-ARET BS Proposal to HEPC 080715
- 2015-IRE-Student Profile Analysis-fall2015_census
- 2015-SAEM-Transit Curriculum Overview
- 2015-SAEM-TRIO-grantproposal

DRAFT

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1. The College's mission documents are clear and articulate the College's commitments publicly. As outlined in Core Component 1.A, the Board of Governors (the Board) adopted the Mission Statement in late 2008 with the Vision, and Core Values Statements' approval in early 2009 which identify the College's priorities. These documents clearly define the constituents the College intends to serve. The Mission, Vision, and Core Values statements are articulated in a variety of public documents. For example, these statements are located on the College's website, [2015-2016 Academic Catalog](#), [2013-2014 Student Handbook](#), [Faculty Handbook](#), [Adjunct Faculty Handbook](#), and [Staff Handbook](#). Another example of how the College articulates the Mission statements publicly is through orientation for the associate degree nursing students where [mission bookmarks](#) are placed in each student's orientation packets. In addition, [posters](#) have been placed around campus in an effort to help make campus constituents aware of the College's Mission, Vision, and Core Values statements. Finally, the President consistently articulates the College's mission and strategic planning across campus and in the community through presentations to audiences such as the Beckley Higher Education Foundation on [June 14, 2015](#), the Bluefield Rotary Club on [June 10, 2014](#), and the West Virginia Legislative Delegation on [October 17, 2013](#).

2. At the beginning of the fall semester 2013, the College began a new strategic planning process in conjunction with setting goals for the West Virginia Higher Education Policy Commission's [2013-2018 Master Plan Compact Leading the Way: Access. Success. Impact](#). Since the College's Mission, Vision, and Core Values Statements had recently been revised as described in Core Component 1.A.1., these statements provided the background for the identification of quantitative metrics, strategies, and activities for each of the comprehensive plans: [collaborative access](#), [financial aid](#), [academic quality](#), [career pathways](#), and [critical regional issues](#). The result is the *2013-2018 Integrated Plan for Student Success* which outlines the College's emphasis on achieving the Mission, Vision, and Core Values.

3. The *2013-2018 Integrated Plan for Student Success* documents strategies and activities implemented through programs and services provided to the constituents BSC serves: low-

income, first time degree-seeking, under-represented racial/ethnic minority groups, and adult degree-seeking students. The Mission demonstrates the College's scope to "provide students an affordable, accessible opportunity for public higher education....prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society..." through the programs and services offered.

Sources

- 2008-PLAN-Mission Bookmark
- 2008-PLAN-Mission-Vision-Core Values Poster
- 2012-HR-Adjunct Faculty Handbook
- 2012-HR-Adjunct Faculty Handbook (page number 7)
- 2012-HR-Staff Handbook
- 2012-HR-Staff Handbook (page number 6)
- 2013 PRES-Legislative Visit 101713
- 2013-2014-SAEM-Student Handbook
- 2013-2018-HEPC Leading the Way Master Plan
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 6)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 20)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 33)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 40)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 47)
- 2013-HR-Faculty Handbook
- 2013-HR-Faculty Handbook (page number 8)
- 2014-PRES-Rotary 06102014
- 2015 PRES-Beckley Higher Education Foundation 060415
- 2015-2016-AA-AcademicCatalog
- 2015-2016-AA-AcademicCatalog (page number 7)

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1. The Mission, Vision, Core Values, goals, and organizational priorities are clearly and broadly defined and include affordable and accessible higher education for students from all walks of life, diverse professions, and flexibility of schedules. Being a historically black institution, BSC embraces diversity. The College remains committed to each student and faculty's personal, intellectual, and cultural growth reflected in the Mission Statement and Core Values. The Mission Statement recognizes that the College is part of "an ever-changing global society" and its commitment to the "student's intellectual, personal, ethical, and cultural development" is fundamental. Diversity of the faculty, staff, and students, programmatic offerings, and co-curricular opportunities is represented as a Core Value statement of the College.

The College strives to ensure that all students are given the full opportunity to discover and develop their talents, interests, and unique potential, and to provide a learning-centered environment that presents the context for intellectual, cultural, professional, and personal growth during the college experience. For example, since the last reaffirmation site visit, the position for the Office of Multicultural Affairs has been converted to the Assistant to the President for [Equity, Diversity, and Inclusion](#) in an effort to further demonstrate the importance of diversity across campus. The mission of the Office of Equity, Diversity and Inclusion is "to foster and support an inclusive, intellectually and culturally diverse, and accessible campus experience... [and to uphold] the Core Values of BSC: Excellence, Community, Diversity, and Growth by providing guidance, leadership, and coordination of strategic initiatives and goals." The Office of Equity, Diversity and Inclusion offers programs, services, and initiatives that address cross-cultural competency and personal empowerment.

The College recognizes diversity of its learners, other constituencies, and the greater society it serves as outlined in the Mission documents shared in Core Component 1.A.1. Diversity is a fundamental value outlined in these documents and affirms the College's commitment to honor the dignity and worth of students, faculty, staff, and society at large. The College practices the mission of diversity in a variety of ways. A [list of activities](#) sponsored by the Equity, Diversity and Inclusion office from 2012 through 2015 is included as evidence. The list identifies college-wide campus and community opportunities to participate in poster exhibits, art displays, history bowls, music, and storytelling as examples. Other activities include the [Fulbright Scholars](#) program, [Black History Month activities](#), and [Agora Celebrations](#), to name a few. These activities assist the College in working towards fulfilling its mission regarding the preparation of

an "informed citizenship, community involvement, and public service in an ever-changing global society...[as well as] intellectual, personal, ethical, and cultural development."

In addition to the Office of Equity, Diversity and Inclusion, Academic Affairs and other units across campus such as International Initiatives, Student Affairs, Student Life, and Student Support Services foster community development, leadership, and a campus climate that respects and appreciates the history, culture, and traditions of all students. Academic and non-academic units ensure that students enrich their learning experiences to become global citizens. For example, in the spring of 2014 students from the American National Government class were provided an opportunity to participate "in an exciting international program offered by an organization called Soliya, with thirteen opting to be part of the initial [Soliya Connect group](#) here at BSC." Because of the success experienced in the spring of 2014, the Soliya Connect Program was expanded into the [fall of 2014](#) with 36 students participating. This program allows North American students to communicate with Middle East and North African students on "cultural and political issues of the day." The project intends to serve as a catalyst for "constructive and respectful discourse across divisions about important sociopolitical issues." As a result of participating in this project, [BSC was featured](#) "at a higher education workshop showcasing best practices for leveraging technology to create global learning opportunities for students."

These cultural exchanges are encouraged among students, faculty, staff, administration, and community with the assistance from the Offices of Equity, Diversity, and Inclusion, and International Initiatives. In addition, a faculty member received a \$3,000 grant to participate in an "[Outreach to Mexico](#)" where he connected with "international faculty in his field for both research and teaching collaborations with the ultimate goal of increasing student mobility between West Virginia and Mexico."

The College builds and promotes a campus community that is inclusive, welcoming, and respectful of differences in race, ethnicity, gender, sexual orientation, national origin, economic background, age, religion, disability, veteran status, or marital status. In the [2014 Noel-Levitz Student Satisfaction Inventory \(SSI\)](#), students rated the campus climate a 6.37 on a 7 point scale on importance and a 5.47 on a 7 point scale on satisfaction indicating a gap of .90 and a difference of .02 in satisfaction from the 2010 administration of the survey. The category of campus climate is made up of 17 items which "assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assesses the effectiveness of your institution's channels of communication for students" as outlined in [The Student-Satisfaction Inventory: Interpretive Guide](#).

2. BSC's commitment to human diversity is demonstrated through processes designed to ensure equity and to foster a healthy and diverse work environment. A series of institutional policies are in place to provide guidance, help ensure coordinated compliance with applicable laws and regulations; and enhance BSC's mission. The listed policies below have a direct impact on the commitment to the importance of human diversity.

- [Policy 13: Social Justice](#)
- [Policy 14: Student Rights and Responsibilities](#)
- [Policy 19: Academic Freedom](#)

- [Policy 40: Grievance Procedure](#)
- [Policy 42: Hiring Policy](#)
- [Policy 55: Equal Opportunity and Affirmative Action](#)
- [Title IX \(1972\)](#)

Sources

- 2002-BOG-Policy13-Social Justice
- 2002-BOG-Policy14-Students Rights and Responsibilities
- 2007-BOG-Policy42-Hiring Policy
- 2008-BOG-Policy40-Grievance Procedure
- 2013-BOG-Policy19-Academic Freedom Professional Responsibility Promotion and Tenure
- 2014-BOG-Policy55-Equal Opportunity and Affirmative Action
- 2014-EDI-TitleIX Info
- 2014-IRE-SSI Interpretive Guide
- 2014-IRE-SSI Interpretive Guide (page number 4)
- 2014-IRE-SSI Year to Year
- 2014-SAS-BSC Participates Soliya Connect Program
- 2015-EDI Program List-calendar-speakers_fees_audience
- 2015-EDI-Home Webpage
- 2015-HEPC-Outreach-to-Mexico Grant Award
- 2015-HR-JVA-EDI 070815
- 2015-SAEM-Black History Month Calendar
- 2015-SAS-Agora Celebration
- 2015-SAS-BSC Expands Soliya Connect Program
- 2015-SAS-BSC Soliya Technology Workshop 033115
- 2015-SAS-Fulbright Scholar Visit

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1. The Mission Statement of the College clearly states that it prepares students for "informed citizenship, community involvement, and public service in an ever-changing global society. The College demonstrates its commitment to the student's intellectual, personal, ethical, and cultural development by providing ... strong student support services in a nurturing environment." The Vision Statement of the College reinforces this emphasis, stating that "using the expertise of the faculty and staff, along with the commitment of its students and alumni, BSC will continue to strive for excellence in learning, service to the community, and advancements in research...BSC provides a diverse range of curricular and co-curricular interactive opportunities to its students, faculty, staff, alumni, and members of the community."

Various units of the Institution participate in community involvement, public service, and economic development. In the academic area, the baccalaureate nursing students are engaged with a local free health clinic on an on-going basis while the associate degree nursing students recently participated in ["2 Virginias Community Walk to Stop Diabetes."](#) The radiologic technology students are required to perform community service as a program requirement. Upper-level business and accounting students annually provide income tax preparation assistance for the community through the [Volunteer Income Tax Assistance](#) program. [Engineering Project Managers from Swope Construction](#) share similar education and professional experience as graduates of BSC's Engineering Technology and Computer Science and provide economic development in engineering services to the City of Bluefield and region. In addition, various fraternity and sorority organizations, as well as other student organizations regularly engage in volunteer programs within the community, coordinated by the Office of Student Life as well as Student Affairs and Enrollment Management.

The Institution encourages these activities by including faculty and staff leadership in community service in the [critical regional issues](#) component of the *2013-2018 Integrated Plan for Student Success*. Evaluation of these efforts is localized through the units which conduct the activities; however, the Office of Student Life tracks those activities which are performed by campus organizations. Numerous efforts are documented on the media relations website.

2. The College's educational responsibilities take primacy over other purposes. For example, BSC has articulation agreements with multiple institutions which benefits students by providing more flexibility in scheduling and completion of a degree. [BSC and Concord University](#) have an agreement whereby full-time students can cross-register to attend classes for credit without paying additional tuition. This permits greater utilization of academic resources and expands student academic schedule options. BSC also has a Memorandum of Understanding (MOU) with several community and technical colleges: [Southern West Virginia Community and Technical College \(SWVCTC\)](#) to provide on-site access to BSC's baccalaureate criminal justice administration and teacher education programs, and [Virginia Western Community College](#) resulting in a seamless and cost-effective transition for students majoring in business programs. In addition, MOUs have been developed with [Monroe County Technical Center](#) to offer dual credit for specified courses in the Computer Integrated Manufacturing program, and to accept transfer credit into BSC's Engineering Technology Associate of Science programs from [Mercer County Technical Education Center's](#) Project Lead the Way which focuses a broad range of engineering careers and foundation knowledge including basic safety, plan reading, use of tools and equipment as well as how to employ positive work ethics in an engineering career. Further, an MOU with the [McDowell County Technical Education Center](#) allows students who have completed The Careers in Education Program to transfer seven credit hours and waive requirements for the following BSC courses: EDUC 110, EDUC 160, and EDUC 200.

Partnerships also exist between the College and area public schools through academic competitions such as the regional Math Counts competition, cultural and heritage celebrations such as [Agora](#), the College's presentation of musical equipment to a local high school, and hosting of educational workshops for area public school student musicians. The collaborative relationship between BSC and area public schools also includes the [Bluefield Professional Development Consortium](#) (an organization involving BSC and 10 regional K-12 schools with an emphasis on enhancing the effectiveness of the teaching learning dynamic) and the placement of BSC student teachers in area public school classrooms.

BSC participates in the Southern Regional Education Board (SREB) Common Market program, which allows residents of states participating in the SREB to enroll in specific baccalaureate degree programs at BSC and pay in-state tuition. Those degrees currently approved for the Common Market are:

- Architectural Engineering Technology for Maryland and Virginia Residents
- Civil Engineering Technology for Virginia Residents
- Mining Engineering Technology for Virginia Residents

To be awarded Common Market status, students must be approved by the Common Market coordinator of their state of residence.

The [Regent's Bachelor of Arts program \(RBA\)](#) is an innovative baccalaureate degree, originally developed by the former West Virginia Board of Regents. The program is designed to give adults an opportunity to earn a four-year degree in a nontraditional way, and students are able to plan individualized programs of study tailored to meet personal goals. A unique feature of the degree is that students may be awarded credit in the usual manner, in addition to the possibility of

earning college equivalent credits for work and other nontraditional learning experiences. Now that HEPC's Board approved [Series 59: Awarding Undergraduate College Credit for Prior Learning](#) on November 5, 2015, BSC will use it as a guide to develop a Prior Learning Policy for the College.

The College began conducting "[Academic Days](#)" on campus in fall of 2015. The Office of Admissions developed Academic Days as an event open to the public but geared toward high school students, adult students, and parents in an effort to help them gain knowledge of how student(s) interest translate into a major, a major into a degree, and a degree into a career. The School of Nursing and Allied Health held the inaugural Academic Days on November 2, 2015. During this session information pertaining to academics, student life, admissions, and financial aid were shared with prospective students. For example, students received information about national accreditation as well as licensure pass rates, and licensure requirements for a career in the nursing and allied health fields. Utilizing the deans and faculty allowed students to gain a more in-depth knowledge of what is to be expected in his or her area of interest. In addition, students were able to gain a realistic perspective of what is expected of a student during his or her journey at BSC. For example, an academic adviser described a student from a local high school who attended the Academic Day for Nursing and Allied Health. The student initially expressed interest in a pre-professional degree with the expectation to apply to a physical therapy or occupational therapy school. However, after the Academic Days event the student is highly interested in pursuing a career in imaging sciences and specializing in nuclear medicine.

At the conclusion of each Academic Days event a [survey](#) was administered to participants. There was a 71% return rate on the surveys. Of the respondents, 86% indicated that the content of the program was very good or excellent, and 100% indicated they would recommend an event of this type be offered again. More importantly, 100% also indicated that they gained new knowledge about BSC and the academic offerings. These results suggest Academic Days is a successful event to continue, and that BSC's educational responsibilities take primacy over other purposes

3. The College engages with its identified external constituencies and communities of interest to foster community, industry, and higher education cooperation in order to generate ideas, explore approaches, and continually improve programs and enhance recruiting and retention efforts for the College. Through collaborations described above, the College recognizes and values the crucial work that needs to be done to keep both students and the businesses that will employ them competitive.

An annual mine rescue competition focuses on the goal of honing life-saving skills of mine rescue crews. The relevance of this endeavor has been underscored by recent mine rescue initiatives in southern West Virginia. Approximately a dozen mine rescue teams participate in the [annual mine rescue competition](#) at BSC. Assisting the annual Mine Rescue Competition is particularly appropriate because of the School of Engineering Technology and Computer Science's commitment to the mining engineering technology program at BSC, industry participation in the College's robotics-related initiatives, and the fact that so many of the College's graduates work in the mining industry and have been more than willing to come back to help BSC.

An additional area where external constituents and communities are engaged is a collaboration with the West Virginia Higher Education Policy Commission (HEPC) by serving high school students with college level classes. The College provides college credit classes to local high school students and charges \$25 per credit hour. This practice encourages students to consider higher education as part of their future. Also in conjunction with HEPC, the College continues to serve as a designated site for College Goal Sunday ([2011](#), [2012](#), [2013](#), [2014](#)). This is an opportunity for students and families to receive free, confidential support in completing the Free Application for Federal Student Aid (FAFSA). Workshops are held at various locations throughout the State in late winter or early spring before the financial aid deadline. Financial aid experts are on hand to help potential students complete and submit the FAFSA and explore additional financial aid resources that may be available.

Sources

- 2007-AA-RBA Handbook
- 2010-MOU-SWVCTC 041410
- 2011-SAEM College Goal Sunday Summary
- 2012-MOU-VAWCC 060512
- 2012-SAEM College Goal Sunday Summary
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 47)
- 2013-SAEM College Goal Sunday Summary
- 2014-ETCS-Mine Rescue Competition Article
- 2014-MOU-MercerCty 072214
- 2014-SAEM College Goal Sunday Summary
- 2015 ETCS-Swope Construction Article
- 2015-2016-AA-AcademicCatalog
- 2015-2016-AA-AcademicCatalog (page number 48)
- 2015-AA-Academic_days_flyer
- 2015-BUSN-VITA Program
- 2015-EDUC-Bluefield Consortium Prof-Developmnt Schls -\$23K Grant
- 2015-HEPC-Series59-AwrdUndrgradCredit4PriorLrng 100515
- 2015-MOU-Kazan 081715
- 2015-MOU-Liberia 063015
- 2015-MOU-McDowellCty 070215
- 2015-MOU-MonroeCty 050115
- 2015-MOU-Taiwan 051215
- 2015-SAEM-Academic Days Event Survey
- 2015-SAS-Agora Celebration
- 2015-SNAH-ASN Student Diabetes Walk

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

BSC meets Criterion One by its clearly defined Mission, Vision, and Core Values Statements which is articulated publicly in a variety of locations and within a number of institutional documents that are outlined within the argument. The mission revision that occurred during the 2008-2013 strategic planning process continued to guide the College's direction during the current 2013-2018 strategic planning process. The strategic plan focuses on student success by utilizing quantitative metrics in the areas of access, success, and impact and implementing comprehensive plans in the areas of collaborative access, financial aid, academic quality, career pathways, and critical regional issues. In addition, the College's strategic plan documents demonstrate the relationship between its mission, its roles in a diverse society and its commitment to the public good.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

BSC operates with integrity and establishes and follows policies and processes for fair and ethical behavior in its financial functions.

Financial Functions

The College routinely has independent auditors to review various aspects related to the financial condition of the College, adherence to federal compliance and state laws, policies, and procedures, as follows:

- The College prepares accrual based financial statements annually, in accordance with generally accepted accounting principles, and is audited by an independent auditor. The College's annual financial report was historically audited by Suttle and Stalnaker Certified Public Accountants; however, as of FY 2014, CliftonLarsonAllen Certified Public Accountants took over this process based on the West Virginia Purchasing and Finance bidding process ([FY ended 2014 and 2015](#)).
- The College has an annual audit of federal programs in compliance with an A133 audit, and is part of the State of West Virginia's single audit process.

The College also operates with financial integrity with its external constituents in a variety of ways. For example, the College is consistent with the state and federal laws regarding purchasing, hiring, contracts, and access to facilities. The Purchasing Department provides professional procurement services to support the goals of the College in an efficient, cost effective, and ethical manner. The Purchasing Department oversees the advertising and bidding processes for required transactions as stipulated by the West Virginia Higher Education Policy Commission (HEPC) and Institutional [Policy 29: Purchasing](#). The Purchasing Department also reviews all purchasing card transactions to ensure compliance with state laws and verifies the appropriateness of College purchases.

Academic Functions

BSC operates with integrity in its academic functions. The Provost/Vice President for Academic Affairs oversees academic issues across campus, and there are several policies in place to ensure integrity of academics. Several examples are listed below:

- [Policy 5: Program Review](#)
- [Policy 19: Academic Freedom, Professional Responsibility, Promotion, and Tenure](#)
- [Policy 36: Textbook List](#)
- [Policy 43: Research and Scholarship Misconduct](#)
- [Policy 59: Transferability of Credits](#)

In addition, students have a right to seek remedy for a dispute or disagreement through a complaint process. If a student's complaint is academic, the [Student Handbook 2013-2014](#) as well as the [2015-2016 Academic Catalog](#) outlines a process for students to resolve the issue. A student must first go to the instructor, then to the Dean of the School who may convene a committee of school faculty to review the issue. If unresolved, the student may meet with the Vice President for Academic Affairs who either handles the issue or refers it to the Academics Committee which is made up of faculty from each school. Student complaints outside the academic realm follow a similar pattern. These flow to the appropriate Vice President for resolution. For example, grievance procedures for disabled students is outlined in the *Student Handbook 2013-2014* for students seeking to resolve problems regarding access to programs and facilities at BSC. The timeline for a Level I complaint indicates that “A response will be provided to the student within five (5) working days of receipt of the grievance by the administrator” (p. 52). Staff and faculty grievance procedures are outlined in the handbooks for each group.

Personnel Functions

BSC operates with integrity in its personnel functions. The College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. Handbooks are available for [students](#), [faculty](#), [adjunct faculty](#), and [staff](#). Content contained in each of these handbooks is developed by the appropriate academic affairs, student affairs, and human resource unit and made available upon admission to or employment at the College. In addition, BSC is an AA/EOE/ADA employer, committed to the principle that minorities, women, veterans, and individuals with disabilities are encouraged to apply. The College complies with all applicable federal and state laws designed to promote equal educational and employment opportunities.

Auxiliary Functions

BSC operates with integrity in its auxiliary functions. The College's structure and processes allow it to ensure the integrity of its co-curricular and auxiliary activities. The College's intercollegiate athletic department is a member of the National Collegiate Athletic Association (NCAA) Division II and the Eastern College Athletic Conference (ECAC). Athletics must comply with the Conference and NCAA rules and regulations. Athletes are expected to maintain full-time status which is 12 credit hours per semester. Athletic graduation rates are maintained and compliance is monitored in the Athletic Department by the Sports Information and

Compliance Coordinator. Scholarships and academic records for athletes are maintained in the Financial Aid and Registrar's Offices respectively.

In addition, the College operates some auxiliary functions, such as the BSC Campus Corner Bookstore in Bluefield and Beckley, Millennium Café at the Othello Harris-Jefferson Student Center, and faculty and staff housing, which operate under the general direction of Financial and Administrative Affairs. These auxiliaries follow all College policies and procedures, and are included in the annual financial audit of the College which assists in ensuring adequate internal controls exist.

The College establishes and follows policies and processes for fair and ethical behavior. BSC's governing board possesses and exercises the responsibility to the public to ensure that the Institution operates legally, responsibly, and with fiscal honesty. The Board of Governors (the Board), which became effective July 1, 2001, has the authority to exercise legal power to establish and review policies governing the Institution. Minutes from each Board meeting are distributed in [The Bulletin](#) by e-mail to campus constituents and are available on the Board's webpage. In addition, in 2009 the West Virginia Legislature enacted [WV Code §18B-1D-9](#) (Commission, council and institutional governing board training and development; training and development requirements, applicability and exceptions.) requiring West Virginia Higher Education Policy Commission (HEPC) to coordinate periodic training and development opportunities for members of institutional governing boards under HEPC's jurisdiction. In addition to the training that HEPC provides for West Virginia Boards of Governors, BSC brought a Senior Fellow from the Association of Governing Boards of Universities and Colleges (AGB) on November 5, 2015 to conduct training with the following goals outlined in the [agenda](#):

- Develop a shared understanding of what constitutes good governance.
- Develop a shared vision of how the board can help create a positive future for Bluefield State College.

The Board was also provided a document entitled *AGB Board of Director's Statement on the Fiduciary Duties of Governing Board Members* for the training where the AGB "encourages all governing boards and chief executives to remember that governance is significantly improved when board members and presidents share a mutual understanding of the standards that define their fiduciary obligations" ([p. ii](#)).

Policies are presented to the Board for approval after an extensive review process outlined in the [policy approval flowchart](#). A policy originates in areas supervised by one of the President's Cabinet members. It is then reviewed by the Cabinet, and then is sent to the [College Council](#) (the Council) whose representatives include administration, faculty, staff, and students. Membership is by appointment based on position or by election of constituent group as outlined in the [College Council's Rationale](#). After consulting with each groups' campus constituents, members of the Council meet to make a recommendation to the President to either present the policy to the Board or send it back for further consideration by the originating cabinet member. The President typically accepts the Council's recommendation.

Sources

- 2002-BOG-Policy05-Program Review
- 2006-BOG-Policy19-Academic Freedom, Professional Responsibility, Promotion, and Tenure
- 2009-BOG-Policy29-Purchasing
- 2012-BOG-Policy36-TextbookList
- 2012-BOG-Policy43-Research and Scholarship Misconduct
- 2012-HR-Adjunct Faculty Handbook
- 2012-HR-Staff Handbook
- 2013-2014-SAEM-Student Handbook
- 2013-2014-SAEM-Student Handbook (page number 39)
- 2013-2014-SAEM-Student Handbook (page number 52)
- 2013-HR-Faculty Handbook
- 2013-PRES-College Council Rationale 042313
- 2015-2016-AA-AcademicCatalog
- 2015-2016-AA-AcademicCatalog (page number 54)
- 2015-2016-PRES-College Council Members
- 2015-BOG-AGB Statement Fiduciary Duties
- 2015-BOG-AGB Statement Fiduciary Duties (page number 2)
- 2015-BOG-AGB Workshop110515
- 2015-BOG-Policy Flowchart
- 2015-BOG-Policy59-Transferability of Credits
- 2015-FAA- FY Ended 2014 and 2015
- 2015-MEDIA-Bulletin
- WV Code Chapter 18B Article 1D

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The College's website is a source for current information for students, faculty, staff and external constituents. For example, from the main webpage, students have access to the myBSC portal which provides information such as library resources, email, access to learning management systems, and announcements. BSC presents itself clearly to its constituents in a variety of other methods.

Programs and Requirements

The requirements for degree programs at BSC are clearly and completely outlined in the *2015-2016 Academic Catalog* which includes coherent [general studies requirements](#) and student learning outcomes that are consistent with the Institutional mission. Courses and instructors in general studies challenge the students to grow and develop personal and ethical values, as well as respect for the values, traditions, and diversity of others, as they accept the responsibility of citizenship in an ever-changing world.

Faculty and Staff

Teaching excellence is expected at the College with programs provided by individuals with relevant experience and credentials. A faculty and staff directory is provided on the website by clicking on the 'contact' link from the main webpage, and a [list of faculty](#) is provided in the *2015-2016 Academic Catalog*.

Cost to Students

Congruent with its mission regarding cost of attendance, BSC offers one of the most affordable tuition and fees rate of any accredited baccalaureate college in the State based on the [2014 West Virginia Report Card](#). This promotes accessibility for students to obtain a higher education degree. Tuition and fees are available on the Financial Aid website and the College offers students a clear and complete cost of attendance through the Net Price Calculator which is also available on the Financial Aid website. It is a guide to assist in early financial planning for college. This calculator provides a preliminary estimate of federal, state and institutional aid eligibility. It was created to help families gauge what aid the student may be awarded and to make arrangements to cover the cost of attendance.

Control and Accreditation Relationships

BSC clearly presents the accreditation status of the institution and its [nationally accredited programs](#) on the accreditation and affiliation website found under the "About BSC" section. In addition, this information, listed below, is also found in the *2015-2016 Academic Catalog*.

- Associate of Science degrees are offered in Architectural Engineering Technology, Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Radiologic Technology, and Nursing.
- Bachelor of Science degrees are also available in Architectural Engineering Technology, Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Accountancy, Business Administration, Elementary or Early/Middle Education, and Nursing.

All of the College's programs provide students with quality educational opportunities to prepare them for the future and are clearly and completely presented to the public regarding accreditation status.

The College assesses student learning in multiple activities consistently reviewing and reporting programmatic learner outcomes at both the associate and baccalaureate degree levels. Indicators such as job placement rates, retention, and graduation rates are determined annually. The College's 14 nationally accredited programs provide external measurement of student learning. Programs within each of the College's five academic schools rely on advisory boards made up of employers, practitioners, alumni, faculty, and students who provide input and guidance. These [advisory boards](#) are listed in the *2015-2016 Academic Catalog*.

Public

BSC is committed to presenting itself accurately and honestly to internal and external audiences through programs, services, publications, and communications. Press releases and marketing materials are reviewed for accuracy and honesty by staff, faculty, and the Media Relations Office. Updated information is disseminated via the BSC website, area television and radio stations, and newspapers. The College strives to provide the public and potential students with an accurate description of the current academic calendar, programs, degrees, services, fees, and policies. Course schedules are available initially in print form and are updated regularly online.

The College's *Facilities Master Plan* was approved at the HEPC meeting on [March 13, 2015](#) which includes a *Communication Plan* ([Appendix E](#)). This plan will help the College develop consistent marketing materials. Paulien and Associates indicate that "A consistent brand identity is essential to an effective presence in the community and the marketplace. In fact, branding is so important that merely deploying a new brand identity can draw useful attention to the school. Over the long haul, an effective brand can strengthen old loyalties and build new ones" (*Facilities Master Plan*, Appendix E, [p. 2](#)). Development of the brand identity started in the fall of 2015. It is expected that this process will take one year to complete.

The College continues to use BSC Alert to send emergency information via e-mail, voicemail, and text messages. The College has improved parking and handicap accessible accommodations including the addition or improvement of ramps, elevators, lifts, and handicap accessible

doors. BSC is governed under laws from the State legislature and the HEPC, which is the State college policy board that develops policies and procedures to guide the State's public institutions. These policies can override or be in conjunction with internal policies.

Sources

- 2014-FAA-Facilities Master Plan-Appendix E
- 2014-FAA-Facilities Master Plan-Appendix E (page number 5)
- 2014-HEPC-WV Report Card
- 2014-HEPC-WV Report Card (page number 22)
- 2015-2016-AA-AcademicCatalog
- 2015-2016-AA-AcademicCatalog (page number 10)
- 2015-2016-AA-AcademicCatalog (page number 15)
- 2015-2016-AA-AcademicCatalog (page number 83)
- 2015-2016-AA-AcademicCatalog (page number 205)
- 2015-HEPC-Minutes-Facilities Master Plan Approval 031315
- 2015-HEPC-Minutes-Facilities Master Plan Approval 031315 (page number 6)

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1. The College's Board of Governors (the Board), established by State statute, governs the operation of BSC. The Board consists of nine lay members appointed by the Governor, one full-time faculty, one classified staff, and one student representative. The Board selects the President of the College, with the assistance and approval of the West Virginia Higher Education Policy Commission (HEPC). The President serves as the chief executive officer of the College and exercises such powers as are inherent in the position or delegated by the Board.

The Board's deliberations reflect priorities to preserve and enhance the institution such as financial reports, program reviews, enrollment trends, and policy approval to name a few ([2015 BOG agenda](#), [2014 BOG agenda](#), [2013 BOG agenda](#)). All College policies are presented to the Board for approval after an extensive [review process](#). A policy originates in areas supervised by one of the President's Cabinet members. It is then reviewed by the Cabinet and sent to members of the [College Council](#) (the Council) whose representatives include administration, faculty, staff, and students. After consulting with its constituents, the members of the Council meet to make a recommendation to the President to either present the policy to the Board or send it back to committee for further consideration. The President typically accepts the Council's recommendation. As policies are submitted to the Board for consideration, BSC's [Policy 51: Policy on Policies](#) is followed.

2. An effort to review the reasonable and relevant interests of BSC's internal and external constituencies during its decision-making deliberations is evidenced by the planning process implemented for both the College's [2013-2018 Integrated Plan for Student Success](#) and the *Facilities Master Plan* ([Appendix A](#)). Feedback from both internal and external constituencies throughout the planning process was sought and received. For example, prior to the approval for the *Facilities Master Plan* at the [December 11, 2014](#) meeting, the Board was presented the feedback from internal and external constituencies received during the planning process for review.

3. The Board preserves its independence from undue influence by participating in training and development. As outlined in Core Component 2A, the Board is required to undergo training and development based on [W.Va. Code §18B-1D-9](#) and includes the following areas:

- State goals, objectives and priorities for higher education;
- The accountability system for higher education set forth in this article;
- The general powers and duties of members; and
- Ethical considerations arising from board membership

This training is provided annually by the West Virginia Higher Education Policy Commission at the [Board of Governors' Summit](#).

4. As outlined in [Policy 24: Presidential Appointments, Responsibilities and Evaluation](#), the delegation of authority from the Board to the President promotes effective leadership and supports collaborative processes in order to conduct the business of the College. The administrative personnel across the College are qualified and committed to carrying out authority delegated by position. In addition, the structures and processes are evaluated to facilitate improvement in the College's effectiveness.

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. The [College's organizational structure](#) illustrates the delegated authority to the appropriate areas. [Policy 24: Presidential Appointments, Responsibilities and Evaluation](#) authorizes the delegation of powers to the President by the Board, and by the President to the Cabinet. It establishes a process allowing broad consultation in areas promoting the College's mission. The College continues to fulfill its mission by enhancing active participation of existing committees and councils.

Faculty and academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. A curriculum development process ensures that curriculum proposals support the mission of the College. "Course and curriculum development, evaluation, and change are the responsibilities of each faculty member. School Deans are expected to provide the leadership" for this process. The [approval process](#) for curriculum proposals of the College is outlined in the *Faculty Handbook*.

The College administered the Noel-Levitz College Employee Satisfaction Survey (CESS) in spring of 2014 in an effort to "assess the campus environment for college and university employees (faculty, staff, and administration)" (*College Employee Satisfaction Survey Interpretive Guide*, p. 1). The survey is similar in nature to the Noel-Levitz Student Satisfaction Inventory (SSI) in that importance and satisfaction with items in the following categories on a 5 point scale: campus culture and policies, institutional goals, involvement in planning and decision making, and work environment. Items relating to involvement in planning and decision making where the scale ran from

- 1=not enough involvement to
- 3= just the right amount of involvement, and
- 5= too much involvement,

faculty rated this category at a 2.69 while staff rated this category at a 2.52 on the same scale. On the items related to campus culture and policies where the scale ran from

- 1= not important/satisfied at all to
- 5=very important/satisfied

only 6 of the 30 items were not statistically significant at the following significance levels: * = $p < .05$; ** = $p < .01$; *** = $p < .001$. The [CESS survey results](#) in addition to the open ended comments ([item 1](#), [item 2](#), [item3](#), [item 4](#)) warranted action on behalf of the President. The President and Cabinet developed the action report entitled [The Bluefield State College Commitment: Working Together For Student Success](#) which was distributed on August 6, 2014 and posted in the College's website under the Noel-Levitz College Employee Satisfaction Survey on the Institutional Research and Effectiveness website. An activity outlined in the action report that has been acted upon includes enhancing open, two-way communication. This can be evidenced by the [email notifications](#) distributed by the President's office to hold a number of open meetings across campus in an effort to share information regarding strategic planning. Another example, includes affirming and rewarding exceptional service with the implementation of the [faculty advising](#) and [staff mentoring](#) awards described in Criterion 2D.

Sources

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- 2013-2018-PLAN-Integrated Plan for Student Success rev061515
- 2013-BOG-Agenda
- 2013-BOG-Policy51-Policy on Policies
- 2013-BSC-Org Chart 041113
- 2013-HR-Faculty Handbook
- 2013-HR-Faculty Handbook (page number 20)
- 2014-BOG-Agenda
- 2014-BOG-Minutes 121114
- 2014-FAA-Facilities Master Plan-Appendices A-B
- 2014-IRE-CESS Action Steps
- 2014-IRE-CESS Comparison to 4 year schools 041414
- 2014-IRE-CESS Interpretive Guide
- 2014-IRE-CESS Open Ended 1-041414
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- 2014-IRE-CESS Open Ended 3-041414
- 2014-IRE-CESS Open Ended 4-041414
- 2015-2016-PRES-College Council Members
- 2015-BOG-Agenda
- 2015-BOG-Policy Flowchart
- 2015-HEPC-BOG-Summit Agenda
- 2015-PRES-Award Outstanding Faculty Advising
- 2015-PRES-Mentoring Award

- WV Code Chapter 18B Article 1D
- WV Code Chapter 18B Article 1D (page number 12)

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

BSC is committed to freedom of expression and the pursuit of truth in teaching and learning. To ensure compliance with West Virginia Higher Education Policy Commission's (HEPC) [Series 9: Academic Freedom, Professional Responsibility, Promotion and Tenure](#), the BSC Board of Governors (the Board) approved [Policy 19: Academic Freedom, Professional Responsibility, Promotion, and Tenure](#) which recognizes academic freedom as “necessary” and describes its “vigilant protection” as “vital” (Section 2.1). This section of the policy also explains that “Faculty members and students must always remain free to inquire, study, and evaluate.” Because of this policy, the College’s academic community is able to “freely study, discuss, investigate, teach, conduct research, and publish” (Section 2.2). The policy is posted in the Board's policy section of the College’s website and referenced in [Section 5.1000](#) of the *Faculty Handbook*. In addition, Section 4.2 of [Policy 14: Student Rights and Responsibilities](#), also supports freedom for students by clearly identifying “the essential freedoms of scholarship and inquiry.” The creation of and adherence to these policies illustrates the College’s commitment to the freedom of inquiry. College faculty and administration adopted a standard regarding academic honesty which is included in the [2015-2016 Academic Catalog](#).

BSC encourages administrators, faculty, and staff to participate in professional development by conducting and presenting original research in their fields of specialization, taking courses or seminars, and pursuing degrees. The office of Research and Scholarly Programs (RASP) developed several policies to guide the ethical conduct of research including [Policy 43: Research and Scholarly Misconduct](#) and [Policy 53: Extramural Grants and Contracts Administration](#). Additionally, BSC supports faculty and staff in pursuing grants and professional publications. BSC supports these endeavors by providing unpaid sabbatical leaves as outlined in [Policy 4: Sabbatical Leave](#), professional development as outlined in [Policy 9: Staff Development](#) and [Policy 16: Faculty Development](#), and travel funds.

Faculty, staff, and administrators are eligible for long-term, unpaid leaves as well as short leaves so that they can pursue professional development. BSC has not had any faculty, staff, or administrators take long-term leaves since the last visit. All faculty taking time to do research, attend a conference, or deliver a presentation during the semester must submit a short-term leave request to be approved by the Dean and the Provost/Vice President for Academic Affairs. As long as faculty ensure that their classes are covered during their absence, the Provost/Vice President for Academic Affairs usually approves the request.

To facilitate College support for development, the College has a Personnel Development Committee chaired by the Provost/Vice President for Academic Affairs. The committee is comprised of two faculty members, one Professor or Associate Professor, one Assistant

Professor or Instructor, and two classified employees. All members except the Provost/Vice President for Academic Affairs are elected by their peers. Faculty, staff, and administrators are eligible to apply for support from this fund. Applicants must submit an application to the committee and the Provost/Vice President for Academic Affairs who examines each request and approves or denies college support.

The personnel development fund allows for five categories of professional development to be funded:

- Category A: Degree Programs
- Category B: Non-Degree Study
- Category C: Tuition Waivers
- Category D: Research/Presentations
- Category E: Workshops/Conferences

Applicants must project costs and the time span of the project, provide supporting material, and explain how the activity will “contribute to or enhance my ability to perform my BSC responsibilities” on the [Personnel Development Application for Funding](#). Anyone receiving personnel development funding must adhere to the terms specified in the agreement. Each employee is allowed a maximum of three requests per academic year limited to a total of \$3,000 or \$2,000 for any one request in Category D: Research and Presentations. A maximum of \$1,500 is available for Category E: Workshops or Conferences per academic year. For the 2014-2015 academic year, [funds available](#) for professional development totaled \$110,000. There were 45 employees who received professional development funds during the 2014-2015 academic year serving 31 faculty members and 14 staff or administrators utilizing 95% of the funds available.

Departments may have travel funds available to support faculty trips to present research at professional meetings and conferences, attend special seminars or meetings, and conduct and complete research. Faculty members must submit a request to their School Dean or supervisor for approval. This pool of support is separate from College funds administered by the Personnel Development Committee. Additional information regarding Personnel Development can be found in Criterion 5A.

Currently, there are no research requirements for promotion and tenure at BSC. Thus, many faculty simply do not conduct or present research and do not take advantage of professional development funds in that capacity as much as they would if there were research requirements. It is encouraging that more faculty have started to conduct research and that BSC is taking steps to hire new faculty with research interests. BSC does ask that its faculty attend conferences to stay current in their fields and encourages faculty to participate in pedagogical research and conferences.

BSC’s status as an HBCU also provides another excellent professional development opportunity for faculty and administrators: the [Member University Professional Institute of the Thurgood Marshall College Fund](#). In April 2014, the Vice President of Student Affairs and Enrollment Management and a [Biology faculty member](#), who was also a presenter, attended this conference

which focused on improving preparation, broadening pathways and expanding professional opportunities for STEAM Education (science, technology, engineering, agriculture and mathematics).

BSC regularly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge. BSC's Media Relations Director talks with faculty, staff, and students to learn about activities. The activities are communicated as appropriate via press releases to local newspapers, television stations, radio groups, Chambers of Commerce, West Virginia Legislators, Board of Governors, HEPC Chancellor, West Virginia Secretary of Education, West Virginia Secretary of State, and the State's Governor. In addition to releasing material to local news agencies, the releases are archived on the BSC website, and sent to all BSC e-mail accounts. BSC also makes regular announcements on its electronic marquee at the campus entrances recognizing the accomplishments of faculty, students, and staff.

BSC prints and mails the *Blue and Gold* ([August 2015](#), [July 2014](#), [August 2013](#), [March 2013](#), [January 2012](#)) newsletter to alumni and friends across the country and the world keeping them informed of the accomplishments of our faculty, staff, administrators, and students. BSC also keeps virtual copies on the College website. BSC usually prints one to two issues per academic year.

During the 2012-2013 academic year, the College President implemented the annual faculty and staff "[Outstanding Faculty Advising](#)" and "[Outstanding Mentoring](#)" awards with the inaugural awards presented at the fall 2014 convocation. These awards recognize those who have distinguished themselves as an exemplary role model, advisor and/or mentor to BSC students. Those who are nominated for the faculty advising award must demonstrate the following characteristics:

1. Commitment to student success through availability to advisees;
2. Commitment to guiding students in both academic and career paths;
3. Commitment to extending academic learning beyond the classroom;
4. Commitment to helping students identify and achieve their academic and professional goals; and
5. Commitment to making a difference in the lives of BSC students.

Those who are nominated for the mentoring award must demonstrate the following characteristics:

1. Guiding students in career paths;
2. Connecting students with opportunities and resources (internships, scholarships, business professionals, alumni, etc.) directed to achieving their professional goals;
3. Demonstrating concern for overall student success; and
4. Demonstrating commitment to making a difference in the lives of BSC students.

Each year, BSC and the Student Government Association hold a ceremony to award students, faculty, staff, and administrators for their accomplishments over the past year. In addition, the School of Business conducts an annual awards ceremony, which includes both nonmonetary and

monetary awards for outstanding students. Students are recognized based on academic progression (sophomore, junior, and senior standing), as well as the specific business disciplines. These include awards for students specializing in Accounting, Management, and Marketing.

BSC students planning to attend graduate school have the opportunity to participate in the Ronald E. McNair Post Baccalaureate Achievement Program, a federally funded TRIO Program through the U.S. Department of Education, on Concord University's campus in Athens, West Virginia. The McNair Scholars Program, awards grants to institutions of higher learning for projects designed to prepare participants for doctoral studies through involvement with research and other scholarly activities. The program targets low-income, first generation students, or members of groups that are underrepresented in certain academic disciplines. The McNair Scholars Program at Concord University provides BSC students access to training and resources designed to make the transition into graduate school smooth and successful. Through workshops, counseling, and other services, the Program helps scholars sharpen academic skills, prepare for the GRE and apply to graduate schools.

During the summer between the sophomore and junior years, scholars begin working on research projects under the supervision of a faculty mentors. Scholars begin the summer internship with an intensive series of workshops on research methods. Workshops are offered throughout the year on topics such as personal skills, presentation skills and preparation for graduate school. Scholars have the opportunity to attend academic conferences to present research and the research projects are published in the *Concord McNair Scholars Research Journal* (2004, 2011). Scholars receive assistance applying for graduate school, and locating funding for graduate school. Additional benefits include scholarship agreements with Marshall and West Virginia University, and application waivers at some institutions.

The Concord McNair Scholars Program recruits scholars from Concord University, West Virginia State College, West Virginia Institute of Technology and BSC. The Concord McNair Program was initiated in 1995, and is funded through September 2017. Since its inception, 285 scholars have participated in the program and there are 27 scholars currently attending a graduate or professional school at institutions such as West Virginia University, Virginia Tech, Oklahoma State University, Concord University, Marshall University, Hollins University, and the University of Rochester. According to the Administrative Assistant for the McNair Scholars Program, seven students from BSC have participated in the program since 2012. In an attempt to increase student participation in the program, the School of Arts and Sciences now invites the director of the Concord McNair Scholars Program to discuss the program and take nominations each fall. Students currently participating in the program also visit classes to explain the benefits and recruit students.

Sources

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- 2004-AA-Concord_McNair_Scholars_Journal
- 2006-BOG-Policy19-Academic Freedom, Professional Responsibility, Promotion, and Tenure
- 2007-HEPC-Series09-Academic Freedom, Professional Responsibility, Promotion, and Tenure
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- 2014-Media B&GJuly
- 2014-TMCF MUPI BSC Faculty Member Presents
- 2014-TMCF MUPI Conference Booklet
- 2015-2016-AA-AcademicCatalog
- 2015-2016-AA-AcademicCatalog (page number 54)
- 2015-2016-AA-AcademicCatalog (page number 55)
- 2015-AA-Professional Development Application
- 2015-Media B&G August
- 2015-PRES-Award Outstanding Faculty Advising
- 2015-PRES-Mentoring Award

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The College continues to support the integrity of research and scholarly practice conducted by its faculty, staff, and students with the creation of the Office of Research and Sponsored Programs (RASP) in 2010. This office was created through funding from the National Institutes of Health (NIH) [Extramural Associates Research Development Award](#) (EARDA) to manage grants and research administration. The RASP office now provides training opportunities that help faculty and staff members put into practice state and federal guidelines as well as policies and procedures associated with effective grants management. In addition, the office continues to work toward building a solid infrastructure to promote and encourage research endeavors at BSC. It is expected that these efforts will continue to assist the College in ethical conduct in its research and institutional endeavors.

BSC currently utilizes the services of an external institutional review board, Western Institutional Review Board (WIRB), located in Washington State. The RASP office identifies human subject training opportunities for faculty and staff. Further, any researcher conducting federal or state funded research must provide evidence that they have completed human subject protection research training in order for the College to remain in compliance with the federal regulations and the College's FederalWide Assurance. The College utilizes [Policy 43: Research and Scholarship Misconduct](#) as well as [Policy 53: Extramural Grants and Contracts Administration](#) to provide oversight and support ensuring the integrity of research and scholarly practice conducted by its faculty, staff, and students. In order to maintain ethical treatment of animals used in research, the College has and abides by an [Animal Welfare Assurance policy](#) and has created an Institutional Animal Care and Use Committee in accordance with the policy to provide oversight.

2. The importance of [information literacy](#) and [ethical reasoning](#) is demonstrated at the Institutional level and are included as two student learning outcomes within the General Studies. The two AAC&U rubrics that will assess student performance and provide data will start to be collected during the 2015-2016 academic year. These two outcomes are the next to be implemented in the [stacked assessment process](#) described in Criterion 3 and 4. In addition, Library Information Literacy sessions are specifically provided each semester for students enrolled in BSCS 100, ENGL 101 and ENGL 102. Other subject disciplines that have information retrieval and research assignments include: History, Public Administration and

Politics, Engineering, Business and Marketing, Biology, Physics, and Criminal Justice. The course level outcomes include: determining the extent of information needed, accessing the needed information, evaluating information and its sources, using information effectively to accomplish a specific purpose, and accessing and using information ethically and legally.

In addition, the College created [Policy 54: Information Technology Acceptable Use Policy](#) which provides a "set of standards acceptable use of the information technology environment at BSC. It includes, but is not limited to, electronic mail, pornography, wireless, social media, and mobile devices. This policy applies to all people using BSC's Information Technology Environment (ITE), including staff, faculty, students, contractors, visitors and affiliates" (Section 1.1). Further a set of clear [copyright guidelines](#) is provided on the distance learning website; however, BSC is in the process of developing a more formal policy that will address both copyright as well as intellectual property. The Interim Provost/Vice President for Academic Affairs is working with faculty through the Deans' Council to complete the policy with an expected 2016-2017 academic year implementation timeframe.

3. BSC updated the academic honesty statement in 2010. The new statement describes plagiarism and cheating and includes a new honor code. Statements on [Academic Dishonesty](#) and [Student Honor Code](#) are found in the *Student Handbook 2013-2014* while statements on [Academic Dishonesty](#) (Plagiarism, cheating, falsifying records, etc.) are found in the *2015-2016 Academic Catalog*. In addition, these statements are included in course syllabi (e.g., [SPAN 102](#), [ENGL 208](#), [HUMN 499](#)). When an academic dishonesty incident is suspected, the faculty member reports it to the appropriate director or department chair. At that time, the director or department chair collects the evidence documenting the suspected incident. These documents are then provided to the office of the Provost/Vice President for Academic Affairs and the process outlined in the *2015-2016 Academic Catalog* takes place.

Sources

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- 2012-BOG-Policy53-Extramural Grants and Contracts Administration
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- 2013-2014-SAEM-Student Handbook (page number 39)
- 2013-2014-SAEM-Student Handbook (page number 40)
- 2013-ASSESS-AACUEthicalReasoningRubric
- 2013-ASSESS-AACUInformationLiteracyRubric
- 2014-BOG-Policy54-Information Technology Acceptable Use policy
- 2014-SAS-Syllabus - English 208
- 2014-SAS-Syllabus-Humanities 499
- 2014-SAS-Syllabus-Spanish 102
- 2015-2016-AA-AcademicCatalog
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- 2015-2016-AA-AcademicCatalog (page number 55)
- 2015-RASP-AnimalCareUseProgram
- ITC-CopyrightInformation

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

BSC acts with integrity in its operations and the Board develops policies and processes that govern the institution's financial, academic, personnel and auxiliary functions. The Board is sufficiently autonomous and participates in ongoing professional development and training as required by West Virginia statute, and has participated in training provided by the Association of Governing Boards funded by an HBCU grant. Faculty, adjunct faculty, staff and students are each provided access to handbooks that guide the ethical and responsible conduct of each group. In addition, faculty, staff, students, and administrators are provided the opportunity to participate in the governance of BSC as evidenced in the College Council membership, rationale, and the policy flowchart for the College.

BSC presents itself clearly in regard to academic programs, requirements, costs, control and accreditation relationships through the website, academic catalog, handbooks, net price calculator, and strategic and master facilities plans. In addition, the policies and other evidence referenced in the argument identify BSC's commitment to freedom of expression, the pursuit of teaching and learning, as well as academic integrity among faculty, students, and staff.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. There are several processes in place that assure currency in courses, and programs identify levels of performance by students that are appropriate to the degree awarded. [Section 3.3000](#) of the *Faculty Handbook* outlines the curriculum proposal and approval process, "Course and curriculum development, evaluation and change are the responsibilities of each faculty member." Each program must go through a five-year program review process as outlined in West Virginia Higher Education Policy Commission (HEPC) [Series 10: Policy Regarding Program Review](#). Program review is the responsibility of faculty as well. Programs that are not nationally accredited submit program reviews to an external reviewer for feedback and this assists in assuring currency in courses and programs. Nationally accredited programs rely on advisory boards for this purpose and are outlined in the [2015-2016 Academic Catalog](#).

In addition, most of the nationally accredited programs require students to pass licensure exams such as NCLEX, ARRT, and PRAXIS. These passage rates are also reported in compliance with the HEPC [Series 52: Annual Reauthorization of Degree-Granting Institutions](#). The HEPC has the responsibility to protect consumers and ensure students are offered quality education by postsecondary providers to West Virginia residents through a process of granting authorization and annual reauthorization of baccalaureate and graduate level higher education institutions operating in West Virginia (Section 2.1). However, Section 5.4.j of HEPC Series 52 specifically requires "Licensure pass rates for completion of all professional programs, e.g., education, nursing, and engineering for the most recent year."

2. BSC clearly differentiates its learning goals for undergraduate programs by identifying the expected learning outcomes for each. Two Schools: Nursing and Allied Health, and Engineering Technology and Computer Science offer nationally accredited programs at the associate and baccalaureate degree level. These accredited programs require clearly differentiated student learning outcomes at both levels which are based on the mission of each School as they flow from the mission of the College. In the School of Nursing and Allied Health, both the Accreditation Commission for Education in Nursing (ACEN) and the Commission on Collegiate Nursing Education (CCNE) require each accredited nursing program clearly display and advertise learning outcomes on Institutional literature pertaining to the program. The associate degree nursing learning goals are identified in the following locations: [2015-2016 Academic Catalog](#), [Nursing Student Handbook](#), and [School of Nursing and Allied Health website](#). The program is also required to have a systematic plan for evaluation which emphasizes the ongoing assessment and evaluation of student learning and program outcomes.

3. During the last reaffirmation of accreditation visit in 2011, BSC submitted a change request for distance education delivery. In the February 22, 2012 [Comprehensive Action Letter](#) the Institutional Actions Council "approved the initiation of distance education up to 20% of total degree programs." The programs currently offered online include: Regents Bachelor of Arts, BS Business Administration, BS Nursing (years 3 and 4), and BS Imaging Science (years 3 and 4). However, the consultations of the team in the [Advancement Section](#) of the *Report of a Comprehensive Evaluation Visit* states, "We see potential problems when students who are seeking a degree have to work with two different learning management systems as they navigate the BSC curriculum, potentially having to use Moodle and Blackboard in separate courses during the same semester. We recommend that the institution strongly consider identifying a single LMS and migrating all distance courseware into that system. While the faculty may not be happy at such a change, it is in the best interest of the BSC student body to do so."

As a result of this recommendation, and in an effort to ensure educational quality consistent across all modes of delivery, the Information Technology Advisory Committee (ITAC) made up of faculty and staff was created. The President advised that "Consistent with the Bluefield State College mission, vision, and strategic focus on student success, the Information Technology Advisory Committee is charged with the following responsibilities:

- To provide recommendations to the President on college-wide information technology policies, procedures, and standards.
- To ensure broad communication across the campus regarding planned and potential technology initiatives at Bluefield State College.
- To provide feedback to the President and Information Technology division of Bluefield State College.
- To recommend continuing improvements that will enhance the environment for teaching and learning.
- To recommend on-campus training sessions that will inform and prepare faculty and staff in the most effective use of technology" ([March 28, 2013 President's email](#)).

ITAC met between April 2013 and March 2014 ([ITAC Agenda](#)) in an effort to select one LMS for the College. ITAC submitted the [BSC - Campus LMS Comparison Document Report](#) to the

President in April 2014 which evaluated both Blackboard and Moodle on the following characteristics:

- interoperability and flexibility,
- cost effectiveness,
- operating support and training,
- ease of use,
- scalability,
- reliability,
- hardware/software, and
- peer and seamless technological experience for the student.

After reviewing ITAC's report and conducting some additional research, the President and Provost/Vice President for Academic Affairs made a final decision and provided campus with a [decision](#) and [rationale](#) through an all-user email on May 15, 2013. The President charged the Provost/Vice President for Academic Affairs to work with School Deans to develop a transition plan and to begin the conversion from Moodle to Blackboard starting in the fall of 2014. However, since the last reaffirmation for accreditation visit, the College has experienced a variety of leadership changes in a number of key positions including Provost/Vice President for Academic Affairs. As a result, this has delayed the full transition to a single LMS.

During the time ITAC met between April 2013 and March 2014, the College also worked with ProEvaluators, LLC to conduct a *Readiness to Deliver Online Programs Assessment*. The evaluator met with constituents across campus: faculty, deans, information technology personnel, student support services, accessibility services, library, public relations, media relations, web services, LMS administrators, online learning staff, Banner/administrative applications staff, and Interim Provost/Vice President for Academic Affairs, and provided monthly readiness reports to help the Institution improve online processes and procedures ([June 15, 2013](#), [July 15, 2013](#), [August 15, 2013](#), [September 15, 2013](#)). Finally, on [September 15, 2013](#) ProEvaluators, LLC provided BSC a list of recommendations with a calendar outlining a manageable timeframe by which to implement the recommendations in the following areas: institutional support readiness, technology support readiness, program support readiness, student support readiness, LMS administrator readiness, online learning readiness, and administrative applications readiness.

The *Readiness to Deliver Online Programs Assessment Recommendations and Calendar* report outlined that "the consultant will meet with representatives from the various areas in October to determine progress made and to make recommendations for moving forward" ([p. 4](#)). The evaluator follow up has been delayed because of the many transitions in administrative leadership and staffing in key areas impacting distance delivery including academic affairs, business office, and registrar to name a few; however, several areas have made progress. For example, regarding institutional support, the Interim Provost/Vice President for Academic Affairs is currently in the process of developing a copyright and intellectual property policy ([p. 5](#)) with an expected implementation date during the 2016-2017 academic year. In addition, under technology support readiness, the College selected Blackboard as the LMS of choice ([p. 6](#)); however, with the continued leadership transitions in the area of the academic affairs it has been

difficult for BSC to make a measured conversion to Blackboard. It is expected that a more methodical move to transition to the Blackboard system campus wide will start in the fall of 2016.

To ensure program quality by distance delivery, the College participates in Quality Matters professional development which is a "faculty-centered, peer review process that is designed to certify the quality of online courses and online components." The College received a \$7,542.10 Complete College America professional development sub grant award from the West Virginia Higher Education Policy Commission to implement professional development "to any employee of the institution as the President sees fit" ([paragraph 1](#)). It was determined that as a start all faculty teaching ALP (accelerate learning program) courses would participate in the Quality Matters training in an effort to improve retention in ALP categorized courses that have an online component. This goal was met, and as outlined in the [Institution's Activity Report](#), including the ALP faculty a total of 43 individuals participated in the Quality Matters training across the College and one peer reviewer has been approved during the award period.

The College participated in a multi-location site visit in fall of 2014. The [report submitted](#) for this visit outlines how the College addresses program quality and learning goals at its multiple locations. The [peer reviewer's evaluation](#) indicates that the College is performing at adequate levels in eight of the nine categories evaluated. Areas of concern identified in the peer reviewer's report are being addressed. The Coordinator of Off-Campus Locations left the Institution in the spring of 2015. The College filled this vacancy in January 2016. The position has been updated to include the dual role [Director of Multi-Locations and Regent's Bachelor of Arts](#). It is expected that this position will continue to address the areas of concern outlined by the peer reviewer.

In addition, regardless of the manner of delivery or location of courses, the learning goals of each course are documented in the course syllabus and must be met. Further, dual credit courses are approved by the School Dean and the instructor must meet the same qualifications as other adjunct faculty. Each must also submit a resume for approval by the School Dean. The adjunct instructor, once approved, is provided the course syllabus outlining the student learning objectives to be achieved.

The College's Imaging Sciences program has a consortial agreement with Regis College in Boston, MA. Through the [Memorandum of Understanding with Regis College](#), "BSC will be an academic affiliate in collaboration with Regis College in the Nuclear Medicine Program that is accredited by the Joint review Commission on Education in Nuclear Medicine (JRCNMT)" due to accreditation requirements. In addition, Regis College will be responsible for all Nuclear Medicine (NM) faculty for specific NM Courses, final admission into the NM program, and program requirements for the accreditation and certification organizations."

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. Appropriate to the mission which states that BSC "...prepares students for diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society...", the College offers a coherent general studies program that is made up of basic skills and core skills components. Courses and instructors in general studies challenge the students to grow and develop personal and ethical values, as well as respect for the values, traditions, and diversity of others, as they accept the responsibility of citizenship in an ever-changing world. Over the 2012-2013 academic year, the general studies student learning outcomes were revised and required credit hours reduced in an effort to assist programs meet the 120 credit hour recommendation for all degree programs by the West Virginia Higher Education Policy Commission as outlined in item 1 of the of the [October 1, 2012 General Studies Revision Committee](#) (GSRC) minutes. Courses required for general studies are outlined in the [2015-2016 Academic Catalog](#). The result of the [revision](#) reduced the [baccalaureate general studies credit hour requirement](#) from 42 to 37-38 while the [associate general studies credit hour requirements](#) remained the same at 23 credit hours. The GSRC included faculty from each academic school in an effort to ensure the quality of the educational offerings at the baccalaureate and associate levels was maintained. In addition, faculty participating from each nationally accredited program helped to ensure the general studies revision met the various accrediting requirements as well.

2. The College discontinued the administration of the Collegiate Learning Assessment (CLA) funded by the West Virginia Higher Education Policy Commission (HEPC) in the spring of 2013. This assessment was discontinued because the West Virginia Higher Education

Assessment Council indicated that the assessment was not providing institutions with usable data for assessment (WV Higher Education Assessment Council Minutes, [May 23, 2012, p. 3](#)). As a replacement, the College initially considered utilizing the AAC&U Critical Thinking and Written Communication rubrics because they were accepted assessments within the Voluntary System of Accountability (VSA). At the same time the College implemented LiveText, a rubric based assessment database, College-wide. Therefore, it was decided that the framework provided by [AAC&U's Liberal Education and America's Promise \(LEAP\)](#) initiative was a good fit for the revised general studies student learning outcomes. Nine of the AAC&U rubrics have been [mapped](#) to the general studies student learning outcomes which are now being implemented using a stacked method where two rubrics are implemented each academic year.

The AAC&U rubrics enhance the purpose of the general studies program which "is to ensure basic skills competency and encourage the acquisition of a body of knowledge basic to that of an educated person" as outlined in the [2015-2016 Academic Catalog](#). With the revision of the general studies student learning outcomes during the 2012-2013 academic year as described above, the student learning outcomes include the following areas: communication; information literacy; technology literacy; mathematical literacy; social, artistic, and cultural literacy; scientific literacy; critical and ethical reasoning; and wellness ([p. 87](#)). The specific outcomes are listed below and represent broad knowledge and intellectual concepts students graduating from BSC should possess.

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

3. Each of BSC's programs have identified outcomes, curriculum, and assessment plans which were designed to ensure that graduates achieve a breadth of knowledge and skills as well as the capacity to exercise intellectual inquiry. Samples of these plans include: [Applied Science](#), [Criminal Justice Administration](#), [Humanities](#), [Social Science](#). These programs collect data annually in preparation of the five year program review process where analysis of data collected is demonstrated and shared: [Applied Science](#), [Criminal Justice Administration](#), [Humanities](#), [Social Science](#).

Beginning with the general studies requirements, students are introduced to content knowledge, develop identified skills, and learn a variety of approaches to intellectual inquiry. As students transition from general studies to programmatic courses, they continue to develop breadth of knowledge, skills, and intellectual inquiry methodology. Many of the academic programs outlined in the *2015-2016 Academic Catalog*, including [Humanities](#), [Social Science](#), [Applied Science](#), [Business Administration](#), [Education](#), and [Electrical Engineering Technology](#) are comprised of a seminar course, capstone course or capstone experience allowing students to demonstrate their knowledge, skills, and ability to exercise intellectual inquiry.

BSC has implemented a set of clear learning outcomes for general studies and program curricula with the goal of graduating students who are well-prepared for careers in their fields. It is also expected that students will gain life skills to assist them in furthering their education informally and formally. Graduate and professional schools require students to have a certain mastery of key content. More importantly, these programs seek students who can clearly express themselves, construct and defend arguments using appropriate evidence, analyze problems and arguments, understand social and cultural differences, possess a breadth of knowledge, and conduct research using a variety of resources.

The Institutional student learning outcomes prioritize key skills and dispositions: communication, quantitative literacy, information literacy, ethical reasoning, inquiry and analysis, critical thinking, global learning and civic engagement. Some of these outcomes focus on a level of content mastery, and all of them train students to develop and sharpen the skills most valued by graduate and professional schools. These skills and dispositions are also needed for lifelong independent learning as well as effective career training in many fields. Students who sharpen these skills through the general curriculum are lifelong learners.

4. The College recognizes diversity of its learners, other constituencies, and the greater society it serves as outlined in its mission documents. Diversity is a fundamental value outlined in these documents and affirms the College's commitment to honor the dignity and worth of students, faculty, staff, and society at large. The College practices the mission of diversity in a variety of ways. For example, the College hosted Writer and Director Art Jones, author of the critically acclaimed documentary "Thirteen Percent", in September of 2015 who screened and gave a lecture about his film-in-progress "[Spirit: The Will to be Free](#)" about the Haitian Revolution of 1791-1804.

The College strives to ensure that all students are given the full opportunity to discover and develop their talents, interests, and unique potential, and to provide a learning-centered environment that presents the context for intellectual, cultural, professional, and personal growth during the college experience. For example, in April of 2015, Dr. Can Kultur, a Fulbright Scholar in Residence at Rose-Hulman Institute of Technology in Terre Haute, Indiana, visited BSC as part of the Windows on the World Lecture Series where he discussed the "[Human Factor and Software Design](#)" with computer science students. Further, BSC developed articulation agreements with multiple international higher education institutions in 2015. For example, BSC has a Memorandum of Understanding (MOU) with [National Ilan University of Taiwan](#), [William V.S. Tubman University of Liberia](#), and [Kazan National Research Technological University of](#)

[Russia](#) "to promote the development of joint studies, research and training activities, and other educational programs of mutual interest."

The College also recognizes the human diversity of students with the Student Support Services (SSS) TRIO program. SSS is one of eight Federal TRIO Programs (TRIO) designed to identify and provide services for individuals from disadvantaged backgrounds. These programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects. Through a grant competition, funds are awarded to institutions of higher education to provide opportunities for academic development, assist students with basic college requirements, and to motivate students toward the successful completion of their post-secondary education. The goal of SSS is to increase the college retention and graduation rates of its participants.

5. BSC faculty contribute to scholarship and discovery of knowledge in a variety of ways. For example, a BSC faculty member co-authored an engineering textbook ([Bolton](#)), and recently two faculty members published scholarly articles ([Lowinger](#), [Belay](#)). In addition, faculty receive externally sponsored academic research funds. The awards are reported annually to the HEPC, and demonstrate the type and amount of funding received by faculty. The last five years of these externally sponsored academic research reports are provided as evidence ([2011](#), [2012](#), [2013](#), [2014](#), [2015](#)).

Faculty within the academic schools frequently collaborate with students outside the classroom to provide opportunities for discovery of knowledge. An example is the School of Engineering Technology and Computer Science (ETCS) preparing students for professions in which knowledge of mathematics and natural sciences gained in classrooms, online, and in laboratories, are applied primarily to the implementation and extension of existing technology for the benefit of industry. ETCS education focuses on applications of science and engineering aimed at preparing graduates for practice in applied research, technology development, product improvement, manufacturing, and engineering operational functions. ETCS produces scholarship and creates knowledge through ongoing efforts to connect its most creative ideas and share its best practices with the industries it serves, the professional societies it supports, the competitions it enters, and the region it respects in an engaging partnership for mutual improvement. There have been many examples of these activities in each program and among different combinations of programs over the years. A sampling of the various opportunities created by faculty for students to participate in recent years include:

- Civil Engineering Technology (CIET) faculty members are collaborating with the West Virginia Department of Highways to hold the Second Annual Southern Technical Conference for civil engineers in April 2016. The conference will provide local professionals an opportunity to obtain necessary professional development hours while staying in southern West Virginia. Professionals, retirees, faculty, students, and others interested in current civil engineering technology issues are able to attend.
- Architectural Engineering Technology (ARET) and CIET designed a community center for Princeton, West Virginia, in 2015.

- Electrical Engineering Technology (ELET) anchors the successful involvement in Intelligent Ground Vehicle Competition which routinely involves ARET to make drawings, Computer Science (COSC) in programming autonomous algorithms, CIET utilizing GPS to layout precise practice courses, and Mechanical Engineering Technology (MEET) to develop vehicle platform designs. A CART-sponsored autonomous vehicle named “Apollo” received fifth place in Best Design at the 2015 international competition held annually in Rochester, Michigan. The Team also was one of only six teams to qualify for the final round of competition. BSC teams have consistently placed among the top ten since 2003, against universities considered best in the world in unmanned vehicle design.
- ARET and CIET have led BSC’s American Society of Civil Engineers (ASCE) student organization to conference victories related to steel bridge design. The BSC team competed in the 2014 National ASCE competitions in Seattle, WA.

Sources

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1/2. In the fall 2014, BSC reported in its [Common Data Set](#) that faculty totaled 130: 75 full-time and 55 part-time. Of the total number of full-faculty (75), 15% were minority, 48% were women, and 40% held a doctorate or other terminal degree. All instructors are appropriately qualified, including those teaching dual credit, and contractual. The process implemented to ensure quality faculty are hired is outlined the [Faculty Handbook](#).

Curricular content and instructional strategies are the responsibility of the College's faculty. Proposals for new courses, modification of existing courses, and development and/or modification of degree programs, areas of concentration, and minors all begin within the schools and then the changes work through the established approval process as described in the [Faculty Handbook](#). Faculty within each school meet to discuss and vote on the course and curriculum proposals that are developed within their school. Standardized course and curriculum proposal forms are used College-wide. This [form](#) requires justification of the proposal, the anticipated implementation date, and the adequacy of existing resources to support the proposal.

When a course or curriculum proposal is approved at the School level, it is forwarded to the College's Curriculum Committee for review and recommendation. The Curriculum Committee is a standing committee of the faculty as described in the [Faculty Handbook](#). Members represent each of the academic schools and serve two-year terms. During the last couple of academic years, several academic schools have proposed new curriculum outlining the modification of courses, sequencing, revising course titles, descriptions, and content to update the current

specialization ([2014 EGMT](#), [2015 ARET](#), [2015 SPED](#)). The Curriculum Committee approved these proposals.

To assist the faculty in its consideration of course and curricular content, advisory boards are established in a number of programmatic areas. The full list can be found in the [2015-2016 Academic Catalog](#). Many of the programmatic advisory boards include local practitioners in the field who provide content expertise and offer feedback on curricular modifications and instructional strategies. For example, the School of Education's advisory board, Educational Personnel Preparation Advisory Committee ([EPPAC](#)), includes a representative from the State Department of Education, public school teachers and administrators, and faculty from the Schools of Education and Arts and Sciences who deliver instruction for the program, as well as current students enrolled in the program.

Decisions on the schedule of courses are made cooperatively among the faculty members responsible for the course and the respective dean on the basis of student need. In addition, decisions regarding the modality of course delivery (traditional classroom, online instruction, televised courses, and independent study) are made in the same manner. The Instructional Technology Center (ITC) staff provide professional development seminars and workshops for faculty and staff who implement these modalities to enhance the instructional strategies at all levels. For example, during the fall of 2013, 8 Instructional Technology Center staff provided 52 sessions on 13 [topics](#) with approximately 6-12 faculty and staff attending each topic.

Adjunct faculty who teach the general studies lower-division courses implement the instructional strategies and materials that full-time faculty have developed. Adjunct faculty who teach courses that are not taught by full-time faculty typically have more latitude to develop instructional materials and strategies. The professional development seminars and workshops offered by the College are also made available to adjunct faculty.

3. The annual faculty evaluation process has two major objectives as outlined in the [Faculty Handbook](#): "1) to determine strengths and areas for improvement regarding teaching, service, and professional development; and 2) to provide information for personnel decisions such as promotion, tenure and merit pay." Each faculty member meets with the School Dean to set performance goals. There are [four components](#) of the evaluation process: "student evaluations of faculty, faculty self-evaluation, division chair evaluation of faculty, and classroom observation."

The Office of Institutional Research and Effectiveness administers the [Student Evaluation of Educational Quality \(SEEQ\)](#) survey for face-to-face courses and a somewhat modified version of the same form [Student Evaluation of Educational Quality Distance Education \(SEEQDE\)](#) for online courses. These are administered every semester for the student evaluation of faculty. The instrument addresses nine categories: learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, and an overall evaluation. In addition, students are provided space for open-ended comments to allow for expansion of individual items. Every course with an enrollment of more than five is evaluated. Courses with less than or equal to five are provided an opportunity to submit written comments regarding the course. Faculty take student feedback and incorporate it into pedagogical decisions and course design. Faculty are also expected to address teaching effectiveness in annual self-evaluations

utilizing the SEEQ/SEEQDE report. Deans use the SEEQ/SEEQDE report as part of faculty annual review, and there are specific sections which plug directly into the merit pay formula. Further, the Deans are required to use the SEEQ/SEEQDE report and the faculty self-evaluation to complete the [Faculty Evaluation Form](#) as outlined in the *Faculty Handbook*.

Faculty complete a [self-evaluation](#) which provides information for the School Dean's evaluation. Each element of the instructor evaluation requests a description that will "identify and explain how [the faculty member will] accomplish the item," an evaluation that will "determine how well or to what degree [the faculty member will] meet the item", and a goal "to meet this item during the coming year" under each category applicable. [Classroom observations](#) are "at the discretion of the division chairperson or at the request of the instructor for both tenured and non-tenured faculty." However, "classroom observation will be required for the first four semesters of an instructor's employment."

4/6. As outlined in Criterion 2D and 5A, faculty and staff are eligible to apply for professional development funds that cover five categories as identified in the [Personnel Development Application](#):

- Category A: Degree programs
- Category B: Non-Degree Study
- Category C: Tuition Waivers
- Category D: Research/Presentations
- Category E: Workshops/Conferences

The College also provides professional development opportunities at the Faculty Institute held at the beginning of each semester. For example, during the [fall 2015 Faculty Institute](#), sessions were offered on the early alert system and DegreeWorks. Historically, other professional development opportunities offered include: Quality Matters training, LiveText training, and assessment activities.

5. As outlined in the [Faculty Handbook](#), "Each faculty advisor is expected to maintain a schedule of posted office hours throughout the year so that he/she may be accessible to students he/she is advising. Full-time faculty members must maintain a minimum of 10 office hours per week, however advisors must extend posted office hours during registration periods." Accessibility to students is also outlined and addressed further in the [Faculty Handbook](#) "The typical faculty member will probably spend 15-30 hours per week for lesson preparation, evaluation of student work, and professional study in relation to his/her classes at the College. In order to promote the availability of faculty to work with individual students, each full-time faculty member must post on or near his/her office door a minimum of 10 hours per week as office hours to be available to work with students on their individual academic and occupational problems. Advisors must extend posted office hours during registration periods."

Sources

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. BSC provides student support to meet needs of students the College serves. The [Educational Opportunity Center \(EOC\)](#), a federally funded TRIO program of BSC, is a community outreach program that serves approximately 1,500 participants annually and is designed to motivate adults to plan for career success. The EOC targets first generation, low income adults and assists them in entering college, vocational school, or basic skills courses by providing essential academic and financial aid information. The goal of EOC is to help participants overcome the barriers to education by linking individuals to services and resources such as: financial aid, admissions, tutors, mentors, child care services, and transportation. Services provided by the EOC include, but are not limited to, assistance in completing admissions and financial aid applications, career and academic counseling, interest inventory testing, field trips to higher education institutions, scholarship searches, financial aid workshops, and loan default resolution. The EOC collaborates with the WORKFORCEWV Region I Executive Board to ensure that non-traditional adults, who may be dislocated workers, single parents, or under employed, have the opportunity to continue their education.

Another set of services provided to BSC students includes a grant funded TRIO program, [Student Support Services \(SSS\)](#). BSC received funding for a new five-year cycle starting in 2015. There is a significant need for these services as a majority of BSC's population represent the clientele SSS is designed to serve: low-income, first-generation, and students with disabilities with a need for academic support. Services promoting student success are consistent with the mission. BSC's services have a strong tradition and commitment of making education accessible for students.

In addition, students who do not qualify for the TRIO funded EOC or SSS have a variety of other options. For example, students have access to the College's Counseling and Advising Center where students receive career counseling, personal counseling, academic advising, study skills and tutoring, and testing services. In addition, all students have access to online tutoring through Smarthinking where they are able to connect with an e-structor, schedule a personal session, submit writing, and submit offline questions to a tutor. The College also offers DegreeWorks academic auditing and [EverFi TRANSIT](#) online financial literacy modules to name a few additional services available for students.

2. The College provides preparatory instruction that addresses academic needs through the freshman and developmental education course placement. By combining standardized test scores and high school outcomes with the student's chosen course of study, freshmen at BSC are strategically placed into the developmental and gateway 101 courses best suited to their curricular goals. Important in this strategic placement is not only the appropriate selection of individual courses, but also the complementary co-requisite pairing of courses as well. Selection and pairing of courses enable the accelerated-learning and contextual-learning strategies required for successful student completion of gateway 101 courses in the freshman curriculum. These policies reflect anticipated changes to the West Virginia Higher Education Policy Commission (HEPC) [Series 21: Freshman Assessment and Placement Standards](#) and realize HEPC mandated changes to developmental education curricular placement, scale, and design.

BSC currently offers five developmental education courses, of which two are in English and three are in mathematics which are outlined in the [2015-2016 Academic Catalog](#). The last is a course in college success skills. They are:

- ENGL 098/Grammar and Reading: Credit not applicable toward degrees. Required of students scoring 14 or lower on ACT English/Writing score, an SAT Writing score of 370 or lower, or a COMPASS Writing Skills score of 50 or lower. Stresses the reading-writing connection and writing skills necessary for successful completion of ENGL 099/101 co-enrollment.
- ENGL 099/Developmental English: Credit not applicable toward degrees. Co-enrolled course with specific sections of ENGL 101. Required of students scoring EITHER 15-17 on ACT English inclusive OR scoring less than 17 on ACT Reading, an SAT Writing score of 380-420 inclusive, or EITHER a COMPASS Writing Skills score of 51-70 OR a COMPASS Reading score less than 75. Provides tutorial support for acquiring writing skills necessary for successful completion of ENGL 101 accelerated learning program (ALP).
- MATH 098/Developmental Arithmetic: Required of students who's ACT Mathematics score is 14 or lower, or COMPASS Pre-Algebra score of 30 or lower, or an SAT Math score of 330 or lower. Stresses fundamental or topics in arithmetic, geometry, and pre-algebra.
- MATH 099/Developmental Algebra: Credit not applicable toward degrees. Co-enrolled course with MATH 101/109 ALP. Required of students whose ACT Mathematics score is at least 15 to 18 inclusive, an SAT Math score of 340-440 inclusive, or a COMPASS Pre-Algebra score of 31-58. Stresses fundamental topics in algebra for students with insufficient knowledge of high school level mathematics.

- GNET 098/Pre-technical Mathematics: A study of fundamental topics from arithmetic, algebra, and geometry. Designed for freshman enrolled in engineering technology programs who have insufficient mathematical background and/or ACT scores in mathematics of 18 or lower, or COMPASS Mathematics score of 58 or lower.

[BSCS 100/Building Successful College Skills](#) is designed to assist students in the acquisition of college survival skills, and skills for successful living. The course, designed primarily for freshman students, provides the opportunity for acquiring self-management skills and college success skills. First time freshmen are expected to complete this course in their first semester. Upperclassmen may register for the class with the permission of the instructor.

3. Academic advising is provided to each student and is suited to the student's needs and academic programs. For example, the *2015-2016 Academic Catalog* outlined several methods by which students are advised:

- [students enrolled in developmental coursework are advised by the Counseling Center,](#)
- [students who have not been enrolled yet are provided one-on-one advising through the Student Success Center,](#)
- [students participating in the TRIO funded Educational Opportunity Center are provided assistance with advising,](#)
- [international students are advised by the Office of International Initiatives,](#) and
- [once students declares a major, they are assigned a faculty advisor.](#)

4. The Wendell G. Hardway Library supports the academic programs of the College by providing print, non-print, and electronic resources to students, faculty, staff, and administration and offers assistance and instruction in the use of these resources. Most services are available to the local community as well. The library on the main campus is the major repository of books, periodicals, and electronic resources. A library annex maintained at the Erma Byrd Higher Education Center contains collections pertinent to the current programs of study and will be expanded to future programs offered there.

With the [2014 IPEDS Academic Libraries Report](#), the College reported the Wendell G. Hardway Library collection consisted of 72,579 books with 23 being digital or electronic, and 21 digital or electronic databases. Other resources available in the library include approximately 650,000 microforms, and 3,500 government publications. In addition, the College reported that expenditures for materials and services totaled \$136,910. Electronic resources at the main campus are accessible at all locations. In support of these technology resources and changing administrative needs, the College continues to allocate funding to provide for the systemic upgrade of all student-dedicated, faculty, and administrative computers. This consistent effort assists the College in remaining compatible with new technology and software.

Laboratory facilities utilized for instruction and research are housed in the Brown-Gilbert Basic Science building (Basic Science) and in Dickason Hall. Space is allocated for laboratory storage, lab manager offices, chemical preparation, weighing, culture of microorganisms, and sterilization of biohazard wastes. Biology, chemistry, natural science, physical science, and physics

laboratory classes are held in Basic Science. Dickason Hall houses engineering technology, radiologic technology, and nursing laboratory classes.

Laboratory facilities are well maintained by the College's academic support staff. The facilities are managed by two full-time staff positions: Academic Lab Manager I (Dickason Hall) and Academic Lab Instructor Assistant (Basic Science). BSC was allocated \$1 million from the State of West Virginia for laboratory upgrades in both buildings. In addition, \$2.1 million (from federal American Recovery and Reinvestment Act funds, an HEPC loan, and College contributions) was utilized for an HVAC (heating and air conditioning) upgrade in Basic Science which included the laboratory facilities.

BSC demonstrates its commitment to laboratory safety in its instructional and research facilities. The laboratories are well equipped with instructional equipment and supplies. Adequate storage area is available to house these instructional materials. Appropriate safety equipment and supplies are available in the labs, and students receive safety instruction from the lab instructor. Laboratory facilities are correctly labeled with National Fire Prevention Association warning signs. Proper storage for chemicals and chemical waste is provided in secure designated areas of the buildings. The College's [Policy 46: Chemical Hygiene Policy](#) is in place for maintenance of the labs and equipment.

Research facilities are available for faculty and student use in both buildings. A biomedical research lab, complete with an animal care facility is available. The facility is utilized for undergraduate research training. In addition, there is space designated for students enrolled in research courses. In Dickason Hall, research space is available for both faculty and students.

5. Students are provided with tools for a positive college experience through a curriculum crafted to develop skills necessary for acquisition and application of knowledge gained while attending BSC and throughout life. [Building Successful College Skills \(BSCS 100\)](#) is a three credit hour course designed and managed by Student Affairs and Enrollment Management for students requiring developmental courses. The course is open to all first year students. It enhances study skills while allowing students to evaluate personal and career values. Students are encouraged to develop familiarity with the campus, and are also provided with information about the history of the College, resources and support programs available on campus and within the community. The importance of cultural awareness, community involvement, and lifelong learning are also included in the coursework. Responsible academic scholarship is stressed. Plans to expand this course to all incoming freshmen are being discussed.

Incoming freshmen attend orientation, during which they meet with academic advisors, representatives from on-campus support programs, financial aid, student affairs, and health services. They receive training in College services, such as Smarthinking, career planning and placement, DegreeWorks, Web Self-Service, plagiarism, and other sources of information access. Students also receive a copy of the student handbook listing the College's expectations for academic honesty, policies and procedures affecting students, computer usage policy, and more. SSS also provides free tutoring, counseling, seminars, workshops, and enrichment trips to eligible students.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. Each of the academic schools provides a variety of curricular and co-curricular activities suited to the College's mission and contribute to the educational experience of the students. These activities support inquiry, practice, creativity, and social responsibility among our faculty, staff, and students. For example,

- The School of Business assists more than 400 individuals per year over the last 20+ years to complete their federal and state income tax returns using faculty and student volunteers. This project allows students and faculty to develop a strong sense of social responsibility by helping the community while practicing the tax preparation skills taught in the curriculum ([VITA 2016](#), [VITA 2015](#), [VITA 2014](#)).
- The School of Engineering Technology and Computer Science (ETCS) developed student teams to design computer software for use by community service organizations. These projects were designed to allow students to develop the skills of inquiry, practice, creativity, and social responsibility as they work closely with organizations like the Mercer County Humane Society, Bluefield Union Mission, Mercer County Food Pantry and Wade Center to determine software needs, design software, test software, and then effectively implement the software for the organizations.
- The School of Nursing and Allied Health nursing students helped Princeton Community Hospital administer over 2,000 influenza injections during [AutumnFest](#). Other activities in which BSC nursing students engage include [Bonnie's Bus](#) and [Alzheimer's Awareness](#). Radiologic Technology students invest more than 200 hours in volunteer service to area service organizations each year.
- The School of Education seniors created literacy stations for students and their parents for [Family Night](#) at Brushfork Armory where five area schools participated and over 300 students, parents, and teachers attended. Students also created a [Multicultural Family Night](#) where more than 175 students and parents participated. Education students judged local social studies fairs at Mercer County Schools, participated in [Science Friday's](#) at Whitethorn Primary School, read to North Tazewell, VA Elementary School children for Dr. Seuss' Read Aloud program. Other co-curricular activities include volunteering as tutors at the Wade Center, volunteering at the Mercer County Heritage Festival, and collecting toys and clothing for the Salvation Army Toys for Tots.
- The School of Arts and Science's Biomedical Club held 33 events during the 2014-2015 academic year totaling over 600 hours of student activities outlined in the [SGA](#)

[Organization of the Year](#) document. Some of the activities include outreach to middle school students through the BioEYES initiative, and organizing the science fair at Pike View Middle School, as well as local home schoolers.

In addition to volunteer and community service projects, many programs include a practicum, field experience, internship, clinical assignment, or capstone course. These experiences allow students the opportunity to refine inquiry skills, practice skills, use and develop creativity, and learn social responsibility. For example, in 2014, fifteen students from ETCS were trained to [install solar panels](#) as part of a \$100,000 Thurgood Marshall College Fund grant. Another ETCS student completed an internship with the City of Bluefield assessing the city's storm water system ([2013](#), [2014](#)). Humanities majors have the opportunity to take an Applied Language Arts course which provides direct experience. Health Services Management, Marketing, Political Science, and Criminal Justice students are offered internship courses that allow students the opportunity to develop critical skills and practical experiences as well.

Many of the co-curricular activities support inquiry, practice, creativity, and social responsibility. The College has approximately 40 active student organizations advised by faculty and staff members and are outlined in the [2015-2016 Academic Catalog](#). Many of the organizations actively participate in community volunteer projects as well as professional organizations. For example, the Service, Honor, and Greek Organizations have been active with The Muscular Dystrophy Association Labor Day Telethon, Adopt a Highway, Toys for Tots, The American Red Cross Blood Drive, Ronald McDonald House, Mercer County Humane Society, Read Aloud programs in Mercer and Tazewell Counties, and the Renew the New River cleanup campaign.

2. The College demonstrates the focus on contributing to community engagement, service learning and economic development by virtue of the [critical regional issue strategies and activities](#) outlined in College's *2013-2018 Integrated Plan for Student Success*. The strategies and activities outlined in this section of the plan focus on how the College and its students engage with external organizations (government, business, non-profit) to identify and solve critical regional issues that align with the College's mission. Specifically, the strategies and activities establish a deeper relationship with local schools and business as well as school administrators for the 13 counties in the region the College serves. It is expected that the relationship will move beyond the traditional social functions and envisions transforming BSC into a vital community resource for student professional development as well as social affairs in the interests of the local citizenry. The three primary components of the plan are the development of BSC resources (virtual, physical, personnel), services (BSC-centered activities of interest to the local citizenry), and community engagement (opportunities to work with the community on projects of mutual interest and importance to both).

Selected academic areas connect students to the community through observations, clinicals, service-learning projects, and internships in addition to the activities that link the College to external communities. Education students participate in pre-service teacher training including observations in local schools. Nursing and Radiologic Technology students take part in clinical instruction in area hospitals. Students are engaged in other outreach projects through service-

learning and internship opportunities along with academic competitions such as robotics and business simulations.

As further outlined in the [*2013-2018 Integrated Plan for Student Success*](#) the purpose of collaborative ventures with other higher education organizations and K-12 partnerships is to foster community, industry, and higher education cooperation in order to generate ideas, explore approaches, and continually improve our programs and enhance recruiting and retention efforts for the College. Collaborations that lead to increased enrollments and future job placements for nurses, radiologic technicians, engineering technologists, business professionals, teachers, and applied scientists are a particular interest. Preparing the workforce for the global marketplace is the theme as technological advances continue to shrink a more competitive world where technologists need to work smarter, more creatively, and more efficiently than ever before. Through collaboration the College recognizes and values the crucial work that needs to be done to keep both students and the businesses that will employ them competitive.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

The evidence demonstrates that BSC meets Criterion 3 in that the degrees offered by the College are high quality and appropriate to higher education regardless of where or how instruction is delivered. The College offers a coherent general studies program that encourages personal growth and the development of personal and ethical values, respect for the diversity of others, and responsible citizenship along with intellectual inquiry and acquisition, application and integration of learning. Further, qualified faculty and the utilization of academic advisory boards ensure that the curricular content and instructional strategies contribute to the educational quality for students. In addition, the personnel development funds available to faculty and staff contribute to the educational quality of faculty and staff. Finally, the student services provided by BSC faculty and staff support student learning and effective teaching.

Sources

There are no sources.

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.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. In accordance with West Virginia Code W. Va. Code [18B-1-6](#), [18B-1B-4](#) and [18B-2A-4](#) and the West Virginia Higher Education Policy Commission (HEPC) [Series 10: Policy Regarding Program Review](#), BSC has followed its current program review process since 2002 with the implementation of [Policy No. 5: Program Review](#). This policy requires that all programs be reviewed on a five year cycle as indicated in the [Program Review Schedule](#). The review process consists of three levels of activity: an annual audit, program review, and special program reviews. The annual audit reviews productivity in credit hours, course enrollments, numbers of majors and degrees awarded, costs, and related information. The program review is an in-depth evaluation of the viability, adequacy, necessity, and consistency with the mission for each program. Self-studies conducted for accreditation may be used to provide data for the review.

The Provost/Vice President for Academic Affairs works with deans and departmental faculty to develop program reviews. Once the program review is complete, it is sent to an external reviewer for feedback. Nationally accredited programs are exempt from this process since these programs are reviewed externally by the accrediting agency. Typically, the external reviewer will conduct interviews on campus with faculty, staff and students regarding the program and then submits a report to the dean and department chair. The program review and the external reviewer's report are then submitted to the Board of Governors for approval to submit to the HEPC. The programmatic self-study committee recommends programs be continued at the current level of activity, continued with a reduced level of activity, identified for further development, developed as a cooperative program with another institution or identified as a program of excellence.

In the spring of 2013, the [Humanities Program](#) with [Appendix](#) was [externally reviewed](#) by Dr. Karen McComas of Marshall University who made the following recommendations:

- Complete the final steps toward developing program level assessments (as described earlier in this report).
- Develop a strategic plan for recruiting and retaining the appropriate complement of faculty. This plan should include requesting an additional faculty member.
- Develop a strategic plan for recruiting and retaining additional students in the program. This plan should set short term and long term goals.

The departmental faculty began to address these recommendations by fall of 2014. For example, to address the first bullet above the faculty created a more robust [assessment plan](#). They revised programmatic and course outcomes then aligned those outcomes to the Institutional student learning outcomes. From this work the Humanities department developed an [assessment matrix](#) outlining the programmatic outcomes, courses assessed, assessment tools, performance goals and identified benchmarks. Faculty have now collected and analyzed data and are able to use these data for [program improvement](#).

In response to the second recommendation above, the Humanities department have more carefully crafted position announcements to ensure a more diverse skill set among faculty. Humanities faculty collaborated with the School Dean to strategically develop a [job description](#) for a new Humanities hire in the spring of 2015. This enabled the department to hire a communications faculty member with additional expertise in media which will allow for the expansion of the Humanities course offerings.

In order to respond to the third recommendation listed above, faculty planned and implemented a fall [Humanities Challenge](#) and a spring [AGORA Celebration](#) as a recruitment and retention activity. These events provide an opportunity to bring the local community, especially high school students, to campus which exposes them to the faculty, the program, and BSC.

2/3. The Registrar evaluates all of the credits that the College transcripts following a detailed process described in the [Matriculation Process](#) document. The evaluation of transcripts is accomplished by transfer articulation agreements, transfer by course, core coursework transfer

agreements, prior learning assessments, and international students completing courses outside the United States who are required to provide a third party evaluation of transcripts.

The [2015-2016 Academic Catalog](#) outlines the recognized assessments for placement and earning college credit. These include: American College Testing Program (ACT), the College Level Examination Program (CLEP), the COMPASS Exam, the Defense Activity for Non-Traditional Education Support (DANTES), National League for Nursing (NLN), Nutrition and Microbiology Challenge Tests, the Test of English as a Foreign Language Internet-Based Test (TOEFL iBT), Test of Essential Academic Skills (TEAS V), College Entrance Examination Board (CEEB) and Advanced Placement (AP).

The Regents Bachelor of Arts Degree Program is a nontraditional program offered by the baccalaureate degree-granting institutions in West Virginia for adults who are interested in obtaining a bachelor's degree. The transfer of credits for this program is outlined in the [RBA Administrative Guidelines](#) as well as the [2015-2016 Academic Catalog](#).

In accordance with West Virginia Code [18 B-14-2](#) and HEPC [Series 17: Transferability of Credits and Grades at West Virginia Colleges and Universities](#) is an effort to ensure the quality of credit accepted in transfer, BSC developed and the Board approved [Policy 59: Transferability of Credits](#). This policy establishes guidelines for the acceptance of transfer credits, grades, and an appeal process. Specifically, Section 2.3 of the policy requires BSC to "use a 70 percent criterion to allow the fulfillment of programmatic and degree requirements. That is, if 70 percent of the learning objectives are similarly aligned, then BSC will accept the course. However, where it is determined that 70% of the learning objectives do not equate to a full course equivalency, BSC assumes the responsibility to demonstrate the 70% alignment is not sufficient for transfer credit. Therefore, in an effort to assist in this determination, it is expected that every course at the institution will identify the institutional, programmatic, and course learning objectives as appropriate."

In an effort to work with the State's institutions to better understand the implications of this policy, the Vice Chancellor of Academic Affairs at HEPC met with the College's Provost/Vice President for Academic Affairs, academic deans, registrar, associate registrar, Director of Institutional Research and Effectiveness, Director of Counseling Services, Director of Student Support Services, Director of Education Opportunity Center, and developmental education mathematics and English faculty on [December 4, 2015](#). The Vice Chancellor indicated that HEPC would develop additional guidelines for colleges and universities to follow in an effort to better implement the transferability policy.

4. Institutional authority over the quality and rigor of courses and programs and the qualifications of program faculty is maintained and exercised.

Prerequisites for courses

Initial course proposals identify any prerequisites in the curriculum process, and any changes also require approval through this process. All prerequisites are identified in the academic catalog course descriptions and are identified during registration. The [Curriculum and Academic](#)

[Proposals Routing Sheet](#) reflects the process for curriculum proposals. Typically, originators present proposals for curriculum at the school level through the dean for approval. Then the proposal is presented to the Director of Teacher Education if Teacher Education is involved. Next, the Curriculum Committee reviews the proposal, then it is reviewed by the Faculty Senate. Finally, the Deans' Council does a final review of the proposal, and the curriculum proposals approved are then implemented into the next academic catalog.

Rigor of Courses

Course content, objectives, assignments and assessments required for student success are reflected in the course numbering system reflected in the [2015-2016 Academic Catalog](#). Developmental courses are numbered in the 090's and give students the knowledge and skills to perform in the introductory college credit bearing courses which are numbered in the 100's and typically serve as an introduction to a field or discipline. Students are placed into developmental courses based on their chosen field of study, standardized test scores and COMPASS scores as explained in the [2015-2016 Academic Catalog](#). The 200 level courses demand more independence and mastery of techniques. The 300 level courses are typically taken by students in their major fields of study and require control of methods, command of basic factual and theoretical knowledge for their discipline. The 400 level courses include capstone courses often requiring intensive research projects, clinical practice, and/or student teaching. Expectations for course rigor and student learning is assured through the oversight provided by the curriculum committee and the curriculum proposal process. In order to take a course for credit at another institution, a student must apply for transient permission granted by the advisor and Dean. Students may also cross-register with Concord University as outlined in the [2015-2016 Academic Catalog](#). The grading system reflects a description for each letter grade which reflects student performance and the grade point averages calculated by the Registrar.

Access to Learning Resources

BSC provides outstanding learning resources including the Wendell G. Hardway Library, Student Support, Smarthinking Tutoring, Counseling Advising and Testing Center. Qualifying students also have access to the Educational Opportunity Center that provides services such as: career planning and interest testing, scholarship information, college testing information, and individualized academic advising. Student learning and support resources are also described in Criterion 1A and 3D.

Expectations for Student Learning

Since the 2011-2012 self-study, all schools and programs have improved student learning by updating learning outcomes and assessments. For example, after completing a five-year program review, Humanities faculty revised the programmatic assessment matrix based on feedback received from the [external reviewer](#). These [revisions](#) included updating student learning outcomes, strategically mapping assessed courses, and utilizing AAC&U rubrics for assessment. Faculty from this program now provide leadership to the other programs within the School of Arts and Sciences in an effort to update their assessment matrices as well in preparation for those program reviews. Another example of identifying expectations for student

learning comes from the School of Nursing and Allied Health. The Associate of Nursing degree is transitioning to a new set of student learning expectations based on the [State Nursing Board requirements](#). The Education program recently completed reaffirmation of accreditation from NCATE and is now transitioning to [CAEP standards](#) with stronger expectations for student learning within the Teacher Education program. The School of [Engineering Technology and Computer Science](#) has updated assessment matrices for all of the specialized accredited programs, strengthened student learning outcomes and updated curriculum.

Faculty Qualifications

Faculty job postings are carefully constructed by Department Chairs and Deans. Faculty job postings are then reviewed by the Provost/Vice President for Academic Affairs and the Director of Human Resources before submission to the President for approval. The [Faculty Handbook](#) describes the minimal appointment and promotion criteria for faculty. Full-time faculty or adjuncts hired to teach dual enrollment courses are also held to the same standards as faculty teaching the traditional courses. In order to assure that dual credit classes are comparable to traditional classes, standard course objectives and assessments are used.

5. Currently, BSC offers six associate programs and 17 baccalaureate programs of which 14 are nationally accredited academic programs:

- Eight Engineering Technology programs are accredited by the Technology Accreditation Commission of the [Accreditation Board for Engineering and Technology](#);
- The Associate Degree Nursing program is accredited by the [Accreditation Commission for Education in Nursing](#), and the Baccalaureate Degree Nursing program is accredited by the [Commission on Collegiate Nursing Education](#);
- The Radiologic Technology program is accredited by the [Joint Review Committee on Education in Radiologic Technology](#);
- The Education K-6 Early/Middle program is accredited by the [National Council for Accreditation of Teacher Education](#) and approved by the West Virginia Department of Education; and
- The Business Administration and Accountancy programs are accredited by the [Association of Collegiate Business Schools and Programs](#).

These accredited programs demonstrate the quality of education that BSC provides the region.

6. Annually, BSC captures a snapshot of the success of graduates at the time of graduation. The [Graduate Exit Survey](#) is the instrument that captures students' self-reported plans for graduate school, most likely activity upon graduation, attitudes and perceptions regarding student learning outcomes, and services provided by the College as well as educational effectiveness. Results from the last four academic years are provided ([2012](#), [2013](#), [2014](#), and [2015](#)). The [Career Survey](#) is distributed several weeks after commencement with diplomas. Participation in the Career Survey is low which continues to be a challenge for the College. Specialized accredited programs such as Radiologic Technology and Nursing survey students ([RADT student survey](#), [NURS graduate survey](#)) where the specialty accreditation requires tracking of graduates and analysis of the success of graduates. These data are shared with advisory boards ([RADT IAB](#)

[Minutes November 2, 2012](#), [RADT IAB Minutes November 1, 2013](#), [RADT IAB Minutes November 7, 2014](#)). In addition, employers are surveyed as well ([RADT employer survey](#), [NURS employer survey](#)). Other programs such as [Applied Science](#), [Humanities](#), and [Social Science](#) also evaluate the success of graduates by utilizing a graduate exit survey ([2013,2014,2015 Applied Science exit survey results](#); [2013, 2014, 2015 Humanities exit survey results](#); and [2013, 2014, 2015 Social Science exit survey results](#)).

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1. BSC has clearly stated goals for student learning and effective processes for assessment of student learning. The education students receive at BSC reflects the mission and prepares them for "diverse professions, graduate study, informed citizenship, community involvement, and public service." The College identifies Institutional student learning outcomes supported by the general studies curriculum. The outcomes represent what students should know and be able to do at the completion of their education at BSC regardless of academic program and are outlined in the [2015-2016 Academic Catalog](#):

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

Since the last reaffirmation of accreditation visit in 2011, the College has experienced a variety of leadership changes in a number of key positions, President, Vice President for Student Affairs

and Enrollment Management, Provost/Vice President for Academic Affairs, Dean of the School of Arts and Sciences, and Department Chairs within the School of Arts and Sciences. This has resulted in a number of stops and re-starts with the general studies assessment. However, with a number of faculty dedicated to the success of student learning assessment, the College updated the general studies curriculum during the 2012-2013 academic year. An ad hoc [General Studies Revision Committee](#) (GSRC) was created comprised of faculty members from each school who were deemed knowledgeable regarding the programs within the School in an effort to avoid programmatic issues as the general studies curriculum was revised. The first meeting of the GSRC was held on [October 1, 2012](#) where the committee was “charged with 1) revising the General Studies student learning outcomes based on Dr. Sherri Smith’s [program review of General Studies](#), and 2) revising the General Studies curriculum based on recommendations received from the [Curriculum Committee](#) as well as to assist in reducing credit hours of programs to 60/120 credit hours as stipulated in HEPC [Series 11](#).”

The student learning outcomes were analyzed first as the group discussed what students should know and be able to do at the completion of each program. As a result, each of the student learning outcomes were revised using Anderson and Krathwohl’s Revision of Bloom’s Taxonomy of Educational Objectives and are outlined above. Over the final months of the academic year, the GSRC worked on the general studies curriculum based on the committee’s charge. Several faculty serving on the committee provided an update to Deans’ Council. These faculty reported back to the GSRC at the [March 18, 2013](#) meeting indicating that the Deans’ Council approved of the progress and the Provost/Vice President of Academic Affairs “suggested moving forward with the proposal.” The GSRC submitted a proposal to and was approved by the Curriculum Committee in April of 2013, and the Interim-Provost/Vice President of Academic Affairs accepted the proposal. The new general studies student learning outcomes and curriculum went into effect in the fall of 2013.

During the 2012-2013 revision of the general studies, the College decided to implement LiveText across the Institution as it had been utilized only in the School of Business. As a result, a LiveText Advisory ad hoc committee was created to address the implementation of LiveText and the new student learning outcomes from the general studies revision. As a result of this implementation, the LiveText Advisory Committee made up of at least one faculty member from each school worked to map the written and oral communication AAC&U rubrics to the learning outcomes in an effort to begin collecting assessment data. The AAC&U Liberal Education and America's Promise (LEAP) initiative served as the framework as provided by the AAC&U rubrics.

The College was awarded a \$10,000 [General Education Assessment grant](#) from the West Virginia Higher Education Policy Commission (HEPC) for the 2013-2014 academic year. On [June 7, 2013](#), the College brought AAC&U’s Vice President of Quality, Curriculum, and Assessment to the campus to conduct a mapping and calibration workshop utilizing the AAC&U written communication rubric. The [final report](#) for the HEPC grant indicates, “A plan was developed to implement the AAC&U Value Rubrics for general studies assessment at BSC and utilize LiveText as the method of administration, data collection, and scoring of the rubrics. Implementation will be stacked—each year two assessments will added to the schedule—so that training and calibration exercises can be focused only on two rubrics instead of trying to educate

faculty on all the rubrics at once.” Once the implementation of the AAC&U rubrics was decided, [calibration workshops](#) similar to the one held with AAC&U’s Vice President of Quality, Curriculum, and Assessment were held throughout the academic year.

Two areas of concern surfaced among the group of faculty participating in the process and reported in the [final report](#). The first was the level of bias a faculty member introduces into the process of scoring Institutional level rubrics for their own course, and how that may cause data to be skewed. The second area of concern that surfaced among the group of faculty participating in the process was the number of faculty required to assess each rubric at the end of each semester. The logistics of identifying enough faculty trained and willing to assess student work increases significantly each academic year with each new rubric’s implementation. This is especially difficult with no Institutional funding for stipends. The resolution identified over the summer 2015 was to continue to hold calibration workshops as new rubrics are implemented and allow faculty to score their own students. Comparing team scored assessments against the new method of faculty assessing their own student’s work will take place at the end of the academic year.

2. Achievement of learning outcomes for curricular processes takes place by program review and reports generated for nationally accredited programs. For example, the School of Business submitted a Quality Assurance (QA) report to the Accreditation Council for Business School and Programs (ACBSP) in February 2014. In the QA report, each of the School’s accredited programs’ student learning outcomes were outlined, whether the outcomes were met or not and the evidence supporting the status of the outcome ([p. 14-23](#)). One of the student learning outcomes identified for the Bachelor of Science in Business Administration is "Graduates will have an understanding of basic financial accounting principles, and will be capable of developing basic financial statements" ([p.14](#)). This outcome was met and the evidence provided includes: "1) Performance in the Business Strategy Game business simulation used in the capstone Business Strategy course. [and] 2) Results from the Accounting portion of the Peregrine CPC Comprehensive Examination" ([p.14](#)).

BSC assesses achievement for co-curricular programs as well. Data is collected through a [survey](#) which is distributed to participants to complete once an event is over. The survey responses are reviewed for student input, and the results are analyzed to determine if the goals of the event were met. These data are also used to determine if adjustments are required to an event for the future then changes are encouraged to be adapted for future events. In addition, these surveys help the College identify whether goals for the *2013-2018 Integrated Plan for Student Success* are being met. For example, during Black History Month an evaluation of one of the performers indicated that the selected space and activity time did not meet with student’s need or availability. Similar activities in the future will be redesigned in order to meet student’s needs better. Based on the feedback from the survey result, it was determined that a more appropriate activity such as an underground railroad secret quilt show and display would be more suitable.

3. Information gained from assessments conducted across campus are utilized to improve student learning. During the 2014-2015 academic year, the School of Education hosted the NCATE visit on campus. Based on the [visit report](#), faculty within the School made a variety of programmatic changes including the following:

1. Candidate effect on student learning, action research project, has been revised to better align with content standards to demonstrate candidates effect on student learning.
2. With input from Teacher Education faculty, Arts and Science faculty, and public school teachers and administrators student teaching evaluations have been revised to be more closely aligned with standards (and indicators when applicable).
3. With input from Teacher Education Program (TEP) faculty, math faculty, and public school math teachers and administrators all assessments are being revised and/or developed to reflect the 2012 standards and indicators.
4. With input from TEP faculty, English faculty, and public school English teachers and administrators all assessments are being revised and/or developed to reflect the 2012 standards and indicators.
5. A weekly reading plan has been created, aligned with National Council of Teachers of English (NCATE) standards (2012), and implemented in the READ 371 Teaching Reading and Language Arts course.

The School of Education faculty members have attended Council for the Accreditation of Educator Preparation (CAEP) conferences and webinars to stay abreast of upcoming expectations and changes. New Association for Childhood Education International (ACEI) standards are currently in a draft format. Assessments will be modified and created based upon standards. The unit is meeting bi-weekly to explore the new CAEP standards and needed changes/updates, content assessments, and data ([October 12, 2015 minutes](#), [October 19, 2015 minutes](#)). The unit is also working closely with other West Virginia colleges and universities to explore statewide assessment forms.

Another example of programs using information gained from assessment to improve student learning is provided by the Radiologic Technology program. This program developed a Comprehensive Outcome Assessment Plan that outlines: program goals, expected outcomes, methods of outcome assessment, outcome results, analysis and time frame, responsible person, and action plan ([2012](#), [2013](#), [2014](#)). These data are shared with the Radiologic Technology Advisory Board at annual meetings ([2012](#), [2013](#), [2014](#)).

Finally, every program submits an annual programmatic assessment report following a [template](#). This report is due October 15 of each academic year and each program reports on the data collected from the previous academic year. These reports include the following information:

- Identify the programmatic student learning outcomes assessed, whether the outcomes were met or not, and what evidence indicates the outcomes were met.
- Identify any changes, revisions, or improvements that have been made to programmatic student learning outcomes, the assessment instrument or method of assessment. In addition, identify the constituents involved in making those decisions.
- Identify the Institutional student learning outcome(s) from General Studies that are assessed by the program. Indicate whether the outcome(s) was met or not, and what evidence indicates the outcome(s) was met.
- Identify any changes, revisions, or improvements regarding the manner in which the Institutional student learning outcome(s) from General Studies are assessed within the program. In addition, identify the constituents involved in making those decisions.

- Describe how General Studies student learning outcomes are assessed at the program level.
- Identify key stakeholders with which the programmatic student learning outcome assessment results have been shared.

Achieving consistent completion of the assessment template by program remains a challenge, however, programs are starting to consistently submit the reports annually. A sample of these reports is provided as evidence: [Applied Science](#), [Criminal Justice](#), [Humanities](#), [Social Science](#), [Education](#), [Business Administration](#), [Radiologic Technology](#), [Imaging Science](#), and [BS Nursing](#).

4. There is substantial participation from the faculty at BSC in defining expected student learning outcomes and creating strategies to determine whether those outcomes are achieved. The School Deans and Department Chairs meet with faculty to develop learner outcomes and strategies to evaluate the outcomes. When necessary, changes to the curriculum are identified by faculty and changes are proposed.

Faculty within the Applied Science, Criminal Justice Administration and Social Science programs in the School of Arts and Sciences identified programmatic student learning outcomes during the 2014-2015 academic year under the leadership of the former Humanities Department Chair which led to the creation of revised programmatic matrices ([Applied Science matrix](#), [Criminal Justice matrix](#), [Humanities matrix](#), [Social Science matrix](#)). This work also led to further revisions and adjustments to course assessments throughout the 2014-2015 academic year. For example, the Humanities program restructured the capstone course [HUMN 499](#) to utilize a "supportive and collaborative cohort system and independent student with faculty from the Humanities department."

Faculty members teaching in the School of Engineering Technology and Computer Science (ETCS) programs review achievement of student learning outcomes and modify course content as assessments indicate. Curriculum changes are also presented and approved by advisory boards in several of the nationally accredited programs. For example, in ETCS changes that have been made include: implementation of LiveText as an assessment tool for data collection, revised all programs to address HEPC's reduction in credit hours from 128 to 120, and moving from a performance index to rubrics based assessment for all programs in ETCS. The following industrial advisory board minutes from ETCS programs are provided as evidence: [EGMT IAB March 24, 2014](#), [EGMT IAB March 24, 2015](#), [MEET IAB March 24, 2014](#), [MEET IAB March 24, 2015](#), [ELET IAB March 24, 2014](#), [ELET IAB March 24, 2015](#), [CIET IAB March 24, 2014](#), and [COSC IAB March 24, 2014](#).

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. As outlined in the [2013-2018 Master Plan Leading the Way: Access. Success. Impact.](#), "The West Virginia Higher Education Policy Commission [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" (p. 2). As a direct result of the State's planning process, each public institution in West Virginia developed a new five-year Compact at the conclusion of the 2008-2012 Compact cycle. As BSC started preparing to develop the new campus Compact with HEPC, it was also time for the College to start a new strategic planning process as well. In order to effectively use available resources and assist achieving the Institutional and State goals, these documents were closely aligned and now guide the College for the next five-years through the [2013-2018 Integrated Plan for Student Success](#) which serves as the College's strategic plan, but responds to the State's Compact requirements as well.

The Plan is divided into three focal areas: [access](#) where the goal is to increase access to post-secondary education; [success](#) where the goal is to increase the number of students completing quality academic programs; and [impact](#) where the goal is to produce qualified graduates ready to contribute to the workforce and surrounding communities. The institution set quantitative metrics that must be reported annually to HEPC by November 1. Those [areas include](#): enrollment, developmental education outcomes, retention, progress toward degree, four-year retention rate, six-year graduation rate, degrees awarded, research and development and federal student loan cohort default rate. In order to meet these quantitative metrics, the strategic plan outlines five comprehensive plans. Two are in the focal area of access: [collaborative access](#) and [financial aid](#). One in the focal area of success: [academic quality](#). Two in the focal area of impact: [career pathways](#) and [critical regional issues](#). These five plans make up BSC's *2013-2018 Integrated*

Plan for Student Success and the College's mission, student population and educational offerings promote the development of strategies and activities across the five-year plan to address the ambitious but attainable quantitative metrics outlined to address retention, persistence, and completion as well as to help the West Virginia System meet its goals.

The planning process started with the identification of quantitative metrics for the areas of [access](#), [success](#), and [impact](#) with rationale for each metric. The metrics for access addressed areas such as fall headcount, annualized FTE, first-time freshmen headcount, low-income headcount, underrepresented racial/ethnic group headcount, and adult (25+) headcount. For example, the fall 2013-2014 fall headcount was 1,762 and the 2018 target is 2,154. The goal for fall headcount enrollment target of 2,154 is based on trend line trajectory data from the previous six academic years to 2017-2018 and represents a 7.8% increase over the six-year average of 1,999. The metrics for student success included: students passing developmental courses (math and English), developmental students passing college-level courses (math and English), and progress toward degree. The remaining student success metrics: retention, four-year graduation rate, and six year graduation rate were broken down into student demographic features including: full-time, part-time, low-income, returning adults, transfer students and underrepresented racial/ethnic students. For example, by the end of the plan period, BSC is committed to increasing the retention rate of first-time students by 5.9%, low-income students by 10.9%, returning adults by 10%, transfer students by 6%, and underrepresented racial/ethnic first-time students by 5.8%.

2/3/4. BSC collects student retention, persistence, and completion data from the strategies and activities outlined in the *2013-2018 Integrated Plan for Student Success* in order to analyze the progress toward meeting the quantitative metrics. For example, the reports below were submitted to fulfill the Compact requirements to the HEPC:

Quantitative Metrics

- [Overall Quantitative Metric Update](#)
- [Enrollment](#)
- [Developmental Education](#)
- [Retention](#)
- [Progress Toward Degree](#)
- [Graduation Rates](#)
- [Degrees Awarded](#)
- [Student Loan Default Rate](#)

Access Comprehensive Plan

- Collaborative Access ([Strategy A](#), [Strategy B](#), and [Strategy C](#))
- Financial Aid ([Strategy A](#), [Strategy B](#), and [Strategy C](#))

Success Comprehensive Plans

- Academic Quality ([Strategy A](#) and [Strategy B](#))

Impact Comprehensive Plans

- Career Pathways ([Strategy A](#))
- Critical Regional Issues ([Strategy A](#) and [Strategy B](#))

Almost all quantitative metrics are provided from HEPC data derived from the required institutional data file submissions. The exceptions are: enrollment of low-income students, degrees awarded in STEM education, both of which are provided by the College, and the student loan cohort default rate, which is collected by HEPC from the federal government. In the late summer of each year, the HEPC sends BSC a spreadsheet of the most recent data for validation. In addition, the College utilizes the Compact definitions when defining retention, persistence and completion rates rather than the defined IPEDS definitions. For example, the *2013-2018 Master Plan Leading the Way Access. Success. Impact. Institutional Compact Reporting Elements* defines first-year retention rate of full-time first-time, degree-seeking freshmen as "Out of the number of first-time, degree-seeking students enrolled for 12 or more credit hours according to fall end-of-term data, the proportion who are enrolled the following fall at any system institution according to fall, end-of-term data" ([p.11](#)) while according to the [IPEDS fall enrollment survey material packet](#), retention rate is "the percentage of first-time bachelor's degree (or equivalent) seeking students enrolled in the fall of the prior year that are still enrolled in the fall of the current year." These data, along with IPEDS Data Feedback Reports ([2013](#), [2014](#), [2015](#)) are submitted annually to the BOG for consideration.

Sources

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4.S - Criterion 4 - Summary

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.

Summary

The evidence demonstrates that BSC meets Criterion 4 by providing quality educational programs, learning environments, and support services. BSC evaluates the effectiveness of student learning with clearly stated goals and a program review process that evaluates each program on a five year rotating basis. In addition, BSC maintains programmatic offerings that are nationally accredited. BSC also ensures ongoing attention is paid to retention, persistence, and completion based on the strategies and activities outlined in the *2013-2018 Integrated Plan for Student Success*.

Sources

There are no sources.

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.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. BSC has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Fiscal Resources

BSC's general depiction of fiscal resources indicates a stable, consistent financial base illustrated in the financial audits for the past four years ([FY Ended 2012 and 2013](#), [FY Ended 2013 and 2014](#), [FY Ended 2014 and 2015](#)). Revenue is generated from various sources which include student tuition and fees, contracts and grants, State appropriations, auxiliary, federal Pell grants, and capital projects and bond proceeds.

The Institution's operating budget expenses are appropriately allocated amongst two separate classifications:

- Natural Classifications: Salaries and Wages, Benefits, Supplies and Other Services, Utilities, Scholarships and Fellowships, Depreciation, and Fees Assessed by Commission.

- Functional Classifications: Instruction, Research, Public Service, Academic Support, Student Services, General Institutional Support, Operations and Maintenance of Plant, Student Financial Aid, Auxiliary Enterprises and Other, Depreciation and Other.

Consistent with HLC's process for monitoring financial integrity of an institution, BSC's Total Composite Financial Indicator demonstrated in the [Institutional Update 2014-2015: Bluefield State College \(1660\) Final Version](#) has remained above the zone for the past three (3) consecutive years as indicated:

- FY 2012 2.60
- FY 2013 3.10
- FY 2014 2.40

The Total Composite Financial Indicator is calculated using completed fiscal year audits to determine the following ratios: Primary Reserve, Net Operating Revenue, Return on Net Assets and Viability. No follow-ups from HLC have been required since reaffirmation of accreditation in 2011-2012.

Human Resources

BSC human resources currently represents a total of 241 employees of whom 188 are full-time and 53 are part-time as delineated:

- 24 full-time executive, administrative or managerial
- 77 full-time instructional faculty
- 52 part-time instructional faculty (adjunct)
- 38 full-time professional non-faculty
- 22 full-time clerical and secretarial
- 9 full-time technical and paraprofessional
- 1 part-time technical and paraprofessional
- 1 skilled craft
- 17 service/maintenance

Personnel trend data for the past three years indicates a nine percent (n=24) decline in employment numbers mainly due to retirement of an aging employee population base of whom many have worked for the College 30 plus years.

Due to revenue losses brought on by the continued economic downturn of the State, the Governor has recommended a statewide hiring freeze initiated in FY2014 into FY2016 as indicated in the [Note from President Krotseng on the State Budget Reduction](#). Instructions from the Secretary of the Department of Revenue are forthcoming with clarification on how to proceed.

BSC encourages professional development of staff and faculty employees to promote continuous quality improvement evidenced in [Policy 9: Staff Development](#) and [Policy 16: Faculty](#)

[Development](#). Additional information regarding professional development is provided in Criterion 2D and 3C.

Physical Infrastructure

A comprehensive, ten-year Facilities Master Plan ([Chapters 1-6](#), [Appendices A-B](#), [Appendix C](#), [Appendix D](#), and [Appendix E](#)) was developed in December 2014 in conjunction with the following contractors: Thompson and Litton, Paulien & Associates, Inc., Hill Studio and Journey Group. The basis for this plan, approved [March 13, 2015](#) by West Virginia Higher Education Policy Commission (HEPC), aligns with mandated criteria specified in the HEPC [Series 12: Capital Project Management](#). The College is currently contracting with the [Winkler Group](#) to conduct an internal readiness assessment for a capital campaign through the Advancement and Planning Office.

The *Facilities Master Plan* focuses energy into first creating a respectable environment for residents during the 10-year plan, and then in a second pulse, the long term plan radiates this energy to the outer limits of the campus and beyond with corresponding design and amenities improvements.

Aligned with the [Academic Master Plan](#), campus facilities improvements include new residence halls, an underground parking structure, a new parking lot, improved campus walkways and a new entrance sign to address parking and residential needs. Additional improvements are cited for the Ned E. Shott Physical Education Building Parking Lot to include bus turnaround and secondary access to the parking garage.

As BSC becomes the catalyst for change in the region and as a means to accommodate the projected growth and enhanced campus environment, additional long term improvements include a tennis pavilion, one-way traffic flow, living fit center with an associated garage, ball field rearrangement and ball field pavilion, Adventure Park and a downtown Bluefield Sports Center Redevelopment Area.

Technological Infrastructure

In an ever changing environment, systems and technology tools allow for enhanced communication and management while keeping pace with the needs of BSC's constituents. BSC Computer Services continuously monitors the technological infrastructure for speed, access and reliability of network services.

Increased capabilities of the network include:

- Moving 75% of campus buildings over to a new VLAN structure to assist with troubleshooting and allow less congestion on the overall network
- Doubling internet bandwidth to better shape and filter network traffic
- Revamping wireless infrastructure to better manage and handle needs of all mobile devices used on campus

- Upgrading Microsoft Instant Messaging Client (Lync) used for video conferencing and remote assistance both on and off campus
- Providing free Office 2013 Suite for students enabling students to work on assignments off campus
- Installing proximity locking systems on exterior doors of Mahood Hall, Dickason Hall, and Basic Science Building
- Developing a new version of the BSC Mobile App with 10 additional modules to help users stay connected
- Enhancing an automated processes within the scholarship, recruiting, and admissions areas of the College

In fall 2014, a network vulnerability assessment contracted by the HEPC was conducted. After assessment results were received and reviewed by a small group within the network and technology staff, critical areas of vulnerability were addressed first. Additional improvements to network services are based on regular **security assessment updates**.

2. BSC's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. With the continued reduction in funding from state appropriations and student fees, the College's resources and resource allocation has been nearly the same as outlined in the audits provided above in Criterion 5A1. There have been a few instances of resource allocation based on need of the department, or improvements in the facilities such as labs. For example, a recent position vacated by a retiree, serving as an Academic Lab Manger, was reallocated to a faculty position. The new faculty member not only possessed the skills to service the Engineering Lab, but also had many other strengths for the program. Reallocation of resources is discussed at the appropriate department level through the related organization process, the Vice President of Financial and Administrative Affairs, and the President before such reallocation is approved. In an attempt to address the recently announced four percent budget reduction, the President's budget statement from [November 5, 2015](#) reaffirms the Institution's commitment "to allocating resources to the College's core mission of academic and student success as we prepare graduates for rewarding lives."

3. The goals incorporated into BSC's mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities. Resources of the institution are allocated to reinforce the mission of BSC..."affordable, accessible opportunity for public higher education." For example, BSC offers one of the most affordable tuition and fees rate of any accredited baccalaureate college in the State of West Virginia based on the [2014 West Virginia Report Card](#).

Aligned with BSC's [2013-2018 Integrated Plan for Student Success](#), institutional resources are deployed to achieve the desired outcomes of the designated activities including five areas of emphasis:

- [Collaborative Access Plan](#)
- [Financial Aid Plan](#)
- [Academic Quality Plan](#)

- [Career Pathways Plan](#)
- [Critical Regional Impact Plan](#)

4. BSC's staff in all areas are appropriately qualified and trained. The immediate supervisor, in conjunction with management within the respective reporting structure, determines the duties and responsibilities relative to each position, including the minimum required qualifications as well as preferred qualifications. The *Staff Handbook* indicates, "The supervisor will provide performance and conduct expectations and set goals and objectives of the position through the employee performance appraisal system. A copy and an explanation of the job description or PIQ (Performance Information Questionnaire), which contains the duties and responsibilities of the job, will also be provided" (p.15). Additionally, "The employee's immediate supervisor will outline standards of performance and conduct for each employee" (p. 16). Then each classified and non-classified staff member receives an annual performance evaluation as outlined in the [Performance Management Guide](#). BSC's [Policy 25: Personnel Administration](#) and [Policy 42: Hiring Policy](#) further outline job duties and responsibilities along with the type of work performed. These policies are consistent with the HEPC [Series 8: Personnel Administration](#), Section 2.2 and 2.6.

The College provides professional development opportunities for both faculty and staff. BSC Board of Governors' (the Board) [Policy 9: Staff Development](#), [Policy 16: Faculty Development](#) and [Policy 19: Academic Freedom, Professional Responsibility, Promotion and Tenure](#) document these processes and procedures. In addition, a semi-annual Staff and Faculty Institute is provided at the beginning of each fall and spring semester. Training on a variety of topics for staff and faculty include: myBSC portal, DegreeWorks, early alert system, learning management systems, Quality Matters, LiveText, Office 365, OASIS, Purchasing Card, etc. Additional information regarding personnel development is provided in Criterion 2D and 3C.

5. BSC has a well-developed process in place for budgeting and for monitoring expense. The Institution has a Budget Committee comprised of campus constituents (faculty, students, staff, and administrative personnel) and is chaired by the Vice President for Financial and Administrative Affairs. The Budget Committee advises the President. Each year the Budget Committee meets to discuss items of interest to the entire College, such as tuition increases and proposed pay increases. The Budget Committee makes recommendations to the President, and the President decides if these items should move forward to the Board ([Minutes](#)). In addition, the Board has a Finance Committee which also discusses these items and either approves or disapproves items for the Board's consideration as documented in the [Finance Committee's Minutes](#). Depending on the item on the agenda (such as fee increases greater than 5%), the HEPC may also require approval. The Institutional budget is prepared and sent to the State Budget Office for approval prior to the beginning of a new budget year each July 1.

Sources

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- 2004-BOG-Policy25-Personnel Administration
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- 2012-2015-FAA-BudgetCommitteeMinutes
- 2012-HR-Staff Handbook
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- 2013-2018-PLAN-Integrated Plan for Student Success rev061515
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 6)
- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 20)
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- 2015-FAA- FY Ended 2014 and 2015
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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. The Board of Governors (the Board) is knowledgeable about the Institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. Training requirements for the Board is set forth in [W.Va. Code §18B-1D-9\[1\]](#) and ensures Board members are both knowledgeable and competent in providing oversight of the Institution's financial and academic policies and practices.

The Board meets at least six times throughout the year and approved agendas ([2013 Board agenda](#), [2014 Board agenda](#), [2015 Board agenda](#)) and minutes ([2013 Board minutes](#), [2014 Board minutes](#), [2015 Board minutes](#)) provide recorded evidence of oversight associated with financial and academic policies and practices. The Board's duties and responsibilities are clearly defined and include determining, controlling, and supervising all financial affairs of the institution; developing a master plan for the Institutional Compact; submitting a budget request to the West Virginia Higher Education Policy Commission (HEPC); reviewing all academic programs at the institution every five years; exercising exclusive authority to approve teacher education programs at the institutional level; administering personnel pursuant to uniform rule; administering grievances; appointment and dismissal of the President; conducting a triennial evaluation of the President per West Virginia Code [18B-1B-6](#) and the College's [Policy 24: Presidential Appointments, Responsibilities and Evaluation](#); submitting an annual report to the HEPC regarding the [College's Institutional Compact](#); entering into consortium agreements; delegating power to the President; abiding by existing rules regarding acceptance of advanced placement credit; acquiring legal services; setting tuition and fees, and; rescinding delegation of power to the President when necessary.

Consistent with the West Virginia Board of Ethics and the Association of Governing Boards of Universities and Colleges (AGB) Board of Directors' [Statement on the Fiduciary Duties of Governing Board Members](#), BSC Board members abide by the three principles of fiduciary

duties of governing board members and officers codified in law and generally recognized as good governance: 1) the duty of care; 2) the duty of loyalty; and 3) the duty of obedience.

2. BSC has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance. An Institutional Board, established by State statute ([W.Va. Code §18B-6](#)), oversees the operation of BSC. The Board consists of nine lay members appointed by the Governor, one full-time faculty member, one classified staff employee, and one student. The faculty member, classified staff and student representatives are elected by their peers.

As outlined in W.Va. Code §18B-6, "the governing board of the institution shall meet at least annually" with both faculty and staff council to discuss matters affecting faculty and classified employees "and the effective and efficient management of the institution." Recently, the classified staff expressed [concerns](#) which prompted two special Board meetings ([April 29, 2015](#) and [June 3, 2015](#) Board minutes) to discuss these concerns. In an effort to provide training regarding leadership and governance, BSC invited a Senior Fellow with the Association of Governing Boards (AGB) to facilitate a Board workshop on [November 5, 2015](#). Prior to the Board's workshop, the Senior Fellow met with the faculty leadership, classified staff leadership, and President's cabinet. At the conclusion of these meetings and workshop, the Senior Fellow provided the Board an [action plan](#) including post-meeting consultant notes. The Board discussed and acted on some of the recommendations at the [December 10, 2015](#) meeting.

In other efforts to engage internal constituents, the President has conducted open sessions to either update the campus on key issues or to enhance communication across campus. For example, in the fall of 2014, the President held several open sessions as described in Criterion 2C4. Further, in the spring of 2016, the President held open sessions in February to update campus regarding legislation impacting BSC while the 2016 West Virginia legislative session was open. It is anticipated that the President will continue to hold these open sessions with campus constituents to improve and enhance communication on a variety of topics.

BSC's [Policy 51: Policy on Policies](#) describes steps for adoption, amendment, or repeal of policies and posting and publication of policies by the Board. Additionally, BSC has adopted a five step [policy approval flowchart](#) to ensure consistency and uniformity to the process. The Board has a Finance Committee that reviews in detail specific board items such as proposed salary increases. If appropriate, the Board reviews and approves, specific items, for example:

- The Board receives a financial report from the Vice President for Financial and Administrative Affairs at every meeting which compares budget against actual for current year, and also comparison of actual versus actual (current year versus prior year).
- Annually, the Board is presented the audited financial statements for the preceding fiscal year. The independent auditors present the statements, discuss the processes followed, and the outcomes of the audit at one of the Board meetings. The Board members have opportunities to ask questions or discuss concerns.

3. BSC enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and

collaborative effort. As indicated in the [rationale](#) established for the College Council, the goal "is to involve College personnel and students in formulation and/or review of policies having College-wide impact and/or those policies having significant impact which require the approval of the College President and the Board of Governors." The College Council is charged with formally reviewing all policy and procedural matters keeping the best interests of the College above all else as reflected in Council agendas and minutes ([2013-2014 College Council minutes](#), [2014-2015 College Council minutes](#), [2015-2016 College Council minutes](#)). Open meetings ensure faculty, staff and administrators have opportunity to attend and hear how constituent voices are shared.

Sources

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- 2013-BOG-Policy51-Policy on Policies
- 2013-PRES-College Council Rationale 042313
- 2014-2015-PRES-College Council Minutes
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- 2015-BOG-AGB Workshop110515
- 2015-BOG-Agenda
- 2015-BOG-Classified Outline 042915
- 2015-BOG-Minutes
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- 2015-BOG-Minutes 060315
- 2015-BOG-Minutes 121015
- 2015-BOG-Policy Flowchart
- WV Code 18B-1B-6
- WV Code Chapter 18B Article 1D
- WV Code Chapter 18B Article 6

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. BSC allocates its resources in alignment with its mission and priorities. As the West Virginia Higher Education Policy Commission's (HEPC's) new [2013-2018 Master Plan Compact Leading the Way: Access. Success. Impact.](#) was developed each State institution was required to submit quantitative metrics outlined in the new [Compact Reporting Elements](#) under the areas of [access](#), [success](#) and [impact](#). In addition, the College started the next strategic planning process to coincide with the State's Master Planning process. The College was also required to submit a ten year *Facilities Master Plan* ([Chapters 1-6](#), [Appendices A-B](#), [Appendix C](#), [Appendix D](#), [Appendix E](#)) as well. As a result, the mission statement that was revised in 2008 guided the direction of both planning processes. However, with the continued limited resources of the Institution, the Institution must continue to allocate resources to service its mission. There are very little additional resources to do otherwise.

2. BSC links its processes for assessment of student learning, evaluation of operations, planning, and budgeting. Assessment of student learning processes frequently will result in the need of additional resources or reallocation of resources. These special requests are, discussed at various department levels and committees, sent through the appropriate Cabinet level position, to the President and eventually approved by the Board. For example, in recent years the College has implemented the LiveText assessment tool, which was a result of evaluation, and ultimately budget process. The technology fee was increased to cover the costs of this assessment tool.

After site visits, reports from the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the West Virginia Board of Nursing noted the need for lab upgrades. As an example of BSC linking assessment, evaluation, planning and budgeting, the following changes were made:

- Renovation of labs to support programs in the Schools of Engineering Technology and Computer Science, Nursing and Allied Health, and Arts and Sciences in excess of \$3,200,000, completed in 2015FY.
- New Allied Health wing at Erma Byrd Higher Education Center (shared among BSC, Concord University and New River Community and Technical College) supporting AS Nursing, Radiologic Technology, and Science classes at an estimated \$4,000,000 funded by federal dollars that were handled by HEPC. This included most of the furnishings; however, approximately \$100,000 of the radiology lab equipment was funded by BSC.
- New equipment, simulators, SimPad systems, and ultrasound machine support Allied Health labs of \$27,000.

3. Both the strategic planning and master planning processes encompassed BSC as a whole and considered the perspectives of internal and external constituent groups as outlined in [BSC's Strategic Planning Process memo](#) to the president's cabinet. For example, as BSC's *2013-2018 Integrated Plan for Student Success* evolved, the collective College campus was informed of the process and invited to actively participate in the sharing of ideas and expectations for future goals of the College pertaining to access, success, and impact. The initiated process combined BSC's Strategic Plan and Compact with the State into one single document. It focused on a small number of overall goals asking, "How does my daily work help BSC reach our goals?" The planning process involved the campus as well as the surrounding community and allowed for ongoing campus review and discussion of progress each year. Constituents were given the opportunity to participate in three different ways: 1) Answer three questions posted as a web survey; 2) Join one of the three teams to add to the survey responses, help choose key ideas for goals and set target numbers; or 3) Review information posted on the website and provide input.

Three teams were developed with assigned [Strategy Team Leaders](#) that met on a regular basis to develop at least one or two goals with designated target numbers. The goals and target numbers were posted on the BSC website for comment and reviewed at the [October 7, 2013](#) College Council meeting. This collective information was later presented as [Strategic Planning Goals](#) to the Board for approval at the [October 17, 2013](#) meeting, and was then submitted to the HEPC to fulfill the State's requirements by November 1, 2013.

4. BSC plans on the basis of a sound understanding of its current capacity. BSC is required to update its *Facilities Master Plan* every ten years and submit to the HEPC. This ten year plan aligns with criteria specified by the State and is defined by the HEPC's [Series 12: Capital Project Management](#). The *Facilities Master Plan Steering Committee* was a cross representation of the Institution which included the College President, a Board member, major administrators, middle management, deans, chairs, and faculty. The planning process evolved through [two stages](#): 1) Pre-planning and 2) Discovery and Data Collection. A link to the current status of the project was provided on the BSC website to allow input from the extended campus community. The planning process submitted for approval to HEPC on [March 13, 2015](#) included a re-examination of "[offerings through a detailed review of current academic programs](#), student services, administration and support needs, and communication strategies in light of student expectations and emerging higher education pedagogies."

BSC's plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support. [Chapter four](#) of the *Facilities Master Plan* indicates that it is "imperative for BSC to attract and retain more traditional-age students" as well as a necessity to "develop new programs and continue to enhance existing programs to keep pace with the changing needs of businesses and industries not only in the College's recruitment area but the broader state as well." The College prioritized these areas in the *2013-2018 Integrated Plan for Student Success* in an effort to impact [critical regional issues](#) which impacts the economy by developing relationships with local business, school and government entities. [Chapter six](#) of the *Facilities Master Plan* outlines the phasing, implementation and cost estimates required to fulfill the physical goals and objectives set forth by the College. The focus on [enrollment](#) which will impact the physical goals and objectives are also emphasized in the *2013-2018 Integrated Plan for Student Success*.

The *2015-2016 Strategic Plan for Enrollment Management* is a revision of the 2009-2010 plan. The revisions are based on trends and data gathered from the strategic planning and master planning processes. The process for development of the enrollment management plan included: preparation and data analysis, development of strategies, creating enrollment goals, and implementing the plan (**p. 3**). Based on Western Interstate Commission for Higher Education high school graduate forecasts, West Virginia is one of seven states that expects a loss of less than five percent which is considered a "manageable decline" (*Strategic Plan for Enrollment Management 2015-2016*, **p. 13**). With these declines in mind, BSC plans to expand the recruitment area further north and to the eastern part of the State (**p.14**).

Further, outlined in the updated *Strategic Plan for Enrollment Management*, as industry demands shift in the State, West Virginia counties with the largest number of students enrolled at BSC (Mercer, McDowell, and Raleigh) expect to see population decreases between 2013 and 2025 (**p. 16**). Participation rates in these counties also has cause for concern. For example, while Mercer county had the highest participation rate (1.35%), Raleigh county (.27%) and McDowell county (.76%) were lower (**p. 16**). The College also understands that college readiness continues to be an issue where students require developmental education courses in both English and mathematics.

Taking into consideration the current economy of West Virginia, decreased state support, and demographic shifts the *Strategic Enrollment Management Plan 2015-2016* outlines recruitment and retention strategies to guide the College's future enrollment goals. For example, recruitment goals include improving communications (**p. 41**), more aggressively targeting high achieving students (**p. 41**), and increasing faculty participation in the recruitment process (**p. 43**). Further, retention goals include implementing an early alert system (**p. 46**), developing an advisor training program (**p. 47**), and expanding the DegreeWorks audit system (**p. 48**). The innovative initiatives outlined in the enrollment management plan demonstrate an additional systemic and integrated planning process to guide the College's future.

5. BSC's planning anticipates emerging factors, such as technology, demographic shifts, and globalization. Based on the findings during Discovery and Data Collection for [Academic Master Planning](#), it was revealed that an area population continues to decline and a recognition that passive teaching methods are no longer conducive to an active student learning environment. The

[2014 report](#) submitted to the Accreditation Council for Business School and Programs (ACBSP) by the School of Business indicates that one of the goals for faculty is to increase the use of technology in the delivery of courses. Since spring of 2014, there was an increase in courses utilizing technology from 44.2% during the 2014-2015 academic year to 60.2% in the the 2015-2016 academic year for the school.

In addition, as outlined in the *Facilities Master Plan*, "The College also provides a [global perspective](#) through opportunities to interact with students from around the world, face-to-face, and through technology." The College is also aware, through the strategic and facilities master planning processes, that [international studies or global studies](#) with opportunities to study abroad are programs that could attract students who want broader experience. In an effort to establish cooperative programs beneficial to the respective educational institutions and to promote the development of joint studies, research and training activities, and other educational programs of mutual interest, the College developed Memorandums of Understanding with international institutions of higher education: [National Ilan University, Taiwan](#); [William V.S. Tubman University, Liberia](#); and [Kazan National Research Technological University, Russia](#). Implementation of the planning for globalization and commitment to diversity is outlined further in Criterion 1C.

The environmental scan from the *Facilities Master Plan* revealed demographic trends that will impact the College. For example the [national trend](#) indicates an increase in enrollment of students aged 18-24; however, "the college-going rate of citizens in West Virginia has declined from 61.5% in 2009 to 55.9% in 2013. Overall, fewer students are choosing to attend college after high school." Throughout the *2013-2018 Integrated Plan for Student Success* the College demonstrates a commitment to enhance relationships and interactions between the College and K-12 sector in an effort to improve access, success, and impact for local students. Another state trend identified from the *Facilities Master Plan*, indicates that "between 2000 and 2010, a large majority of counties in the southern part of West Virginia lost population. Mercer County's population decreased by 19.1% over the ten year period. Counties in the northeast portion of the state experienced population growth between 25% and 37.2%. To be successful, the College will need to [expand its recruiting area](#), reaching further to the north and eastern portion of the state." Strategies and activities that expand student recruitment opportunities is also an area included in the *2013-2018 Integrated Plan for Student Success*.

Finally, in an effort to anticipate safety concerns across campus, the College developed a [quick reference emergency guide](#) shortly after the last reaffirmation visit. The quick guide was distributed to every member of the campus community and can also be found on the public safety website. The guide provides emergency numbers, evacuation plans, how to address chemical spills, explosive devices, active shooters, and weather related emergencies. In addition, to reinforce safety across campus, the Director of Public Safety has started to conduct training sessions within each department on the content of the emergency guide.

Sources

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- 2013-2018-PLAN-Integrated Plan for Student Success rev061515 (page number 56)
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- 2015-MOU-Liberia 063015
- 2015-MOU-Taiwan 051215

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1. BSC develops and documents evidence of performance in its operations. Evidence of performance is documented in several different ways. Preparation of the financial statements for audit ([FY ended 2012 and 2013](#), [FY Ended 2013 and 2014](#), [FY Ended 2014 and 2015](#)) by an independent accounting firm, completed in a timely fashion, is one such example. Comprehensive plans with accompanying strategies delineated in the *2013-2018 Integrated Plan for Student Success* are updated and submitted annually to the West Virginia Higher Education Policy Commission (HEPC). Reports include summaries for each strategy within the five comprehensive plans along with information regarding successes, challenges, and/or changes when applicable. Focused on access, success and impact, initial reports submitted to HEPC on the plan are outlined below:

- Access
 - Collaborative Access Plan ([Strategy A](#), [Strategy B](#), and [Strategy C](#))
 - Financial Aid Plan ([Strategy A](#), [Strategy B](#), and [Strategy C](#))
 - [Enrollment Strategy](#) - Quantitative Metric
- Success
 - Academic Quality Plan ([Strategy A](#), and [Strategy B](#))
 - [Developmental Education Strategy](#) - Quantitative Metric
 - [Retention Strategy](#) - Quantitative Metric
 - [Progress toward Degree Strategy](#) - Quantitative Metric
 - [Graduation Rates Strategy](#) - Quantitative Metric
- Impact
 - Critical Regional Issues ([Strategy A](#), and [Strategy B](#))
 - Career Pathways Plan ([Strategy A](#))
 - [Degrees Awarded Strategy](#) - Quantitative Metric
 - [Student Loan Default Rate Strategy](#) - Quantitative Metric

As required, these initial Compact reports were also submitted to the Board of Governors (Board) for approval prior to submission to HEPC at the [October 23, 2014](#) meeting.

2. BSC learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. Operational experience and efficiency is at the forefront of decision making for various

offices. Sometimes there are external factors that greatly affect previously developed processes. For example, the State of WV has entered into a new financial system called OASIS. This system began operations on July 1, 2014, with almost no training, no processes in place for interfacing payroll, vendor payments, etc. to and from the institution which were utilized prior to OASIS. Many hours of work, discussions and plans have evolved in the last several months to implement new processes and procedures to be more efficient. This planning process continues and will continue for some time in the future.

Historically, the College administers several institutional assessments every four to five years in an effort to conduct an environmental scan. Those surveys include: [Noel-Levitz Student Satisfaction Inventory \(SSI\)](#), [Noel-Levitz College Employee Satisfaction Survey \(CESS\)](#), and National Survey of Student Engagement (NSSE). Timing and administration of these surveys is contingent on availability funds. For example, as a result of budget constraints the College was unable to administer both the SSI and NSSE surveys in 2014; therefore, it was determined since the College has historical SSI data dating back to 1999 that the Institution would continue to collect environmental scan data utilizing the SSI.

In an effort to address results of the 2014 SSI administration, the Vice President of Academic Affairs, Vice President of Student Affairs and Enrollment Management, and Director of Institutional Research and Effectiveness conducted student focus groups with the assistance of the Student Government Association. The result was a more focused [list of areas](#) that are currently being addressed either in the current *2013-2018 Integrated Plan for Student Success* or in other academic or student affairs activities with the expectation of improving institutional effectiveness. Further, in an effort to address the results of the CESS, the President now conducts open sessions in an effort to improve communication across campus and in the community. This activity is further outlined in Criterion 2C.

In an effort to promote campus safety and reduce high risk exposure to threats, the following emergency responses were developed along with associated communication tools:

- Speaker system on every floor of each building with notification available per building or all buildings
- Video surveillance system with 100+ cameras (exterior and interior)
- E-mail notification system to employees and students
- BSC alert text messaging system
- Two electronic exterior marquees at west and east entrances
- Evacuation plan for each building and building monitors for each building
- Campus phone system when dialing 911 also automatically dials Public Safety Office
- Exterior emergency phones across campus dial 911
- Interior electronic signage at main entrances of most campus buildings
- Quick Reference Emergency Guide (In process of being updated)
- Building plans and layouts with identification of exit signs, manual pull stations, extinguishers, smoke/heat detectors, etc., distributed to Bluefield Fire Department, campus administration, physical plant, public safety, building deans, and supervisors

- New fire alarm systems replaced in all buildings in recent years, with new strobe lights, heat/smoke detectors and automatic dial to emergency 24 center which calls various campus personnel and 911
- BSC campus phone hot line
- BSC Facebook page
- Emergency manual for Physical Plant and/or Public Safety
- Emergency Check List for Media Relations Office
- Campus Threat Assessment Team

Sources

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- 2014-BOG-Minutes
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- 2015-PLAN-Bluefield_CareerPathwaysA
- 2015-PLAN-Bluefield_CollaborativeAccessA
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- 2015-PLAN-Bluefield_Quantitative-FacultyScholarship
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- 2015-PLAN-Bluefield_Quantitative-GraduationRates
- 2015-PLAN-Bluefield_Quantitative-ProgressTowardDegree
- 2015-PLAN-Bluefield_Quantitative-StudLoanDefaultRate

5.S - Criterion 5 - Summary

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.

Summary

The evidence demonstrates that BSC meets Criterion 5 with the resources, structures, and processes that are sufficient to fulfill the mission, improve the quality of educational offerings, and respond to future challenges and opportunities. The institution plans for the future, and with decreasing state appropriations BSC maintains a sufficient resource base to support operations. The College maintains its mission with the educational offerings and the ability to plan for the future by integrating the strategic planning, master facilities planning and enrollment management planning processes. These planning documents will guide the College for the next five to ten years and help the Institution respond to future challenges and opportunities that surface such as enrollment fluctuations, state appropriations, the economy and revenue sources. However, focusing on student success will continue to remain a top priority.

Sources

There are no sources.



**Division of Student Affairs and Enrollment Management Report
Board of Governors Meeting
March 17, 2016**

Division Highlights

Dr. Jo-Ann Robinson, Vice President for Student Affairs and Enrollment Management, in collaboration with several members of the BSC campus community are partnering with the Health Science Technology Academy (HSTA) to host the HSTA Southern Science Academy on May 7, 2016 at Bluefield State College. The daylong event will feature research presentations by HSTA students from across the southern region as well as presentations by BSC faculty on their respective research projects. The event will also include a campus tour and information sessions on admissions and financial aid. All HSTA students in the southern and northern region qualify for Bluefield State College HSTA scholarships. All HSTA program graduating seniors will receive a BSC HSTA scholarship certificate. Dr. Jo-Ann Robinson was invited to present the certificates at the Northern HSTA symposium in April.

Drs. Jo-Ann Robinson, Julie Kalk, Shannon Bowling and Ms. Rebekah Hatch participated in a conference call with Pragmatics, Inc. to discuss a possible partnership between BSC and Pragmatics, Inc. to support student and faculty engagement. Pragmatics has solicited support from BSC for a federally funded grant proposal. BSC is currently negotiating the terms of the partnership.

Alumni Association

The Office of Alumni Affairs hosted a Brother to Brother symposium at Bluefield State College in February. A record 90 individuals turned out for the event.

Career Services

The Office of Career Services supported 30 students in February with resume development and job search / internship assistance. Ms. Rebekah Hatch has secured the participation of Senator Joe Manchin and WVVA for the upcoming Spring Employment and Recruitment Fair on March 30, 2016. In partnership with WVVA, BSC will develop a 30 second commercial to promote the event.



Educational Opportunity Center

The Educational Opportunity Center counselors continue to identify, assess, and recruit participants to the EOC program. EOC is entering the final year of a five year grant cycle. EOC served 88 participants in February. EOC hosted College Goal Sunday on February 21, 2016 and recorded 86 participants.

Student Life

The Office of Student Life supported over 1,000 participants in various activities in February. The Department of Intramurals hosted 18 students on a ski trip, 50 students in the Bowling League, and 100 students participated in basketball and soccer during the month of February.

Student Affairs and Enrollment Management Division Highlights no longer reflect recruitment and retention activities that will be presented at the BOG meeting.