

Bluefield State College Institutional Compact 2007 – 2012

**Updated Version -
Submitted to the
West Virginia
Higher Education Policy Commission**

December 1, 2008

Preface: Bluefield State College Institutional Compact Report, 2007-2012 - Updated

Bluefield State College (BSC) exists as one of West Virginia's most richly diverse institutions of higher learning. Its establishment as an historically black institution (as now classified) ensured a setting that includes, today, a student body that reflects not only a cross-section of cultures, races and ethnicity, but also of age, gender, and socioeconomic, family, and employment status. Since the College has no on-campus housing, there is even diversity in the amount of "drive time" that each student must devote to the commute to/from campus (some must spend as much as three or more hours per day in their round-trip drive).

As well as the College has done in serving students with the diverse characteristics identified above, it is, perhaps, service to students with yet another set of diverse qualities that most highly distinguishes BSC. Although, there are no precise statistics available, it is estimated that 68 to 70 percent of the College's enrollment is, each year, comprised of first generation college students (most hail from the Coal Field and South Eastern Counties, where the college going rate is significantly below the 57.5 percent average rate of the State). The average age of the BSC student body – 26.1 years – reflects the fact that many students have family and employment responsibilities that must be managed along with academic expectations. Although the vast majority of entering students come with high motivation levels and a strong work ethic, many of them must accept the need for enrollment in developmental studies English, reading and mathematics courses.

With those characteristics identified, along with the barriers that often result, there still exist, at the end of each academic year, exceptionally high demands for the College's graduating students – by local and region-wide businesses, industries, agencies and school systems – reflecting the fact that BSC is making significant contributions to economic growth and development of the region by producing highly qualified graduates.

Although BSC has become the Institution of choice for so many students with the diverse characteristics identified above, and a destination of business/industry/agency/school system recruiters, the goals, strategies and rationale presented in the elements of the College's updated Compact Report reflect the fact that the Institution has not yet achieved its desired level of accomplishment in a number of areas, including student retention and graduation rates, and enrollment in and completion of STEM and Health Field programs. However, the strong commitment of the College's Faculty and Staff to the achievement of the stated goals ensures that the Institution's service to its diverse student body will show steady growth and improvement throughout the 2007-2012 period, and beyond.

Core Compact Elements

Data relating to goals and projections, Core Elements One through Five, are presented in Appendix A of this document.

1. Enrollment

Data:

Bluefield State College's fall headcount and annualized FTE enrollments are as follows:

	2004-05	2005-06	2006-07	2007-08 (base year)
1a. Total fall credit headcount enrollment	1852*	1710	1788	1804
1b. Annualized FTE Enrollment	1622	1584	1618**	1588 (est.)

HEPC and IPEDS

**Adjusted for the separation of New River Community and Technical College which occurred that year.*

***NRCTC included in the IPEDS numbers; they are adjusted to remove their numbers.*

Fall Credit Headcount Enrollment and Annualized FTE

(Values for 2004-05 through 2006-07 are as provided by IPEDS and the HEPC. The fall headcount enrollment for 2007-08 is as provided to IPEDS. Annualized FTE enrollment for 2007-08 is not yet available; however, an estimate of this number is presented.)

Goal:

5.00% growth over the next five years would present Bluefield State College with a projected fall credit headcount enrollment of 1894 and an annualized FTE of 1667. (Projections are based upon a 1.00% increase each year over fall 2007 data.)

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Undergraduate credit headcount	1804	1822	1840	1858	1876	1894
Annualized FTE	1588 (est.)	1604	1620	1636	1652	1667

Strategies/Rationale:

The goal of 5.00% increase in enrollment over the next five years breaks down to approximately 1.00% increase annually. Institutional trend analysis indicates that over the last ten years Bluefield State College has been able to meet or exceed this annual

percentage. In the Strategic Enrollment Management Plan (SEM), the following strategies have been enumerated to meet this enrollment goal:

- Expand the metro agreement coverage area
- Develop new program articulation agreements with regional community colleges
- Employ an additional admissions recruiter to expand the area of recruitment
- Increase scholarship funding and awards
- Improve the college-going rate in our region with greater collaboration with area high schools; i.e., college-level courses offered in high school, assessment of students' level of achievement early enough to allow for additional instruction, and summer enrichment programs.
- Establish a Recruitment Committee under the Enrollment Management Council, a multi-constituency college-wide committee advising the Enrollment Management Division. This committee is charged with efforts to attain recruitment goals. The Recruitment Committee is composed of staff, faculty, and students.

Statistical data provided by the Department of Education for Bluefield State's feeder states and corresponding counties indicate high school enrollment projections and graduation rates will continue with lowered graduation rates over the next five years. Utilizing effective enrollment strategies will allow Bluefield State to maintain its market share in those specific targeted areas. Based on the Department of Education's data and matriculation rates of these specific areas, it is estimated that Bluefield State will need to seek increased out-of-state enrollment to compensate for the declining graduation pool in-state and must increase recruitment efforts to the under-educated non-traditional student. The EOC Title III programmed housing at BSC has partnered with Workforce Region I to seek to reach these potential students for higher education. An increased market share of these feeder states and counties will allow Bluefield State College to attain its projected enrollment growth of 5.00% over five years.

2. Retention Rate

Bluefield State College receives many minimally eligible students from our region and tries to prepare them for a more productive life. Many of them come from lower economic conditions and have low self esteem. This is often reflected in test scores and less rigorous academic programs. Thus, freshman cohorts are less prepared than those at many of BSC's peer institutions and at other colleges in West Virginia, which is, in turn, reflected in the College's retention and graduation rates.

Data:

	2004	2005	2006	2007
Percent of fall Semester first-time/full-time Degree-seeking Freshmen returning for the following fall semester	60.0%	58.0%	64.0%	60.0%
Peer Median fall Semester first-time/full-time Degree-seeking Freshmen returning for the	60.0%	58.0%	60.5%	63.5%

following fall semester				
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IPEDS

Goal:

The four-year average retention rate provided by IPEDS for first-time/ full-time degree-seeking Bluefield State College freshmen is 60.5% compared to 60.5% for peer institutions. To maintain a competitive retention rate, Bluefield State has established various institutional strategies in order to continue achieving retention rates that equal or exceed those of our peer average. To this end, Bluefield State proposes a specific five-year goal to accomplish an increased retention rate of 64%.

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Percent of fall Semester First-time/Full-time Degree-seeking Freshmen Returning the next fall.	60.0%	60.0%	61.0%	62.0%	63.0%	64.0%

Strategies/Rationale:

Bluefield State has implemented a series of steps to support retention through the Office of Enrollment Management and, as noted in this Compact, will continue to execute new efforts in this area. In order to reach this goal, various campus constituencies will need to aggressively apply new strategies, such as:

- Implement the DegreeWorks degree audit program. This on-line program will allow students to constantly monitor their own progress toward a degree, with dynamic advice as various milestones are met. Academic advisors using this program will be able to more accurately advise students as to courses remaining toward their degree objective and can assist students in requesting those courses needed in the near term. This, in turn, will allow the Deans of the academic schools to identify those courses which will have a high demand for subsequent semesters.
- Develop an advisor training program, including the effective use of DegreeWorks.
- Establish a Retention Committee under the Enrollment Management Council. This committee is charged with efforts to attain retention goals. The Retention Committee is composed of staff, faculty, and students.
- Coordinate the campus-wide retention plan, providing education, resource, and referral services, and communication with campus community members about college-wide retention efforts and initiatives.
- Increase student engagement through the newly created Mentor program.
- Implement a mandatory one-credit Orientation course required of all new students.
- Implement a mandatory one-credit course for all students placed on Academic and/or Financial Aid Probation.

- Improve student tutoring programs; add online tutoring, increase funding for peer tutoring, and provide additional funding for tutors.
- Develop additional early alert programs to identify at-risk students.
- Recruit more students into the summer transition Emerging Scholars Program.
- Recommend strategies that will assist students with success when admitted to the nursing and radiologic technology programs requiring students to take HLTH 100 Allied Health Pre-readiness. Course topics include math, critical thinking, time management and test taking skills.
- Establish an evaluation process in the ADN program with admitted students in which they complete a questionnaire each semester and then meet with their advisor early in the next semester to identify any risk factors that may prevent them from succeeding that semester.

3. Graduation Rate

Bluefield State College receives many minimally eligible students from the region, and works to prepare them for a more productive life. Many of them come from lower economic conditions and have low self-esteem. This is often reflected in lower test scores and choice of less rigorous academic programs. Thus, freshman cohorts are less prepared than many of those at peer institutions and at other colleges in West Virginia, which in turn is reflected in retention and graduation rates.

Data:

	2004-05	2005-06	2006-07	2007-08	Average
Six-year graduation rate of Bluefield State's entering cohort of first-time, full-time bachelor's degree-seeking freshmen	23.0%	38.0%	33.0%	27.0%	30.0%
Six-year peer median graduation rate of an entering cohort of first-time, full-time bachelor's degree-seeking freshmen	31.0%	31.5%	35.0%	34.5%	33.0%
Six-year graduation rate of Bluefield State's entering cohort of first-time, full-time bachelor's degree-seeking freshmen, including transfers to/completion at other W.Va. institutions	34.5%	35.0%	12.8%	24.1%	--

IPEDS and HEPC

These cohorts represent the years when Bluefield State still had a component community college and was emphasizing the 2 + 2 degree concept in most academic areas. Therefore, the baccalaureate cohort used by the Higher Education Policy Commission (HEPC) was very small and is not representative of the success of the Institution. The IPEDS cohort includes all first-time full-time freshmen and comes closer to representing true degree progress of the Institution.

Goal:

Bluefield State College has been approximately 3% below the average median graduation rates of peer institutions over the past four years. Bluefield State has established the goal of increasing the IPEDS graduation rate at a minimum of 1% each year to achieve a rate of 35%, which would place the College at or above the 33% median for peer institutions.

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Six-year graduation rate of Bluefield State's entering cohort of first-time, full-time bachelor's degree-seeking freshmen	30.0%	31.0%	32.0%	33.0%	34.0%	35.0%

Strategies/Rationale:

To meet or exceed the median graduation rate of Bluefield State's peers, continuation of current strategies and implementation of new strategies will be employed:

- Implement the DegreeWorks degree audit program. The on-line program will allow students to constantly monitor their own progress toward a degree, with dynamic advice as various milestones are met. Academic advisors using this program will be able to more accurately advise students as courses remaining toward their degree objective and can assist students in requesting those courses needed in the near term. This, in turn, will allow the Deans of the academic schools to identify those courses which will have a high demand for subsequent semesters.
- Develop an advisor training program, including the effect use of DegreeWorks.
- Develop academic departmental retention programs within each discipline and facilitate stronger inter-departmental communication.
- Assess the possibility of placing all BSN (Bachelor of Science in Nursing) programmatic courses on line to increase enrollment from outlying areas, and to provide more flexibility for students.

4. Degree Production

As Bluefield State College has transitioned to the separation from the component community and technical college, the production of associate degrees has declined dramatically. Therefore, any projections must be based upon the realignment of degrees that has occurred.

Data:

The data provided to Bluefield State by the HEPC (and derived from IPEDS) for institutional degree production are as follow:

		2004-05	2005-06	2006-07	Average
Bluefield State College	Associate	182	120	96	133
	Baccalaureate	185	204	233	207
	Totals	367	324	329	340

HEPC

Goal:

The goal for growth in degree production is 1% per year beyond the fall 2007-08 level; however, most growth will occur in baccalaureate degree, rather than associate degree programs, since the number of associate degrees programs available has declined. This results in the following projections:

		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Bluefield State	Associate	96	96	96	96	96	96
	Baccalaureate	247	250	253	256	259	262
	Totals	343	346	349	352	355	358

These projections are based upon the three-year average of 2004-05 through 2006-07 graduates, as specified in the Compact Reporting Elements.

Strategies/Rationale:

Bluefield State is planning several strategies for the next academic year, as previously outlined in efforts to increase retention and graduation levels:

- Implement the DegreeWorks degree audit program. The on-line program will allow students to constantly monitor their own progress toward a degree, with dynamic advice as various milestones are met. Academic advisors using this program will be able to more accurately advise students as courses remaining toward their degree objective and can assist students in requesting those courses needed in the near term. This, in turn, will allow the Deans of the academic schools to identify those courses which will have a high demand for subsequent semesters.
- Develop an advisor training program, including the effect use of DegreeWorks.
- Improve retention of students in degree programs through some of the initiatives outlined above.
- Target recruiting for under-enrolled programs and identify additional scholarship resources to attract students into these programs.
- Increase efforts to recruit students with college credits who have not completed a college degree into the non-traditional Regents Bachelor of Arts degree program.
- Increase availability of additional instructional modalities such as WEBCT, IVN, and blended learning methodologies that allow students more flexibility in course completion.

The College's is, through these efforts, to retain more students and generate more undergraduate degrees.

5. Degrees in STEM Fields and Related Disciplines

Bluefield State College included a combination of the STEM CIP codes obtained from the HEPC data personnel and those outlined in the Compact Reporting document. As a result, a combination of these CIP codes was used to report degree production in STEM fields at Bluefield State College in the following table. Associate and Baccalaureate STEM programs are reported together as appropriate.

Data:

	2004	2005	2006	2007
Number of undergraduate degrees in STEM and Health Fields	85	69	69	54

HEPC

	2004	2005	2006	2007	Average
Number of undergraduate degrees in STEM and Health Fields					
Applied Science	12	11	5	9	9.25
Engineering Tech	67	64	49	46	56.5
Computer Science	18	9	15	14	14
Nursing	86	96	75	91	87
Radiology	22	21	23	17	20.75
Total STEM	205	201	167	177	187.5

BSC Data

The average number of degrees in STEM disciplines was 69 during the period 2004-05 through 2007-08, according to the data supplied by HEPC. However, there are numerous degrees which fall into the category of Nursing and Radiologic Sciences which are not reflected in the HEPC data because the CIPS are different from those used in the data set. These institutional numbers are being used to calculate current and future STEM degree productions.

Goal:

The goal during the next five years will be to increase the total number of degrees awarded in STEM disciplines by approximately 15%.

	Ave. 2004-05 through 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Total	187.5	194	200	205	211	216

Strategies/Rationale:

- Identify and recruit additional students into the STEM programs.
- Identify scholarship opportunities for students in the STEM programs.
- Improve retention of students in STEM programs.
- Increase recruitment to graduates from the Health Sciences and Technology Academy (HSTA) into STEM degree programs.

6. Licensure Pass Rates (by specific programs)

Licensure Pass Rates of Specialization Areas in Education

Data:

PRAXIS II Content Tests Summary
(September 1, 2006 through August 31, 2007)

Test	Two Year Mean Pass
Elementary Education	83.4%
Gen Science 5 – 9	57.1%
Math 5 – 9	85.7%
Eng/Lang Arts 5 - 9	95.0%
Soc Studies 5 – 9	52.2%
Total All Tests	83.0%

Goal:

The goal of the School of Education is to achieve a Praxis II pass rate of at least 80%, with at least a 2% increase in those areas currently exceeding 80%.

Strategies/Rationale:

- Distribute Praxis II review test booklets to each “Methods in Teaching” instructor who will review applicable sample tests with their students.
- Explore the prospect of securing a Social Sciences consultant to assist with a program review for Social Sciences; this will result in a curriculum map, rather than Praxis test objectives. Sub-scores are being analyzed in relation to course-by-course program content.

- General Science faculties are preparing a program review in that area which will include curriculum realignment and sub-score analysis.
- The institution will analyze all 5 – 9 and elementary sub-scores to determine specialization strengths and weaknesses, followed by modification of curricula and assessments as needed.

Licensure Pass Rate for Nursing:

Data:

NURSING – National Council for Licensure Examination

NCLEX	2004	2005	2006	2007	2008	Average
Percent Pass Rate	85.07	92.54	86.79	81.7	86.2	86.46

Goal:

The goal of the Department of Nursing is to attain a minimum pass rate of 92%.

Strategies/Rationale:

- Level the objectives in courses across the curriculum.
- Revamp the admissions criteria to secure more qualified students.
- Increase student support services and implement early student remediation.
- Review the NCLEX test plan to determine where each objective is taught.
- Visit programs on campuses with exemplary NCLEX pass rates.

Licensure Pass Rates for Radiologic Technology

Data:

RADIOLOGIC TECHNOLOGY – American Registry of Radiologic Technologists

The 2007-2008 passage rate was an anomaly in the passage rates achieved over the past five year; including 2007-2008 the mean passage rate is still 95.6%.

ARRT	2004	2005	2006	2007	2008	Average
Percent Pass Rate	95	100	96	100	87	95.6

Goal:

The goal of the Department of Radiologic Technology is to achieve a minimum pass rate of 96%.

Strategy/Rationale:

- Acquire and utilize additional standardized testing review packages.

7. Percentage of Faculty with Terminal Degrees

Data:

At Bluefield State College, 64.1% (50) of the 77 full-time tenured/tenure-track instructional faculty who were under contract during the fall 2007-08 academic year held a terminal degree (doctorate or master's degree with professional engineering certification).

Goal:

In five years, Bluefield State College seeks to have 68%, or a slightly higher proportion, with the terminal degree in their area of teaching and research or performance specialization.

Strategy/Rationale:

Bluefield State College has adopted a policy to recruit new and replacement tenure-track faculty with appropriate terminal degrees only.

8. Assessment of Student Learning

Data:

Bluefield State College has recently completed a strategic planning process and has started to implement its 2008-2013 Strategic Plan for the College. The concluding exercise in this process will take place mid-September 2008 with the review of the College's current mission statement in order to align it with the Key Performance Indicators identified in the Strategic Plan. This process will also provide for an opportunity to ensure that the student learning outcomes identified at the programmatic and General Studies levels are in alignment with the mission statement.

Curricular Modification and Improvement

Arts and Sciences

Bluefield State College is currently revising the institutional mission and vision statements. Although these statements are broad, they do imply student learning by stating we prepare students for "diverse professions, graduate study, informed citizenship, community involvement, and public service in an ever-changing global society." This mission is reflected in the emphasis on practical student learning and experiences in courses and programs of studies so that learning outcomes are indicative

of the institutional mission. The current General Studies learning objectives, program objectives and goals, and course objectives allow the institution to achieve effective career and graduate study preparation as well as informed citizenship, community involvement, and public service. The strategic plan also emphasizes student learning by identifying the following institutional goals: increasing course availability, increasing retention, creating informational literacy, engaging in course analysis, recruiting and retaining highly qualified faculty. In addition, many of the co-curricular activities also reflect the institutional mission because they provide learning experiences such as attending national conferences, community engagement and service. For example, many of the service fraternities participate in volunteer work at local food banks, after school programs, nursing homes, etc.

Measures of student learning are established in a variety of ways. Faculty measure learning objectives in their courses using tests, presentations, papers, etc; program reviews are established by departments to measure programmatic learning objectives; several programs have licensing exams which measure student learning in specific programs. The assessment committee (in collaboration with the Director of Institutional Research and Effectiveness) use the Collegiate learning Assessment (CLA) and College BASE to measure student learning in specific areas. One identified area of institutional weakness is the lack of communication and understanding of current measures of student learning and the results of assessment instruments currently used, but the institutional researcher and deans have implemented a process for improvement. This process will allow Deans to share assessment results and discuss areas of weaknesses as well as the opportunity to work with faculty to develop methods for improvement.

Actual student learning outcomes are measured in a variety of ways. First, faculty members measure course learning objectives in all classes. Second, departments and schools measure programmatic learning objectives in their program reviews, capstone courses, licensing exams, and self-studies/accreditation processes. Evidence is collected through instructor tests, rubrics, portfolios, student surveys, capstone courses with project assignments, the CLA, the College BASE, standardized professional school entrance exams, and licensing exams. The current collection is fairly small for some programs, but faculty and administration are working to expand in this area.

A variety of stakeholders analyze the evidence of student learning. The assessment committee meets with the Director of Institutional Research and Effectiveness to review General Studies learning objective assessment data. In addition, faculty members meet to discuss assessment results when they engage in program reviews and self-studies. For example, the Communication and English faculty meet each semester to review data collected from the rubric to assess public speaking abilities and the portfolios with rubrics measuring the ability to write. BSC is currently in the process of strengthening or creating systems to ensure that conclusions are drawn and actions are taken on the basis of the analysis of the evidence. For example, plans are underway to create an institutional assessment day to allow for stronger data gathering, analysis and sharing. In addition, consultants are being sought to work with individual departments to strengthen assessment processes. Alignment with budgeting is reflected when data analysis suggests

changes in resource allocation; those requests are made to the Vice President for Academic Affairs/Provost as part of the budget process.

Assessment practices are fairly well integrated in courses and program reviews. For example, student course evaluations have been well integrated for years and the results provided to the Deans are part of the yearly faculty evaluation/merit pay process. The College is currently working to improve the communication of assessment processes and results by incorporating meetings designed to discuss and share results.

Engineering Technology and Computer Science

There are close correlations between mission, vision, and goals with learning outcomes. Outcomes are assessed on a regular basis. They were developed with the following constituents: faculty, students, and industry. They are understood by constituents; minutes are kept showing discussion and correlation.

The College has maintained evidence of achievement over the last 10 years which is available for viewing upon request. Faculty members conduct most of the measurements in embedded course assessment. Assessment occurs throughout the program, but capstone experiences are a focus for measurements. Most of these measurements enjoy some triangulation for extra correlation.

Faculty members analyze the data by departments after collection (the evaluation phase). Evidence from these analyses show very good achievement of outcomes and objectives. Minutes of advisory board meetings show industry involvement as well.

Assessment practices are integrated and shared across departments. Co-curricular evidence is sparse. Faculty members and the Dean accept responsibility for data collection which is shared with others upon request. Evidence is shared regularly with industrial advisory boards, faculty, and to some extent with students.

We continue to strive to make our assessment processes more seamless and more embedded. The objective is to collect better evidence, and assess it with a more focused effort. ABET tells how well the Institution is doing every six years and where we stand with a national peer group.

Nursing and Allied Health

Each program (AS nursing and radiologic technology and BS nursing and BS radiologic sciences) has developed program outcomes. These outcomes are assessed annually by graduating students. Data from these assessments are used for any program revision and/or modification. Each program has in place a master plan of evaluation which includes programmatic learning outcomes and student satisfaction in the areas of institutional resources (library, student services, financial aid, advising, and the overall learning environment). The master plan also includes yearly assessment of current students and graduating seniors. Alumni and employers are assessed yearly in the AS

nursing and radiologic technology programs and every three years in the BS nursing and radiologic sciences programs. The BSN and ADN nursing programs also assess each course every semester to determine achievement of course objectives and assessment of the teaching modalities used. Data from all of these assessments are utilized for curriculum modifications, course revisions and evaluation of other program components. Evidence of how this data has been used is contained in faculty meeting minutes.

Each program has advisory committees which are comprised of employers, alumni, and other communities of interest. Assessment data regarding each of the programs are provided during these meetings. Information from these advisory committees has also been a source of data that has contributed to program revision. These committees meet yearly and minutes are available.

A major assessment of program success is the licensure examination (NCLEX) for the AS nursing graduates and the certification examination (ARRT) for the radiologic technology graduates. Goals for passage rates for these examinations have been listed under criteria #6, Licensure Passage Rates.

The AS nursing, AS radiologic technology, and BS nursing programs are nationally accredited by their respective accrediting bodies (NLN, CCNE, and JRCERT). This ensures that programs are meeting the external review criteria to include thorough assessment practices for student learning outcomes. There is no accrediting agency for the BS in radiologic sciences; however, relevant assessment of student learning outcomes is conducted.

Reports or Focused Visits Required for the HLC

After the February 2002 re-affirmation of accreditation visit by HLC, Bluefield State College was required to submit a monitoring report on assessment of humanities, social science, applied science, Regents Bachelor of Arts, and the liberal studies programs. The monitoring report was submitted to the HLC in June 2004 and was accepted by the HLC in January 2005.

HLC Assessment Academy

Currently, Bluefield State College does not have plans to participate in the Assessment Academy offered by the Higher Learning Commission.

Voluntary System of Accountability

A year-one goal identified in the 2008-2013 Strategic Plan for Bluefield State College is to determine the Institution's level of participation in the Voluntary System of Accountability (VSA). With this newly implemented Strategic Plan, the College's administration has already made a commitment to fully participate in the VSA. The College currently administers the CLA; however, there are other items BSC needs to have in place in order to fully participate. Those areas include identifying an instrument

or method to measure and report undergraduate success and progress rates through the National Clearinghouse Student Tracker tool, report student experiences and perceptions, and identify future plans of bachelor degree recipients. It is expected that the College will continue to put these items in place in order to fully participate in the VSA.

Collegiate Learning Assessment

Though the Institution is beginning its fifth academic year participating in the CLA, it only has two academic years of usable data. The first academic year of usable data was 2006-2007 in which exiting seniors performed 'Below' or 'Well Below' expected levels. A report was distributed to the Deans' Council to make them aware of the performance level of BSC seniors. There are a variety of reasons that the exiting seniors performed at this level, and it was decided not to implement any drastic programmatic changes until the College was able to examine an additional academic year's worth of data; however, an effort was made to identify where students have an opportunity to practice the skills assessed by the CLA. Data from the 2007-2008 academic year indicate that exiting seniors performed 'At' expected in all areas with one exception. As a result, BSC will send the Director for Institutional Research and Effectiveness and a faculty member to the CLA in the Classroom workshop provided by HEPC in December 2008. This opportunity will provide the College's faculty with tools necessary to ensure that students across the curriculum develop critical thinking, problem solving, analytic reasoning and written communication skills to be successful.

Goal:

Bluefield State College will have clearly stated student learning outcomes and assessment for each educational program including General Studies which meet programmatic accreditation requirements and the assessment standards of the HLC. A stronger culture of assessment will be cultivated outside of the accredited programs, specifically when addressing General Studies assessment. The College will continue participating in the CLA and will begin participation in the VSA in the fall 2010.

Strategies/Rationale:

- Implement a more streamlined approach to administer the CLA for freshmen each fall semester and seniors each spring. This will promote consistency with the assessment administration for faculty. This effort will be coordinated by the Director of Institutional Research and Effectiveness in collaboration with the Assessment Committee, Vice President for Academic Affairs, and School Dean's.
- Increase the value added scores of Bluefield State College seniors participating in the CLA to "above expected." Participating in the HEPC sponsored CLA in the Classroom Academy will provide opportunities to develop classroom activities for students to improve the skills assessed by the CLA across the curriculum. The scores will be collected by the Director of Institutional Research and Effectiveness.

- Differentiate learning goals for associate and baccalaureate programs by identifying expected learning outcomes for each. This will be tracked by programmatic faculty and Deans, with reports to the Vice President for Academic Affairs.
- Develop a streamlined reporting process for programmatic assessment results for the purpose of internal improvement and external accountability. The Vice President for Academic Affairs and the School Deans will create a timeline of required activities that will fall in line with HEPC programmatic review reports.
- Provide assessment professional development opportunities for faculty. The Vice President for Academic Affairs will coordinate these activities during fall and/or spring Faculty Institute.
- Provide learning resources that support student learning and effective teaching. This will be accomplished by assessing current resources that support learning and teaching and making recommendations for improvement to Vice President for Academic Affairs.

9. Accreditation

Bluefield State College's status with the Higher Learning Commission and other specialized accrediting bodies is in good standing. Business Administration and Accountancy, Early-Middle Education, Engineering Technology, Nursing, and Radiologic Technology have all received specialized accreditation.

Data:

One hundred percent of the College's accreditation-eligible programs, a total of 14, have achieved, and continue to maintain, specialized accreditation. The programs and their respective accrediting bodies are as follow:

- Nursing – Bachelor of Science: The Commission on Collegiate Nursing Education
- Nursing – Associate of Science: The National League for Nursing Accreditation Commission
- Radiologic Technology – Associate of Science: The Joint Review Committee on Education in Radiologic Technology
- Education – Bachelor of Science: The National Council for Accreditation of Teacher Education
- Business Administration – Bachelor of Science: The Association of Collegiate Business Schools and Programs
- Accountancy – Bachelor of Science: The Association of Collegiate Business Schools and Programs
- Architectural Engineering Technology – Bachelor of Science: The Technology Accreditation Commission of ABET, Inc.
- Civil Engineering Technology – Bachelor of Science: The Technology Accreditation Commission of ABET, Inc.
- Electrical Engineering Technology – Bachelor of Science: The Technology Accreditation Commission of ABET, Inc.

- Mechanical Engineering Technology – Bachelor of Science: The Technology Accreditation Commission of ABET, Inc.
- Architectural Engineering Technology – Associate of Science: The Technology Accreditation Commission of ABET, Inc.
- Civil Engineering Technology – Associate of Science: The Technology Accreditation Commission of ABET, Inc.
- Electrical Engineering Technology – Associate of Science: The Technology Accreditation Commission of ABET, Inc.
- Mechanical Engineering Technology – Associate of Science: The Technology Accreditation Commission of ABET, Inc.

Achievement of specialized accreditation of the above programs has significantly enhanced the employability and the admission to graduate and professional schools of the programs' graduates.

Goal:

- Maintain the status of each accredited program
- Include a plan for achievement of specialized accreditation, if available, with the development of any new program.

Strategies/Rationale:

- Conduct ongoing program reviews and self-studies, using results to strengthen the programs
- Implement applicable suggestions, recommendations of individual program accrediting bodies
- Maintain familiarity with standards of accreditation if specialized accreditation available in new program areas

10. Alignment with K-12 Schools

One activity that is increasingly important in alignment to Bluefield State College is the WVACHE Access Project grant program which supports schools by encouraging and streamlining students' progress across a major transition point in the K-20 education continuum: the transition from secondary to post-secondary education. WVACHE is closely allied with Bluefield State through its governance: the Chairman of the Board is the President of Bluefield State College, the Vice-President for Student Affairs and Enrollment Management is a member of the Board of Directors, and the Executive Director of the organization is an employee of Bluefield State College. In addition, the organization is housed at Bluefield State College and the College provides some funding for the activities of WVACHE. Therefore, while it is an independent entity, Bluefield State College benefits from the experiences of WVACHE in aligning with the public

schools, and WVACHE benefits from the knowledge that comes from feedback from the College as to how well public schools are aligning with the needs of higher education.

The WVACHE typically awards two-year grants on a competitive basis to public high schools and technical centers throughout West Virginia. The recipient Access Projects use their grants to support a variety of activities designed to encourage students to aspire to and prepare for college. Activities may include visits to college campuses and businesses, career exploration resources, guest speakers, college and financial-aid workshops and fairs for students and alumni who are going to college.

In addition to the direct benefits to the students participating in project activities, it is anticipated that these Access Projects help change the climate of the grantee schools to one in which higher education is seen as a vitally important and attainable goal by every student.

Other institutional activities listed below also contribute to this change in climate in K – 12 schools.

Data:

1. The BSN students collaborate with the Mercer County school nurses to conduct vision screenings in selected primary schools. This is done yearly.
2. The BSN students conduct health education classes in the “After School” program at the Wade Center. The Wade Center is a neighborhood community center for at risk children in Mercer County.
3. The BSN program has elective courses to become certified as a school nurse. Students enrolled in these courses work with a school nurse to provide health services to school aged children. These students have also participated in the Mercer County Kiddie Fair which is a collection of health activities and screenings for children that will be entering Mercer County schools.
4. The AS radiologic technology students have participated in the Mercer County Read Aloud program.
5. The students in HLTH 333, Health and Safety in Schools, teach a health lesson to selected classes at an area K-2 school as one of the course requirements.

Additional initiatives through the School of Education advance the concept of alignment:

Data:

6. Teacher Cadet program-Princeton HS offers credit to students who are interested in teaching. This includes field placements and instruction. Education faculty met with coordinators at public school, state and college level to align introductory course with our EDUC 110 Foundations of Education and submitted articulation agreement for those students completing.

Goal:

- Continue activity number 6 as is.

Strategy/Rationale:

- Meet with PHS faculty annually to update course requirements

Data

7. BSC Teacher Education Program has articulation agreements with the following counties: Mercer, Raleigh, McDowell, Fayette, Greenbrier, and Wyoming. Students complete field experiences and student teaching placements through these agreements. Cooperating teachers receive compensation for supervision.

Goal:

- Continue activity number 7 as is.

Strategy/Rationale:

- Continue to place candidates in field experiences in these county school systems and keep updated articulation agreements on file.

Data:

8. Professional Development Schools (PDS) Grant-continued funding from the WV Department of the Humanities and the Arts for partnerships between BSC and nine public schools. Two public schools have been added in Greenbrier Co. One is a middle school and one is an elementary. Funding includes projects that support public school students and teacher education candidates. Grants of up to \$1,000 for technology requests, high need areas, and teacher in-service are included. Students are placed whenever possible in partner schools. Dialogue and collaboration among college and partners has led to program improvement (i.e. addition of methods courses, classroom management) and increased student achievement. Future goals include increased participation of public school faculty in BSC courses, as well as more classes taught on site.

Goal:

- Continue activity number 8 as is, and expand.

Strategy/Rationale:

- Continue to apply for PDS grants; continue to expand program to more elementary schools in our RESA I area; expand the grant requests to include more funding for school partners and activities.

Data:

9. Public school teachers and administrators included on EPPAC advisory board. Review of proposed curriculum changes, policies, and statistics of pass rates on state licensure, graduation rates and employment of BSC teacher education candidates.

Goal:

- Continue activity number 9 as is.

Strategy/Rationale:

- Continue to appoint public school faculty and administrators to the EPPAC Advisory Board.

Data:

10. BSC faculty and Concord University faculty jointly presented a week long training session for RESA service area teachers on literacy, funded through WVDE ITQ grant.

Goal:

- Apply for additional grant funding (activity number 10).

Strategy/Rationale:

- Apply in partnership with RESA I and Concord University for a curriculum planning grant for developing adolescent literary curricula in our RESA I service area.

Data:

11. Public school employees teach methods classes on site to BSC teacher education students.

Goal:

- Continue activity number 11 as is.

Strategy/Rationale:

- Continue to employ exemplary, qualified public school teachers as adjunct faculty within the School of Education.

Data:

12. Newly added general methods class will be taught on site at local elementary school spring semester.

Goal:

- Continue activity number 12 as is.

Strategy/Rationale:

- A corollary to activity number 11, the School of Education will continue to offer classes for our teacher education students in local service area public schools.

Data:

13. Teacher education students and candidates volunteer at the WADE Center during summer sessions and academic year, increasing opportunities for students to experience diverse settings and helping students at the center increase reading and math skills.

Goal:

- Continue activity number 13 as is.

Strategy/Rationale:

- The teacher education program will continue to share its expertise and its students' expertise by assisting the Wade Center staff in assisting high risk students in after school programs.

Data:

14. PRAXIS review course implemented to prepare students for initial testing-PRAXIS I.

Goal:

- Continue and expand activity number 14.

Strategy/Rationale:

- Praxis I computer based skills training and testing has expanded to include a class required of those students who do not meet cut-off scores in reading, English proficiency—grammar and writing, and mathematics. In addition Praxis II review tests have been implemented in each middle school content area methods class in order to work to improve those test scores.

Data:

15. Bluefield State currently offers college credit classes on site to seniors at Bluefield High School in math, history and English as well as the College Success Course. This project is grant funded and provides these classes at no cost to the participating students.

Goal:

- Continue and expand activity number 15.

Strategy/Rationale:

- Offer remedial and college credit courses on site at additional area high schools.

11. Use of Instructional Technology

I. Use of Instructional Technology

I. Use of Course Management Systems (CMS) (Web-CT, Blackboard, etc)

A. Description of current status:

Bluefield State College's distance learning program is experiencing exponential growth. With the hiring of a new Instructional Designer, growth in Web-CT course creation and delivery has expanded. Faculty in several schools also uses a version of Moodle named CART as their course management system (CMS) of choice. This CMS continues to maintain its current number of courses in several schools within the College. See data below with explanation.

1. Online course development

In fall, 2007 and spring, 2008, 26 new Web CT courses were created. In addition during the fall semester there were 15 continuing Web-CT courses and an additional 19 continuing courses during the spring semester, for a total of 34 continuing Web-CT classes.

In addition in 2007-08, 19 new web-enhanced classes were created and 6 web-enhanced classes were continued from previous semesters.

2. Online program development

There has been discussion of consolidating the Web-CT and CART CMS initiatives and submitting at least two programs to the Higher Learning Commission for delivery online.

B. Plans for growth x five years:

The plans call for additional staff to be hired to support online efforts at web course creation and management using new fee monies. Also, work is underway to create several programs for full online delivery (Business Administration and an Engineering Technology A.S. degree yet to be determined).

Year One-Two: a. Hire additional support staff; b. reach consensus on degrees to be offered.

Year Three-Four: a. Increase course offerings in specific degrees; prepare HLC-NCA documentation for HLC approval at next HLC NCA visit.

Year Five: Implement programs.

C. Specific data: # online courses; # students served, # online programs

BSC Asynchronous & Hybrid Courses 2007-08

	# online courses	# students served	#online programs
Fall, 2007	52	765	0
Spring, 2008	62	1,096	0
Totals	114	1861	0

In addition, BSC maintains an Interactive Video Network (IVN) linking the Bluefield State College main campus in Bluefield with its campus center in Welch, McDowell County; its Lewisburg site at NRCTC-Greenbrier County; its Beckley site at Harper Road, Raleigh County (and the new Beckley Higher Education Center). BSC also supports New River CTC IVN sites in Summersville, Nicholas County and Pocahontas County (at Pocahontas County High School). In the 2007-08 academic year, BSC served 439 BSC students in 54 courses using the IVN system.

II. Faculty training in instructional technology

In fall, '07 18 instructors were trained in Web-CT and PowerPoint. In spring, '08 37 instructors were trained in Web-CT, PowerPoint, and Camtasia.

III. Instructional Technology Staff Adequacy

Institutional Computer Services (ICS) has five full time employees and several regular student employees. Three staff work with Administrative Computing, another is the Network Director, and a full time employee supports PC maintenance and distribution. These staff works closely with ITC/CEL staff in the areas of networks, server maintenance, and computing support. There is a need for an extra Banner staff person to support Finance and Student Services.

The Instructional Technology Center (ITC) and the Center for Extended Learning (CEL) has six full time employees and a part time employee. Instructional Technology and Academic Computing support is excellent. A new Instructional Designer is assisting in growing online courses. There is a need for additional support in this area due to rapid growth of online courses.

A. Description of current status:

Eleven full time employees manage both computing and instructional technology duties.

B. Plans for growth x five years:

Plans call for one additional hire in Computer Services and one additional hire in Instructional Technology.

C. Specific data: Present staffing, future staffing growth/projections

See above for present staffing and future growth.

IV. Assessment of Instructional Technology

A. Current assessment strategies:

Each course is evaluated each semester. Within each Web-CT and CART course a link is provided to a distance learning course evaluation instrument. This data is shared with faculty and Deans in order to monitor course satisfaction and faculty performance in online courses.

B. Current assessment data:

Current assessment data is in the form of online course evaluations conducted each semester.

C. Future plans:

Discussions are underway to move to online programs which will result in formal assessment data being not only shared with faculty, but with data being aggregated and

monitored regularly in order to closely monitor course satisfaction and faculty performance.

12. Career Placement

Data:

For the class of 2007 Bluefield State College awarded a total of 320 degrees in 20 associate and baccalaureate degree programs. In cooperation with the Office of the Registrar all candidates registered to graduate were mailed a career survey. The information from this survey combined with data supplied by the Deans of the five BSC Schools resulted in a 65.9% response rate. The POR (Positive Outcome Rate/employed or continuing education) for the five associate degree programs was 89.4% and it was 90.9% for the fifteen baccalaureate degree programs. The combined POR was 90.5%. In addition, the survey indicated a 9.5% unemployment rate. Of the 90.9% POR, 4.7% were attending graduate school and 76.8% were employed in West Virginia.

2007 POST-GRADUATION STATUS REPORT (ASSOCIATE AND BACCALAUREATE DEGREES)													
DEGREE	MAJOR	TOTAL DEGREES AWARDED	EMPLOYED IN FIELD	EMPLOYED OUT OF FIELD	EMPLOYED IN WV	EMPLOYED IN AREA	EMPLOYED OUT OF AREA	MILITARY	GRADUATE SCHOOL	CONT. ED AT BSC OR OTHER	UNEMPLOYED	RESPONDENTS	POSITIVE OUTCOME RATE FOR RESPONDENTS (EMPLOYED/ CONT ED/ GRAD SCHOOL)
BA	HUMA	4	2	1	1	2	1	1	1	0	0	4	100.0%
BA	SOSC	19	7	2	8	7	2	0	2	1	1	13	92.3%
BA	RBA	28	9	0	8	8	1	1	2	4	1	16	93.7%
BS	APPS	7	1	1	2	2	0	0	1	0	0	3	100.0%
BS	CRMJ	23	6	3	9	9	0	0	0	3	2	14	85.7%
BS	ACCT	4	3	1	2	3	1	0	0	0	0	4	100.0%
BS	BUSN	41	16	3	12	13	6	0	2	6	3	30	90.0%
BS	ARET	3	2	0	1	1	1	0	0	1	0	3	100.0%
BS	CIET	13	6	1	5	6	1	0	0	1	1	9	88.8%
BS	COSC	14	8	1	5	6	3	0	1	0	1	11	90.9%
BS	ELET	10	4	1	2	4	1	0	0	0	1	6	83.3%
BS	MEET	4	1	0	0	1	0	0	0	1	0	2	100.0%
BS	MIET	4	4	0	3	4	0	0	0	0	0	4	100.0%
BS	NURS	24	15	0	14	15	0	0	0	0	1	16	93.7%
BS	EMED	26	9	6	11	14	1	0	1	0	3	19	84.2%
AS	CIET	8	0	0	0	0	0	0	0	5	0	5	100.0%

**2007 POST-GRADUATION STATUS REPORT
(ASSOCIATE AND BACCALAUREATE DEGREES)**

DEGREE	MAJOR	TOTAL DEGREES AWARDED	EMPLOYED IN FIELD	EMPLOYED OUT OF FIELD	EMPLOYED IN WV	EMPLOYED IN AREA	EMPLOYED OUT OF AREA	MILITARY	GRADUATE SCHOOL	CONT. ED AT BSC OR OTHER	UNEMPLOYED	RESPONDENTS	POSITIVE OUTCOME RATE FOR RESPONDENTS (EMPLOYED/ CONT ED/ GRAD SCHOOL)
AS	ELET	3	0	0	0	0	0	0	0	3	0	3	100.0%
AS	MEET	1	0	0	0	0	0	0	0	1	0	1	100.0%
AS	NURS	67	26	0	24	25	1	0	0	5	4	35	88.6%
AS	RADT	17	7	1	6	7	1	0	0	3	2	13	84.6%
AS TOTALS	8	119	36	0	25	33	3	0	0	29	3	68	95.6%
BS/BA TOTALS	15	212	116	17	83	104	29	0	6	6	14	159	91.2%
AS & BS TOTALS	23	331	152	17	108	137	32	0	6	35	17	227	92.5%

Goal:

- BSC will establish a baseline of 70% of its graduates employed in positions requiring a college degree or in a position where a degree enhances that position.

Strategies/Rationale:

- Implement a consolidation of data gathered by the different BSC Schools, Career Services, Alumni Affairs, and all other entities into one central institutional database.
- Develop a plan for improved tracking of the number of graduates actively placed in career-related positions within six months of graduation.
- Begin the process of monitoring the effectiveness of the Annual Spring Job Fair and other on-campus recruiting events designed to lead to offers of employment.
- Secure more complete data from previously untapped graduate sources for institutional development, academic program reviews, job placement, and fund raising.

Goal:

- Increase the number of graduates in graduate schools, with a baseline of 3% of graduates continuing their education. The five year goal would be 10% of the baccalaureate graduates.

Strategies/Rationale:

- Establish a coordination effort within an existing position to emphasize assistance and encouragement to students wishing to attend graduate school.
- Develop a plan for improved tracking of the number of graduates enrolled in a continuing education or graduate school program within six months of graduation.
- Implement a consolidation of data gathered by the different BSC Schools, Career Services, Alumni Affairs, and all other entities into one central institutional database.

13. Institutional Financial Aid

Student financial aid is available from federal, state and institutional sources. Students must complete a Federal Financial Aid Student Application (FAFSA) and/or an institutional scholarships application to be considered for financial aid. Awards are based on need, merit, or special talents according to the criteria established for each award.

For FY2007, of 1,726 degree-seeking students, 1,464 (84.8%) received a total of \$14,072,637 in federal, state, external, and institutional aid. The amount paid from institutional funds for need-based and merit-based awards is \$1,372,256. Of students receiving financial aid, 1,217 (70.9%) of students received need-based awards. Institutional aid commitments have increased each year, partly because of the legislatively mandated Health Science and Technology Academy (HSTA), increased Federal funds and increased fund-raising. The amount of award money that the Institution provides is based upon funds available and upon the return on the Bluefield State College Foundation’s investments.

Data:

Total dollars awarded from any source and percentage of students receiving

	2005-06	2006-07	2007-08
Total dollars awarded	\$12,177,495	\$12,537,544	\$14,072,637
Need-based aid	58.33%	57.75%	59.23%
Merit-based aid	7.90%	7.99%	7.84%
Non-need/non-merit based aid	33.77%	34.26%	32.93%

Total institutional funds awarded for financial aid

	2005-06	2006-07	2007-08 to date
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Need-based aid	\$144,068	\$157,138	\$179,840
Merit-based aid	\$432,203	\$471,415	\$539,520
Non-need/non-merit based aid	\$588,761	\$504,885	\$652,896
Total from institutional funds	\$1,165,032	\$1,133,438	\$1,372,256

Goal:

- Develop a plan for increasing awareness and funding for financial aid.
- Within 3 years increase institutional financial aid funding by 10% and within 5 years increase funding by 15%.

The institution does not have significant resources to offset any great loss of external funds.

Strategies/Rationale:

- Increase awareness of financial aid sources among students and potential students, including making students aware that the need-based West Virginia Grant is first-come, first-served and students must apply by the March 1st deadline to be considered.
- Increase scholarships and grants utilization.
- Increase partnerships with businesses for internships and scholarships.

14. Programs of Distinction

Bluefield State College has identified two Programs of Distinction; however, each is actually comprised of more than one program. Because of their commonality, their contributions to the College and the communities, businesses, industries and agencies served, and because of the achievements of the programs' faculty members and students, the Bachelor of Science Degree and Associate of Science Degree Programs in Architectural, Civil, Electrical and Mechanical Engineering Technology, and the Bachelor of Science Degree Program in Mining Engineering Technology, have been grouped under Engineering Technology and designated as the College's first Program of Distinction.

For the same reasons identified above, the Bachelor of Science Degree Program in Radiologic Science and the Associate of Science Degree Program in Radiologic Technology have been grouped, and identified as the College's second Program of Distinction.

ENGINEERING TECHNOLOGIES

The School of Engineering Technology and Computer Science (referred to in this document as SET) prepares 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. SET 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.

The School offers associate and baccalaureate degrees in Architectural (ARET), Civil (CIET), Electrical (ELET), and Mechanical Engineering Technology (MEET), and baccalaureate degrees in Computer Science (COSC) and Mining Engineering Technology (MIET). Graduates of the eight (8) accredited programs (Technology Accreditation Commission of the Accreditation Board for Engineering and Technology {TAC-ABET}) may participate in the examinations and complete the service requirements for registration as Professional Engineers in most states.

The School works with its own Center for Applied Research and Technology, Inc. (CART) that provides unique leadership in applied engineering research and technology development for the School. CART provides business management, contract development and administration as it conducts focused product and service development programs based in innovative research. It also provides technical assistance, continuing education, and economic development that enhance BSC's competitive edge in technology development regionally and nationally.

CART was chartered in 2003 as a not-for-profit corporation and approved by the BSC Board of Governors as a cooperative organization. CART enhances the competitive position of the School for applied research opportunities in the current environment for research and development; helps promote the general economic development of the region; expedites and simplifies the acquisition and utilization of research contracts; improves technology transfer; and links applied scientific research and technological advancements to growth in the industries that employ graduates of the School.

Data:

SET enhances **Institutional Outreach** 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 efforts of students and faculty participating in these programs over the recent years includes the following:

- ARET and CIET designed, and help build a new house for the Mercer County Habitat for Humanity in Bluefield, West Virginia, in 2003.
- ELET anchors the successful involvement in Intelligent Ground Vehicle Competition, www.igvc.org, which routinely involves ARET to make drawings, COSC in programming autonomous algorithms, CIET utilizing GPS to layout precise practice courses, MEET to develop vehicle platform designs. A CART-sponsored autonomous vehicle named "Vasilius" won Best Design at the 2003 international competition held annually in Rochester, Michigan. In 2008, BSC won the competition outright with its

Anassa III entry. BSC teams have consistently placed among the top six 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, www.asce.org student organization to conference victories related to lightweight concrete and steel bridge design. Winning and placing second in conference competitions qualified two of BSC teams to compete in national ASCE competitions in Denver, CO and San Diego, CA in recent years.
- The School sponsors the Engineering Technology Olympics every spring at Bluefield City Park. Area high schools and community colleges are invited to compete in a day of fun that generates interest in the engineering professions and in attending BSC.

SET enhances the **Institutional Mission** by recognizing that the mission of BSC is to provide students an affordable, geographically and electronically accessible opportunity for public higher education. The School demonstrates its commitment to this undergraduate education mission by providing an experienced, dedicated faculty and staff delivering quality Engineering Technology programs. The SET programs are designed and operated to promote BSC students' intellectual, personal, ethical, and cultural development.

The School primarily serves students from southeast West Virginia in Mercer, Greenbrier, Monroe, McDowell, Raleigh, Pocahontas and Summers Counties and Buchanan, Tazewell, and Giles Counties in southwestern Virginia. While there is abundant literature that suggests these geographic backgrounds can pose a difficult challenge for higher education in general, BSC's specific experience has been different over the long run. The pride, diversity, resourcefulness, adaptability, persistence, resilience and good common sense approach of the School's students is an excellent foundation for building quality Engineering Technology *Programs of Distinction*.

The School's students enjoy a spirit of competition, and this spirit carries through the classroom and laboratory experiences to extra-curricular activities. As mentioned earlier, they have won regional, national, and international competitions against major universities. They are prepared through real experiences that are provided in their academic assignments. These experiences provide clear expectations that are designed to match the expectations of the industries that employ them. Employer and graduate surveys provide evidence of acceptance in industry and graduate programs and of continued growth after initial employment.

The School's faculty enjoy diverse backgrounds of education and industrial experience. They average ten (10) years of industrial experience and seventeen (17) years of teaching experience, and hold degrees of different levels at 28 different colleges and universities. The faculty have received numerous awards while working both in industry and BSC. Students recognize enthusiasm of these faculty members through industry-like assignments and care for their professional development. Responding to Industrial Advisory Committees, the School has determined that the represented businesses' and industries' missions have much in common with SET. They have identified common

needs to respect and address safety, dependability, work ethic, teaming skills, communications and the use of the tools of the professions.

In recent years, the School has shared some of its findings in the following publications and synergistic activities:

1. *Developing a Multidisciplinary Online Cyberinfrastructure Course through Project-Centric Bioinformatics*, Lionel Craddock, Daphne Rainey, Susan Faulkner, Frank Hart, Martha Eborall, Lewis Foster, Stephen Cammer, Oswald Crasta, Betsy Tretola, Bruno Sobral, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2007
2. *A Project-Centric Approach for Cyberinfrastructure in Bioinformatics*, Daphne Rainey, Bruce Mutter, Lionel Craddock, Susan Faulkner, Frank Hart, Martha Eborall, Lewis Foster, Stephen Cammer, Betsy Tretola, Bruno Sobral, Oswald Crasta, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2007
3. *Developing a Center for Applied Research and Technology Transfer (CART, INC.) at Bluefield State College*, Frank Hart, Bruce Mutter, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2007
4. *Autonomous Ground Robotic Vehicles for (Motivating) Electrical Engineering Technology (Students)*, Robert N. Riggins, Bruce V. Mutter, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2004, http://www.asee.org/acPapers/2004-1985_Final.pdf
5. *Development of a Web-Based Curriculum in Architectural Engineering Technology*, Donald G. Bury, Bruce V. Mutter, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2004, http://www.asee.org/acPapers/2004-2007_Final.pdf
6. *Development of a Web-Based Curriculum in Civil Engineering Technology*, J. Alvin Lester, Bruce V. Mutter, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2005, http://www.asee.org/acPapers/2005-2080_Final.pdf
7. *A Method for Integrating Vision and Laser Range Measurements in Autonomous Ground Robotic Vehicles*, Robert N. Riggins, Bruce V. Mutter, October 2004, Proceedings of SPIE--The International Society for Optical Engineering, Copyright © 2004, Volume 5608, p.79-87.
8. CART CMS (Course Management Service), www.cartlink.org, Fox Autonomous Systems Technology, Various, CART, Inc., Copyright © 2003-2008, CART, Inc. All rights reserved.
9. *The Architectural Engineering Technology Applied Research Assistant Program at Bluefield State College Center for Applied Research and Technology*, Donald G. Bury, Bruce V. Mutter, Proceedings American Society of Engineering Education Annual Conference & Exposition Copyright © 2005, http://www.asee.org/acPapers/2005-2158_Final.pdf
10. *Bluefield State College Campus Planning*, 2004 Best Practices, Southern Association of College and University Business Officers, Shelia Johnson, Bruce Mutter, and Don

Bury, <http://www.sacubo.org/2004BestPractices/BluefieldStateCollege-CampusPlanning.pdf>, 10 pp.

Synergistic Activities

1. Operations officer for CART, Inc. technology transfers to industry www.cartinc.com
2. Coordinates BSC Campus under contract for Nick J. Rahall Appalachian Transportation Institute at Marshall University
<http://www.marshall.edu/ati/partners/bsc.htmlx>
3. Team CART leader for the 2005 DARPA Grand Challenge and 2007 Urban Challenge <http://www.darpa.mil/grandchallenge/Teams/TeamCART.asp>
4. Fairmont State University Transportation Academy Board - Academic Representative
http://www.fairmontstate.edu/academics/DOH/board_members.asp
5. Member company of the Technology Collaborative Agile Robotics Alliance
http://www.techcollaborative.org/members.aspx?member_id=Bluefield

SET enhances **Service to the Community** by investing its collective efforts in economic development activities. In the School's programs, industry participates, the programs are real, the expectations are clear, continuous quality improvement is alive; graduates, their employers, their families, and the community are the beneficiaries. One recent example of the results of these activities is an international manufacturing leader setting-up shop in Bluefield, VA. Fenner-Dunlop Conveyor Belting, the world's largest manufacturer of conveyor belting for mining and industrial applications, will locate at the Tazewell County Business and Technology Center near Bluefield, VA., which is about a ten (10) minute drive from the BSC campus.

"Obviously being in the conveyor belt business, one of our largest markets is coal mining," David Hurd, president of Fenner-Dunlop Americas, said. "So why not have something in the middle of the coal mine industry. To me, if you are going to do research on your product, why not do it in the heart of the industry."

The company has 13 manufacturing facilities on five continents. The company's conveyor belts are currently used in operation both underground and on the surface, handling materials in a variety of industries and countries.

Hurd said "The company will focus on research and development of conveyor belt monitoring systems at the Tazewell County operation. Portions of the company's research and development will involve collaboration with the Center for Applied Research and Technology (CART) at Bluefield State College."

Bruce Mutter, vice president of CART operations at BSC, said that "The college is looking forward to collaborative efforts involving engineering students and faculty."

"We must work more closely with industry," Mutter said. "We will have to solve problems that make an immediate impact on the economic engine."

Hurd said that “The company will start out small with about three employees and between eight to 10 students assisting with cooperative research. The company hopes to expand to 10 to 20 employees in the near future.”

Goal:

Goals for strengthening the SET Programs of Distinction include: CART’s vision for becoming a highly respected resource for innovative engineering and emerging technologies in the discovery of advanced research and design of applications that drive economic viability, solve industrial problems, and strengthen economic security and national defense.

SET’s specific mission with this endeavor is to produce outstanding financial returns by providing efficient and effective research contracting, program development, and revenue generation for the BSC School of Engineering Technology (and Computer Science). CART will focus on innovation through applied research, transferring technologies to markets, continuing education, and raising funds that will enhance the overall competitiveness of BSC.

Strategies/Rationale:

Strategies for attaining these goals include:

- Fostering creative entrepreneurial activities within the School of Engineering Technology (and Computer Science) (SET)
- Generating research dollars for BSC and its SET
- Leasing research equipment and facilities for use by SET through CART
- CART will serve as patent agency for obtaining patents on BSC SET faculty and student inventions and for licensing, developing and commercializing its products and services.
- Continuing the development, support and marketing for the advanced vehicle robotics program.
- Managing and marketing the CART-developed self-sufficient online course management system and deliver credit and non-credit professional development courses nationwide.

Ongoing review of these programs of distinction will primarily be based on the College’s, and the School’s, longstanding commitment to continual improvement of accreditation by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.

RADIOLOGIC SCIENCE/RADIOLOGIC TECHNOLOGY

Data:

Community Outreach - The AS RADT program requires all students to perform 20 hours of community service in one or more of the following areas: institutional, healthcare or humanitarian. All students are permitted to choose the area for their community service and have it approved by the program director and clinical coordinator. This provides over 460 hours of community service to the region in which the students are living and attending school. The purpose of this is to enhance their awareness of the need to be active in the community and the importance of volunteerism.

BS RADS - The BS in Radiologic Sciences has opened up a new avenue for graduates of BSC and other graduates of AS Radiologic Technology programs to obtain a bachelor degree. This helps those who wish to pursue management, education and other potential jobs that require a degree higher than the AS to advance. This degree also is designed to assist the working technologist and those who are not geographically located near the college. Much of the curriculum is delivered by WEB CT and distance learning to help those who are unable to be at the College. It is the desire of the faculty in the program to offer the entire program at some point totally by WEB CT or distance learning. The program graduated its first class in the spring 2008 with 4 graduates and had projected only 3. The numbers in the program have grown tremendously. Examples include the numbers in RADS 300—Fall 06-07 – 4 enrolled; Fall 07-08 – 5 enrolled; Fall 08-09 – 10 enrolled.

Job Placement and Licensure Pass Rates –

RADT – Job Placement Rate (5 years 2003-2007) 100%

RADT – Registry Passage Average (5 years 2004-2008) 95.8%

The Associate of Science Degree Program is consistently able to boast of one of, if not the, best job placement rates of any BSC program. Although graduates generally enter the health care field as Registered Radiologic Technologists, it is not at all uncommon for them to have significant career advancement opportunities within the industry (as an example, one of the Program's graduates was appointed, within the recent past, to the position of CEO at one of the region's more prominent hospitals).

The Associate of Science Degree program is able to boast, too, of one of the best licensure pass rates of health care programs within the State. The five-year average pass rate of 95.8% includes two years of 100% passage.

Goal:

- The AS program in Radiologic Technology will continue to work toward a high percentage of graduates being employed in the field upon graduation as well as continue the tradition of high passage rates on the American Registry of Radiologic Technologists certification test.
- Recruitment of students into both the AS and BS programs in Nursing is a priority for the faculty and staff in the program and School of Nursing and Allied Health. It is the desire of the faculty and staff to recruit students of high caliber who are committed to programs in the allied health sciences.

- The ability to offer more of the general education required courses online for those in the BS Radiologic Sciences will permit the program to reach technologists outside of our service area and provide them with a ladder to achieve promotions within their respective departments or to move to other areas of health care for employment.

Strategies/Rationale

Strategies to achieve the goals of the Radiologic Technology and Radiologic Sciences programs include the following:

- The program faculty will continue to work to ensure that all students are prepared for the ARRT test upon graduation by continuing to strengthen the curriculum per the standards set forth by the outside accreditation agency.
- The faculty will continue to work toward getting general education courses offered by BSC to the students in the Beckley area for their AS and BS degrees.
- The faculty will recruit students who have maintained high scores on the HESI admission test and those that have a desire to serve in the allied health profession.
- The program faculty and School of Nursing and Allied Health will work with the School of Arts and Sciences to attempt to put more of the general education required courses online in order to reach out to a greater number of potential students in the BS in Radiologic Sciences Program.

The AS Radiologic Program is nationally accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). At this time there is not a national accreditation for the BS Radiologic Sciences. If and when, an agency should become available, the program would seek the national accreditation.

Compact Reporting - Elective Elements

Economic Growth

1. Promotion of Global Awareness

Data:

I. Internationalization of the campus

- a. Office of International Initiatives: In February 2006 BSC created the Office of International Initiatives (OII) to foster the internationalization of the campus. This office reports to the Vice President for Academic Affairs/Provost and is advised by a cross disciplinary internationalization committee.
- b. Foreign scholars on campus: In February 2008, BSC hosted Professor Carlos Bozzoli of the Universidad Abierta Interamericana in Argentina to discuss institutional

linkages with BSC (student and faculty exchanges to promote the study of Spanish/English, area and cultural studies, and architectural history/architectural engineering technology). During AY2008-2009, BSC is hosting US Department of State's Fulbright Language Teaching Assistants Emmanuel Ndulila of Tanzania (Kiswahili) and Noura Zaouli of Tunisia (Arabic).

- c. Exchange Programs: BSC is a host institution for Congress-Bundestag Youth Exchange Program participants (Ole Zimmer, 2007; Kai Lawrenz and Maik Lehmann; 2008). BSC alumnus Mychal Guyton is in Germany until July 2009.
- d. Participation in international/international education symposia: BSC faculty and administration participated in the
 - WV HEPC Internationalization Conference in 2006;
 - WV HEPC Internationalization Workshop in November 2006;
 - WV HEPC workshop on study abroad for registrars and financial aid officers in fall 2007;
 - NAFSA conference in Washington in May 2008;
 - Fulbright Language Teaching Assistant Program's Supervisors Workshop in June 2008.
 - OII staff will attend the WV HEPC Study Abroad workshop in October 2008.

BSC's OII Coordinator is a member of NAFSA and the West Virginia Commission on International Education.

Goal:

- Facilitate and enhance the internationalization of the campus.

Strategies/Rationale:

- Revise college's mission statement to reflect the college prepares students for global competency.
- Explore revision of faculty promotion and tenure criteria to include relevance and validity of international work or experiences
- Sustain ties with funding agencies (IIE, WV Education and the Arts) to support foreign scholars on campus
- Sustain ties with CDS International which administers the Congress-Bundestag Youth Exchange program
- Where possible, fund faculty delivery of research at international conferences and attendance at international education symposia; pay membership dues for NAFSA membership; provide travel for meetings of West Virginia Commission on International Education

II. Internationalization of the majors, core curricula and foreign language programs to better prepare West Virginia students for global competency

Data:

- a. Curricular modifications: *BSC's Strategic Plan, 2008-2013* states it will revise the college's Mission Statement in fall 2008 and includes Diverse Campus Climate as one of ten the Key Performance Indicators whose goals include: Develop new required courses addressing diversity and international issues to be included in all schools and disciplines (Arts & Sciences, Business, Education, Engineering Technology and Computer Science, and Nursing and Allied Health)
- b. Study abroad components: Designing short-term study abroad components within existing courses (Spanish, French, biology, architectural technology).
- c. World languages: For several years, BSC has offered two-semesters of French and Spanish. In 2007, Italian I and II were offered. Beginning in AY2008, four semesters of Arabic and Kiswahili are being offered since the US Department of State is committed to providing Fulbright Language Teaching Assistants henceforth.
- d. Library holdings to support area and cultural studies and world languages: In compliance with *BSC's Strategic Plan, 2008-2013*, Key Performance Indicator Diverse Campus Climate, BSC's Hardway Library has begun to acquire books that support Asian Area and Cultural Studies, African Area and Cultural Studies, European Area and Cultural Studies, Eurasian Area and Cultural Studies, and Latin American Area and Cultural Studies and world languages (Arabic, French, Kiswahili, and Spanish).
- e. International institutional linkages, including collaborative research: Dialogs are in progress to develop a joint-degree program in mechanical engineering technology with Polban State Institute of Technology, Bandung, Indonesia; and, a student and faculty exchange program between BSC and Universidad Abierta Interamericana in Argentina to promote the study of Spanish/English, area and cultural studies, and architectural history/architectural engineering technology.

Goal:

- Internationalize the majors, core curricula and foreign language programs to better prepare West Virginia students for global competency

Strategies/Rationale:

- Encourage students to take courses with international dimension and one world language (e.g., French, Spanish, Arabic, Kiswahili, International Management, Major British Authors, World Geography, World Civilization, Early Modern and Modern European History, British History, History of the Far East, History of Latin American Civilization, Comparative Religions, Comparative Governments, International Relations, Model United nations, Physical Anthropology/Archaeology)

- Explore development of a cross-disciplinary specialization in International Studies/International Relations, which includes a course on Intercultural Communication
- Explore development of a degree program with specializations in area and cultural studies linked to world languages
- Explore development of teaching certification programs in world languages
- Explore creation of a College-sponsored study abroad programs
- Award credit for approved study abroad
- Where possible, finance study abroad through students' federal loan program and scholarships
- Where possible, finance faculty-led study abroad, conference attendance for capacity building, research abroad
- Develop library collections to support area and cultural studies, world languages
- Develop international institutional linkages to support African, Asian, Eurasian, European, and Latin American Area and Cultural Studies and world languages and study and faculty exchanges

III. Collaboration between BSC and Concord University

Data:

- a. Area and Cultural Studies and World Languages: Since December 2007, designing areas of emphases in area and cultural studies that will evolve into an international studies degree program offered jointly by BSC and Concord University.
- b. Grant award: BSC and Concord University were jointly awarded the WV HEPC Internationalization grant in 2008 to recruit international students and to develop areas of emphasis that will evolve into a baccalaureate degree program in international studies.
- c. Shared faculty resources: Beginning in AY2008, BSC and CU share French and Spanish faculty.

Goal:

- Facilitate partnerships between BSC and Concord University

Strategies/Rationale:

- Strengthen capacities of faculty at both institutions to develop baccalaureate degree program in international studies and share faculty resources to deliver courses
- Develop baccalaureate teaching certifications in world language linked with specializations in area and cultural studies
- Build on joint baccalaureate degree program to develop joint graduate degree in international studies with specializations in area and cultural studies
- BSC's prospective international students enroll in CU's ESL program

- BSC's international students, visiting international professionals, and visiting scholars visit area schools

IV. Collaboration between BSC and area school districts

Data:

- a. World language offerings in collaboration with K-12: Beginning in AY2008, BSC is offering Arabic and Kiswahili to high school students in Mercer County School District for dual credit. Instruction will be sustained by BSC's participation in the US Department of State's Fulbright Language Teaching Assistants Program. Similar relationships will be explored with Tazewell and Bland Counties, VA, and McDowell County, WV.
- b. Infusing the international in area K-12 institutions: BSC's international students, visiting international professionals, and visiting scholars have interacted with students on a regular basis. In February 2008, area school students attended the Ghanaian Music and Dance Performance. In May 2008, BSC Mining Engineering Technology Professor and his daughter, Wendy Harsanyi, a BSC alumna, shared their experiences in China with students of Graham Middle School (Bluefield, VA).

Goal:

- Facilitate partnerships between BSC and area school districts.

Strategies/Rationale:

- Offer world languages for dual credit
- Visits to area schools by BSC's international students, visiting scholars, and visiting international professionals

V. International student recruitment and retention:

Data:

For fall 2007 baseline Bluefield State had twenty-one international students. BSC is committed to increasing this enrollment to seventy-five (75) students. The College's Office of Multicultural Affairs is responsible for retention activities for minority and international students.

Goal:

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Enrollment of International Students	21	32	43	54	65	75

- Increase enrollment and retention of international students to reach seventy-five (75) students enrolled by fall 2012.

Strategies/Rationale:

- Provide tutoring to international students
- Provide reference and library instruction to international students
- Fund visits to education missions of embassies
- Establish scholarships for international students
- Arrange home visitations/home stays during seasonal holidays
- Schedule Luncheon Series featuring international students
- Schedule Exhibits featuring international students' countries

Access

4. Service to Underrepresented/disadvantaged populations

Two areas which demand institutional attention are underrepresented group enrollments and the availability of institutionally funded need based financial aid.

Data:

The Minority Enrollment in the fall 2007 census report to HEPC showed 234 students, which represented 12.98% of total enrollment.

	2004-05	2005-06	2006-07	2007-08
African-American	209	196	217	213
Other minority	16	23	22	21
Totals	225	219	239	234

Goal:

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Enrollment of Minority Students	234	239	243	248	252	257

- The five-year goal for Minority Enrollment is 257 students which would represent 13.57% of total enrollment.

Strategy/Rationale:

- Revise and implement the institution's minority recruitment plan, which includes target marketing, alumni networking, scholarships, transition/mentoring program, and minority counseling. Success will be based on increased enrollment and retention of minority students.

Data:

In the most recent year for which we have data, 70.9% of BSC students received need-based financial aid, much of it in the form of loans. The average amount of unmet need is as follows:

	Fall 2006	Fall 2007	Fall 2008
Average Unmet Need	\$3,968	\$4,959	\$4,279
Number of Students	916	926	920
Percent of all completed applicants with unmet need	65%	66%	64%

Goal:

- The five-year goal for need based financial aid is to focus some additional institutional resources into this area to reduce the amount of unmet need for students and to reduce the burden of loans. The goal would be to reduce the amount of unmet need by 1% per year, for a five year reduction of 5% over the baseline average.

	Fall 2007 (base year)	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Percent of all completed applicants with unmet need	64%	63%	62%	61%	60%	59%

Strategy/Rationale:

- Identify additional funding for need-based awards and review current awarding practices and procedures, making changes where appropriate.

Cost and Affordability

5. External Funding

Data:

The BSC Foundation is developing an annual fund campaign, contingent on implementation of the Advancement module of the Banner database. This is necessary to have accurate information on alumni, friends and local businesses that will be solicited, as well as to have reporting capability. It is anticipated that the database will be structured and populated for a Spring 2009 campaign. Solicitation materials will be organized by school, where individuals' loyalty and interest are focused. The fundraising target is \$10,000.

The major gifts component of non-state funding is currently achieved through the Neighborhood Investment Program (NIP), through which the West Virginia Development Office grants tax credits to donors. The minimum gift is \$500, and donors receive state tax credits equal to half the amount of the gift. The BSC Foundation's FY2008-2009 tax credit allocation is \$57,075, a 25 percent increase over last year's. A solicitation letter has been sent to previous donors, and one will be sent to area CPAs and trust attorneys in September. An end-of-year solicitation will be issued to previous donors who have not responded and new prospects. Depending on the response (i.e., the number of tax credits remaining), additional solicitations will be made to prospects through personal visits. The Development Office charges a 3 percent fee to participate in the program, so the BSC Foundation expects to raise \$110,725.50 (\$114,150 less \$3,424.50 in fees) through the NIP Program.

As an Historically Black College (HBC), BSC qualifies for Federal grants. The Executive Director of the BSC Foundation will attend a workshop in September to learn what applicable grants are available from Federal agencies and departments and how to apply for them. Funding goals will be determined thereafter.

The BSC Foundation is launching a planned gifts program by establishing The Pillars, a donor society. Surveys have been distributed to alumni who attended the BSC Alumni Association Reunion in July 2008 and former student-athletes at a gathering in August 2008. Based on the responses, the Executive Director will structure events and recognition preferred by this core market. The inaugural event will, most likely, coincide with Commencement or Homecoming 2009. The responses will also indicate those who have included BSC in their estate plans and those who would be willing to do so, enabling the Executive Director to estimate anticipated gifts and solicit others. Such gifts are not immediately realized, and the results of a planned giving program typically start to mature in 3 to 5 years. Therefore, no planned giving fundraising goals are set for the immediate future.

The BSC Foundation initiated a Gala Auction in March 2008 as a fundraising event. The response from the College and community was very positive, and \$15,000 was raised through silent and live auctions and ticket sales. The 2009 event will be held in April to

avoid inclement weather (as was experienced the night of the first auction), and the fundraising goal is \$25,000.

These fundraising components are applicable to the College as a whole as well as to individual schools (Arts & Sciences, Business, Education, Engineering Technology & Computer Science, and Nursing and Allied Health). Promotion of economic growth and interest in student enrollment in STEM fields is dependent on faculty and students in those fields participating in fundraising activities. When a faculty member or student accompanies the Executive Director on a solicitation call, for example, the donor is more likely to contribute to that area of interest. Faculty members also, in general, have lived in the Bluefield area longer than the Executive Director and are more likely to have relationships with personal donors. Their involvement in fundraising is essential to identifying prospects and strengthening their relationships with the College.

Goal:

- Increase student financial aid funding 15% within five years
- Increase operational funds from gifts and grants 10% within five years
- Increase endowment value 25% within five years

Strategies/Rationale:

- Increase awareness of financial aid sources among current and potential students
- Increase scholarships and grants utilization
- Increase partnerships with businesses for internships and scholarships
- Establish and fund additional marketing processes
- Establish entrepreneurial partnerships to attract and retain quality students and employees
- Expand recruiting activities
- Increase major gift solicitation
- Review investment strategies
- Engage campus community in fund raising
- Build volunteer base from community at large
- Establish corporate and individual sponsorships
- Develop methods to identify new funding requests
- Continue evaluation of current allocation of funds

Learning and Accountability

8. National Faculty Recognition/Faculty Quality

Data:

Goal:

Within the academic year 2008-2009, the Director of Human Resources, Vice President of Academic Affairs/Provost, and Vice President of Financial & Administrative Affairs will develop a recruitment and retention plan. During this academic year, the adjunct faculty credentials will be evaluated. All advertisement and recruitment will include the need for Ph.D. or terminal degree. As tenure/tenure-track resignations occur within the faculty, replacements in tenure-track positions must hold a Ph.D. or other appropriate terminal degree. The five year goal is to reach 68% of full-time tenured or tenure-track faculty holding a doctorate or other appropriate terminal degree.

The faculty members have requested and administration has agreed to a salary analysis for faculty members. BSC will begin the preliminary gathering of information and analysis within AY 2008-2009. This analysis will include assessing faculty salaries with peer institutions and SREB institutions. During AY 2008-2009, an independent consultant will be hired for an in-depth analysis of faculty salary and recommendations. A financial plan will be developed and implemented to achieve salary goals. The five year goal is to achieve faculty salaries similar to peer institutions and/or SREB institutions.

Strategies/Rationale:

- During academic year 2008-2009, the Director of Human Resources and Vice President of Academic Affairs/Provost will develop a process to collect and record professional development activities of faculty. The three-year and five year goals are to increase faculty and staff development by 5% and 10%, respectively over the baseline year.
- An assessment of the use of the Faculty Development and Personnel Development policies and procedures will begin during this academic year.
- The Director of Human Resources and Vice President of Academic Affairs/Provost will develop a plan to increase the number of on-campus professional development courses offered to faculty and staff and increase awareness of professional development policies and procedures.

Innovation

9. Student Civic Engagement

Data:

- Though the Student Life Office current activities include an Annual Volunteer Fair where area agencies solicit student, staff, and faculty volunteers. Each campus organization is required to complete a service learning activity to be eligible for funding from SGA. The Greek Council is actively involved in civic engagement

and volunteer opportunities. This past year they completed over 500 volunteer hours.

- The AS nursing program conducts a community health fair each year. This program also conducts blood pressure and blood glucose screenings at an area fitness center. This program has collected socks and clothing for nursing home residents and hurricane victims. The students collected over \$10,000 worth of over the counter medications for patients at Mercer Health Right, a free clinic for the underserved.
- The BS nursing program has a student association, Healing Hands, which provides food for the after school program at the Wade Center. This organization also provides food and gift bags to 150 residents of the WV Manor, a low income housing complex for the elderly and disabled.
- The AS radiologic technology program has a program requirement of 20 hours of community service that each student must complete. Examples of service activities include: holiday gift wrapping for the American Red Cross; working at the Union Mission food pantry; working with volunteer services at the Beckley VA Medical Center; and the American Red Cross water safety program.
- Nursing students participated in area flu clinics sponsored by Bluefield Regional Medical Center

Goal:

- Increase the number of opportunities for students to participate in civic engagement activities
- Increase the participation rate of students from 10% in the baseline 2007 year to 20% within five years.

Strategies/Rationale:

- To require each of our 42 active organizations to participate in a civic activity.
- Include in our BSCS 100 and BSCS 101 Building Successful College Skills, a freshman orientation course, a service learning component. The goal is to increase the number of opportunities and activities for students to participate in civic engagement activities.
- Require scholarship recipients to do five to ten hours of community service.
- Develop a systematic method to track student accomplishments in community service.
- Implement civic engagement activities in courses where appropriate.

Appendix A. Institutional Compact Reports, 2007-2012 with Goals

Bluefield State College		Previous Years			Base Year	Compact Goals				
Measure		2004	2005	2006	2007-08	2008-09	2009-10	2010-11	2011-12	Target 2012-13
1a	Total Fall Headcount Enrollment	1852*	1708	1923	1804	1822	1840	1858	1876	1894
1b	Annualized FTE Enrollment	1612	1599	1618**	1588(est)	1604	1620	1636	1652	1667
2a	1st to 2nd Year Retention (first-time, full-time degree-seeking freshmen)	60	58	64	60	60	61	62	63	64
2b	Avg. Retention Rate of Institution Peers (median)	60	58	62	63.5	N/A	N/A	N/A	N/A	N/A
3a	Graduation Rates, Bachelor degree seeking first-time, full-time freshmen (same inst)	23	38	33	27	31	32	33	34	35
3b	Graduation Rates, including those transferring out and completing degrees at other institutions	34.5	35	12.8	24.1	31	32	33	34	35
3c	Avg. Graduation Rate of Peers (Median)	31	31.5	35	*	N/A	N/A	N/A	N/A	N/A
Degree Production										
4	Certificate									
	Associate	182	120	96	96	96	96	96	96	96
	Bachelor	185	204	233	247	250	253	256	259	262
	Masters									
	1st Professional									
	Doctoral									
Total Degrees		367	324	329	343	346	349	352	355	358
5	Number of undergraduate degrees in STEM and Health Fields***	205	201	167	177	194	200	205	211	216

*Adjusted for the separation of New River Community and Technical College which occurred that year.

**New River Community and Technical College included in the IPEDS numbers; adjusted to remove those numbers.

***Adjusted to include those Allied Health CIPS not in common with the CIPS delivered by HEPC but in common with the STEM definition.