BLUEFIELD
COLLEGE

Institutional Effectiveness Handbook

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Dean of Institutional Effectiveness
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The Mission of Bluefield College

The first place to begin in assessment work is with the mission of the institution, for it grounds and guides all that we do. We must always ask ourselves "Are we fulfilling the mission of Bluefield College?" We answer the question "every time" with evidence. This handbook will be a guide for our work of showing ourselves, accrediting agencies, the Department of Education, and our constituencies, the ways we fulfill the mission of the college.

1. Vision

- We seek to graduate servant leaders who understand their life calling and transform the world.

2. Core Values

- We are a community committed to Christ-centered learning and affirm our Baptist partnerships.
- We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.
- We are a community characterized by integrity, mutual respect, support and encouragement.
- We are a compassionate, globally-minded community that serves to transform the world.

3. Mission

- Bluefield College is a Christ-centered learning community developing servant leaders to transform the world.

4. Strategic Plan 2019-2024

Strategic Goal #1: Develop a cohesive brand identity that can clearly be articulated and easily recognized by all stakeholders.

Strategic Goal #2: Implement long-term sustainability strategies by stabilizing and creating new and predictable streams of revenue while efficiently stewarding resources.

Strategic Goal #3: Optimize internal processes to enhance the student and faculty/staff experience.

Strategic Goal #4: Execute a comprehensive, integrated plan to promote student success, that begins before enrollment and continues after graduation, and focuses on retaining and graduating students.

Strategic Goal #5: Modernize our campus facilities and strengthen the infrastructure, tools, and technologies that support student success in the classroom and serve employees' needs, as well as prepare students to be competitive in the workplace.

History of the Institutional Effectiveness Process

The Institutional Effectiveness process at Bluefield College has undergone numerous changes in the past several years. The purpose of the institutional effectiveness process at Bluefield College is to ensure a data-based decision system that continuously improves programs and services and to align the College's performance with the mission of the institution as well as the goals and objectives of the Strategic Plan.

2000-2001 through 2006-2007

A consultant from the Southern Association of Colleges and Schools, Commission on Colleges, visited Bluefield College in October 2000 and was particularly helpful in establishing an Institutional Effectiveness Process.

Beginning in December 2001, the College conducted a strategic planning process. The new Strategic Plan was approved by the Board of Trustees on May 17, 2002. The College hired a Director of Institutional Effectiveness during the summer of 2002. Procedures for storing and distributing institutional research information were thoroughly revised, and the Office of Institutional Effectiveness became the primary repository for documents. In the spring of 2003, the college successfully completed the reaffirmation process. As a result of the visit, the visiting committee reported, "The institution has produced a variety of plans, handbooks, and other documents to assert the existence of an institutional effectiveness program, but lacks a comprehensive document that ties all efforts together in an understandable, coherent fashion." The committee also reported "a lack of coherence among various units in terms of how to collect data and interpret assessment results."

During summer 2004, The Director of Institutional Effectiveness created *The Institutional Effectiveness Handbook* in order to tie the institutional effectiveness program into one document as suggested by the visiting committee as well as to serve as a guide for assessment to assist faculty and staff. The Handbook outlines the current annual planning and evaluation process for each unit of the college. Program Reviews have been completed since the 1998-1999 Academic year. Revisions were made to simplify the Program Reviews beginning with the 2003-2004 Academic year. This created more consistency among faculty and staff in the completion of program reviews.

2007-2008 through 2009-2010

In the fall of 2007, Dr. Robert K. Boozer was employed as an Assistant Professor of Psychology and, based on his substantial experience in institutional effectiveness, was

given responsibility to oversee the College's continuing efforts in this area. Dr. Boozer presented a modified format for program performance assessment, planning, and reporting that was adopted by the Academic Council in the spring of 2008. The newly formatted Institutional Effectiveness Plans were in place by November of 2008 and Annual Reports of Institutional Effectiveness coupled with annual budget requests were presented in the spring of 2009 for all academic programs and in the summer of 2009 for all administrative and educational support functions. These most recent IE Plans and Annual Reports also reflected the institution-wide commitment to the most recent strategic plan approved by the Board of Trustees in the spring of 2008.

2010-2011 through 2013-2014
In October 2010, a full-time Director of Institutional Effectiveness was employed. After prompting from SACSCOC and further learning experiences through conferences, the IE Process underwent changes. The IE Reports Template was adjusted, an IE Committee was formed to facilitate an IE System of assessment and improvement, and the IE Handbook was redesigned.

2014-2015 through 2015-2016
In August 2014, under the leadership of Mimi Merritt as interim Vice President for Academic Affairs and part-time IE Director, and again in August 2015, when Merritt became full-time IE Director, the IE Process completed further changes to improve the assessment processes at the College, and the IE Handbook was revised to reflect this.

In Summer 2014, Merritt evaluated the College's assessment processes to determine ways to improve the quality of assessments for administrative programs and made the following changes that became effective for 2014-2015:

- Revised the response process to ensure more effective communication: if the Institutional Effectiveness Annual Report (IEAR) is satisfactory and requires no revision, the Director of Institutional Effectiveness notifies the Program Director by email; however, when revisions are needed to complete the report, the Director of Institutional Effectiveness schedules a meeting with the Program Director to review the IEAR and sets a deadline by which improvements are made.
- Appointed an Institutional Effectiveness Committee to be chaired by the Director of Institutional Effectiveness and composed of the President of the College, the Deans of each of the five Colleges/Schools (Arts and Letters, Education, Nursing, Sciences, and Professional Programs); the Director of General Education; the Director of Institutional Research; and the Director of the Quality Enhancement Plan.
- Established a schedule of meetings of the Institutional Effectiveness Committee to ensure that it regularly and routinely assesses the assessment process, including (1) an evaluation of the assessment instruments being used, (2) an evaluation of IEARs as submitted across the Institution, (3) an evaluation of proposed assessments for planned educational programs, and (4) a biennial review of the Institutional Effectiveness Handbook.
- Engaged the services of an institutional effectiveness consultant to assist in continued improvement of the College's institutional effectiveness system.

In addition, prior to the 2015-2016 academic year, three additional revisions were made to the College's assessment process:

- The Board of Trustees of the College established an ad hoc committee, the SACSCOC Task Group, to serve during the 2015-2016 academic year to monitor the progress of the Third Monitoring Report and to ensure that internal and external deadlines were met and SACSCOC concerns were addressed. Membership on the SACSCOC Task Group consisted of co-chairs Dr. David Bailey, immediate past chair of the Board of Trustees, and Dr. Thomas Brewster, chair of the Board of Trustees; Dr. Michael Harris; Dr. Brenda Long; and the Rev. Jack Marcom.
- IEAR Chart 1: Summary of Program Goals, which had already been required as an attachment for Educational Program Institutional Effectiveness Annual Reports (IEARs), was made a required attachment for all IEARs, including Administrative Program IEARs, effective with the 2015-2016 academic year.
- A second summary chart, IEAR Chart 2: Summary of Improvements, was required as an attachment to all IEARs, effective with the 2015-2016 academic year.

2016-2018

In August 2016, the position of Director of Institutional Effectiveness was changed to Dean of Institutional Effectiveness to further embrace the College's commitment to its institutional effectiveness processes.

2018-19

The Office of IE experienced transition. Mimi Merritt resigned as Dean of IE effective June 30. A search committee was organized and the position was posted on the college website. In May 2018, Dr. Lewis Brogdon was appointed as the new Dean of Institutional Effectiveness and Research and began work July 1, 2018. Brogdon will work to complete the Fifth Year Interim Report due to SACSCOC in March 2019 and to build on the work done by Merritt in strengthening assessment campus wide.

Brogdon plans to work to make minor changes to the IE handbook - adding SACSCOC information about assessment, information about standard 7 and 8, explaining the importance of ILOs/PLOs and SLOs for all academic programs, and developing master templates to track IEAR submissions by department and unit. He also wants to work with the IE committee to simplify IEAR process for administrative staff and to devise a schedule outlining which individual offices are annually assessed on the administrative side. It is important that administrative units are assessed annually but the IE committee wants to explore alternate ways to bring focused attention to each administrative unit so they can actually use data to improve their offices and improve in the area of implementation. The committee hopes to devise this plan for implementation beginning 2020-2023.

On April 1, Brogdon led the College in completing the Fifth Year Interim Report. On May 8, 2019, Brogdon led a major part of Academic Assessment Day. Three major components covered were: An Overview of Assessment and the Continuous Improvement Model; Reflections on 2017-18 IEARs and Fifth-Year Interim Report; Early Preparations for the Next Decennial; and an interactive session on Curriculum Mapping and how to move from

Program Learning Goals (PLOs) to Course Learning Outcomes (CLOs) led by Pat Neely, Sharon Perot, and Jessica Sharp.

IE Purpose Statement

The purpose of institutional effectiveness processes at Bluefield College is to facilitate the continuous improvement of academic programs and administrative departments as the College pursues its enduring mission and achieves the vision articulated in its current strategic plan. A successful institutional effectiveness program will result in improved student learning, improved academic climate, and the improved financial strength of the institution.

Assessment at Bluefield College

There are three constituent elements of the assessment system at BC: (1) the strategic plan; (2) annual assessment reports (IEARs) conducted for every academic program and administrative unit; and (3) the IE committee. Each element serves an important role in ensuring that the college is engaged in ongoing improvement of its programs and services and can demonstrate how we fulfil the mission of the college.

I. The Strategic Planning Process

With the strategic plan, the College ensures that program goals and outcomes are driven by the mission. The strategic plan is an important part of institutional planning. The Strategic Plan for 2019-2024 is guided by the vision, mission, and core values of the college and consists of five priorities and specific performance objectives.

The College's strategic plan is reviewed and assessed each year in late summer through early fall. The President oversees the process. One or more College Leadership Team (CLT) members have been assigned responsibility for preparing a narrative for each goal of the plan. The assigned CLT member or members use the programmatic and departmental IEARs to inform them as they write narratives. The CLT member or members also make a recommendation to the CLT as a whole as to whether there has been: (1) No Progress; (2) Nominal Progress; (3) Substantial Progress; or (4) Achieved. The difference between Nominal Progress and Substantial Progress is determined by whether 51% or more of the goal has been reached. A draft is compiled and reviewed by CLT, followed by discussion of the narratives and scores for each goal. The CLT either affirms the narrative and recommended score or amends the narrative and/or score. Following CLT's review and affirmation, the document is shared with the campus community. A campus forum is then held in early fall for CLT members to provide an overview of each goal's achievements (or setbacks) in the prior year and share rationale for the assigned score. Members at the forum can ask questions and then vote whether or not to affirm the assigned score. If any item or items receive a negative vote or even a slight majority of affirmation, CLT reviews that item or items and determines what, if any, amendments should occur. From this point, the annual review of the strategic plan is finalized and is then presented to the Board of Trustees.

II. Student Learning Outcomes

The College has student learning outcomes for every academic program. These are then translated into specific student learning outcomes which can be measured to demonstrate progress toward master of a competency. Each SLO must be clearly defined and measurable. It must be possible to obtain meaningful data about the measures, and the results should inform reflection by faculty and academic leaders on the success of the program, as well as ways to potentially improve teaching and learning.

The following steps are taken by faculty and program coordinators to develop program-specific SLOs:

1. Target the competency of interest with an understanding of why it is important to student learning in the program;
2. State the learning outcomes to be assessed;
3. Find appropriate measures to assess student progress in achieving the outcome;
4. Set appropriate criteria for documenting success;
5. Document the results of the outcome for the current year;
6. Examine how the results of the outcome measure inform faculty teaching and learning; and
7. Document improvements, which are put in place by faculty to achieve the desired results and increase success in the future.

III. Institutional Effectiveness Annual Reports (IEARs)

The outcomes assessment process at Bluefield College for all programs - academic and administrative/operational, includes the midyear submission (for administrative/ operational programs) and the annual submission (for administrative/operational and academic programs) of three forms:

a. Institutional Effectiveness Assessment Report (IEAR) Form -- which identifies the academic and operational program/unit goals/objectives and related institutional and strategic goals, assesses results/outcomes of evaluation and measurement methods/benchmarks for the current year, and provides recommendations for improvements and/or continued assessment for the next year
b. IEAR Chart 1: Summary of Program Goals-- which identifies in a 5-column format the academic and operational program/unit goals/objectives and related institutional and strategic goals, assessment results/outcomes of evaluation and measurement methods/benchmarks for the current year, and recommendations for improvements and/or continued assessment for the next year
c. IEAR Chart 2: Summary of Improvements --which identifies in a 3-column format the areas determined to need improvement based on assessment/evaluation conducted during the previous academic year, specific steps/initiatives taken to bring about the desired improvement, the results of assessment during the current year, and recommendations for further improvement/continued assessment.

A. Academic Programs

Department chairs of educational programs submit an Institutional Effectiveness Assessment Report (IEAR) to the Dean of Institutional Effectiveness. Each IEAR is reviewed by the Dean of Institutional Effectiveness.

A response is then made to department chairs by the Dean of Institutional Effectiveness reflecting any necessary revisions to complete the reports.

The Assessment Process for Academic Programs

An assessment process ensures that Bluefield College's educational programs identify student learning outcomes, assess programs regularly, and analyze assessment results to improve programs.

Bluefield College uses a continuous improvement process to evaluate and improve the effectiveness of each program using two of the five methods outlined below (assessment building blocks) and will add other methods like mapping in the coming years.

Five Assessment Building Blocks

*Program Mission Statement	A clear and concise articulation of the program's essential purpose, which should support the mission of the institution.
Program Learning Outcomes	What we want students to have achieved – in terms of knowledge, skills, and values- when they complete the program. PLOs are the big things you want a student to get out of the program, developed throughout the program in at least two courses.
Program Curriculum Map	A map or grid showing which courses in a degree program are responsible to intentionally develop each PLO at the introductory, developing, and mastery levels.
Program Learning Outcome (PLO) Assessment Plan	A listing of student work (key assessments) that will be used to assess achievement of learning outcomes and the methods used to assess them (rubrics).
*Program Assessment Schedule	Five year schedule for renewal PLO assessments and full program review.

Each academic department is assessed on an annual basis and has a mission statement from which to guide its assessment activities. Department Chairs of all educational programs submit a budget request by February 15 and an annual IEAR by July 31 to the Dean of Institutional Effectiveness. Each IEAR and budget request is reviewed by the Dean of Institutional Effectiveness.

A response to the IEARs is made to the Department Chairs by the Dean of Institutional Effectiveness, reflecting any revisions necessary to complete the reports. Responses to

annual IEARs are made **by September 30**. If the IEAR is satisfactory and requires no revision, the Dean of Institutional Effectiveness notifies the Department Chair by email; however, when revisions are needed to complete the report, the Dean of Institutional Effectiveness schedules a meeting with the Department Chair to review the IEAR and sets a deadline by which improvements are made. A final report is written by the Dean of I.E. and presented to the ELT, CLT, Graduate Academic Council, and I.E. Committee.

An Institutional Effectiveness Committee is chaired by the Dean of Institutional Effectiveness and is composed of the Deans or Assistant Deans of each of the five Colleges/Schools (Arts and Letters, Education, Nursing, Sciences, and Professional Programs); the Director of General Education; the Director of Institutional Research; the Director of the Quality Enhancement Plan; the Vice President for Academic Affairs; a member of the College Leadership Team; and an *ex officio* member.

The Institutional Effectiveness Committee assesses the assessment process, including (1) an evaluation of the assessment instruments being used, (2) an evaluation of IEARs as submitted across the Institution, (3) an evaluation of proposed assessments for planned educational programs, and (4) a biennial review of the Institutional Effectiveness Handbook.

The General Education Program
The purpose of the general education program at Bluefield College is to energize a Christian academic community where students are invited to pursue the Good, the True, and the Beautiful.

Student Learning Outcomes for General Education

(1) Students develop a broad base of knowledge in the liberal arts and sciences by demonstrating the ability to think critically, reason analytically, act creatively, communicate effectively orally and in writing.
(2) Students develop skills that promote lifelong physical and emotional wellbeing.
(3) Students develop the ability to integrate faith and knowledge while demonstrating familiarity with the biblical narrative.

Assessment of General Education (Approved August 8, 2012)

Outcome 1: Broad Based Knowledge and Use of Technology

- *College Assessment of Academic Proficiency (CAAP)*

    - Writing Skills Module
    - Science Module
    - Mathematics Module
    - Reading Module

Freshman Administration - Administered prior to the beginning of fall semester classes to all incoming freshmen and to all transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit. The five modules (including the Critical Thinking module) are administered evenly and randomly to entering freshmen.

Senior Administration - Administered prior to graduation to all graduating seniors in both the fall and spring semesters. The five modules (including the Critical Thinking module) are administered evenly and randomly to graduating seniors.

- *Annual Technology Usage Survey*

Senior Administration - Administered prior to graduation to all graduating seniors in both the fall and spring semesters.

Outcome 2: Effective Verbal and Written Communication

- *College Assessment of Academic Proficiency (CAAP)*
    - Writing Skills Module

Freshman Administration - Administered prior to the beginning of fall semester classes to all incoming freshmen and to all transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit. (See Outcome 1)

Senior Administration - Administered prior to graduation to all graduating seniors in both the fall and spring semesters. (See Outcome 1)

- *GE Oral Presentations*

Initial Administration - Students enrolled in the COM 1023 Fundamentals of Speech course will prepare and present a 5 minute speech on a topic to be chosen by COM 1023 faculty. This speech will be scored by representatives from the faculty using the common rubric developed by the COM faculty.

Senior Administration - Students enrolled in their disciplinary capstone courses will prepare and present a 5 minute speech on a topic to be chosen by faculty in the major. This speech will be scored by representatives from the faculty using the common rubric developed by the COM faculty.

Outcome 3: Critical Thinking

- *College Assessment of Academic Proficiency (CAAP)*
    - Critical Thinking Module

Freshman Administration - Administered prior to the beginning of fall semester classes to all incoming freshmen and to all transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit. (See Outcome 1)

Senior Administration - Administered prior to graduation to all graduating seniors in both the fall and spring semesters. (See Outcome 1)

Outcome 4: Aesthetic Elements

- *Fine Arts Course General Education Essay*

Administration - All students enrolled in a fine arts general education course in the fall semester will at the end of that semester submit a 500 word response to a common prompt prepared by the fine arts faculty.

Outcome 5: Creativity

- *Creative Behavior Inventory*

Freshmen Administration - Administered to a representative sample of incoming freshmen prior to the start of the fall semester including transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit.

Senior Administration - Administered prior to graduation to a representative sample of all graduating seniors in both the fall and spring semesters.

Outcome 6: Physical and Emotional Well-being

- *Transtheoretical Model of Behavior Change*

Freshmen Administration - Administered to a representative sample of incoming freshmen prior to the start of the fall semester including transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit.
Senior Administration - Administered prior to graduation to a representative sample of all graduating seniors in both the fall and spring semesters.

Outcome 7: Biblical Narrative

- *Biblical Narrative Assessment Scale*

No freshman administration

Senior Administration - Administered prior to graduation to a representative sample of all graduating seniors in both the fall and spring semesters.

Outcome 8: Faith and Knowledge Integration

- *Senior Capstone Integration Essay*

No freshman administration

Senior Administration - Administered as an imbedded assignment in the disciplinary capstone courses using a common prompt and evaluation rubric developed by the faculty general education committee.

Outcome 9: Emerging Virtues and Sense of Calling

- *College's Virtue Assessment Scale*

Freshmen Administration - Administered prior to the beginning of fall semester classes to a representative sample of all incoming freshmen and transfer students with less than 30 semester hours of college level credit. Dual enrollment credit is not included in the determination of transfer credit. (See Outcome 1)

Senior Administration - Administered prior to graduation to a representative sample of all graduating seniors in both the fall and spring semesters. (See Outcome 1)

- *Tentative Statement of Calling*

No freshman administration

Senior Administration - All graduating seniors will submit a tentative statement of calling as an imbedded assignment in the discipline's capstone course.

Outcome 10: Unity of Knowledge

- *Capstone Integration Essay*

No freshman administration

Senior Administration - All seniors will submit an essay in response to a common prompt and evaluative rubric developed by the faculty general education committee.

Academic Programs: Program Learning Outcomes

College of Arts and Letters - Stout	Department	Chair	Learning Outcomes
	History	Beavers	(1) 66% of history majors will express familiarity with the historical narrative by achieving a 3.0 on a 4.0 scale for all upper-level courses taken in the major; (2) Students will write effectively and properly employ Chicago-style citations as demonstrated by achieving a B or higher on the History and Historians paper and the Senior Seminar paper or a passing grade on all upper-level course papers for 66% of students in the courses; and (3) Students will analyze and evaluate historical sources as demonstrated by 66% of students achieving a B or higher on History and Historians and Senior Seminar papers and a passing grade on papers in other upper-level courses.
	Art and Design	Shroyer	(1) Students will be able to present their work in a professional manner and be able to take images of their work for exhibits, galleries, or graduate school; (2) Students will be able to demonstrate a technical proficiency in a chosen medium and develop an artist's thought process both creatively and intuitively; and (3) Students will be able to keep an ongoing collection of ideas, influences, and directions in a sketchbook and portfolio.

	Communication	Bascom	(1) Seventy-five percent of students taking the capstone sequence will demonstrate the ability to identify, describe, and think critically about fundamental theoretical and applied issues related to media communication by receiving at least 80% on their capstone projects; (2) Seventy-five percent of students taking the capstone sequence will demonstrate proficiency in locating, gathering, analyzing, and recording various forms of information by earning at least 80% on their capstone projects; (3) Seventy-five percent of students taking the capstone sequence will demonstrate oral, written, and graphic communication skills accepted as standard within media industries by earning at least 80% on their project presentations and portfolios; and (4) Seventy-five percent of students taking the capstone sequence are able to clearly identify specific ways that they intend to use their unique talents and abilities to impact their world in mock job interviews.
	Graphic Communication	Bascom	(1) Seventy-five percent of graduating seniors will demonstrate technical proficiencies in the use of graphic software (Adobe Illustrator, Photoshop, InDesign, Dreamweaver, and Flash) by obtaining at least an 80% on their senior portfolios; (2) Seventy-five percent of graduating seniors will demonstrate proficiency in solving specific design problems in various promotional and artistic contexts using a range of media by obtaining at least an 80% on their senior portfolios; (3) Seventy-five percent of graduating seniors will demonstrate proficiency in discussing the aesthetic and commercial value of graphic work by obtaining at least an 80% on their mock job interviews; and (4) Seventy-five percent of graduating seniors are able to clearly identify specific ways that they intend use their unique talents and abilities to impact their world in their mock job interviews.
	Music	Priest	(1) Demonstrate competency as performers of music in the Western Classic tradition (Desired success (2013): Music majors will achieve a cumulative 3.25 GPA in Applied Music Courses and 75% of Music Majors attempting Piano Proficiencies Levels 1,2,3, and Vocal proficiencies will pass on their first attempts); (2) Demonstrate a working knowledge of music history, literature, theory, ear training and conducting (Music Majors will achieve a cumulative GPA of 2.5 in Music History, Literature, Theory, Ear Training and Conducting. 25% of graduating Music Majors will achieve above the 50th percentile in Exit Exam. 100% of graduating Music Education students will satisfy Virginia Department of Education standards for Praxis II Exam); and (3) Demonstrate a commitment to personal artistic growth (50 % of Music Majors will participate in at least one master

			class, off-campus workshop, competition, clinic, conference to professional organization).
	Theater	McCoy Reese, Reese	(1) 70% of our students will describe and demonstrate an understanding of basic techniques in acting, directing, stagecraft, and theatre technology for various styles of theatre by achieving a cumulative GPA of 3.0 on a 4.0 scale for performance classes (including but not limited to Acting I and II, Directing I and II, Stagecraft, Introduction to Stage Design, Stage Makeup and theatre practicum). (2) 70% of our students will demonstrate an understanding of the basic movements of theatre history and the artists, theorists, and performance spaces associated with these movements by achieving a cumulative GPA of 3.0 on a 4.0 scale for Theatre Appreciation, Theatre History I and II, and by a cumulative average score of 80 on the theatre history post-test. (3) 70% of our students will demonstrate a working knowledge of the body of literature of the theatre, including both plays and theoretical documents by making a cumulative 3.0 on a 4.0 scale in Survey of Dramatic Literature. (4) 70% of our students will demonstrate an ability to communicate their theatre knowledge and creative artistic ideas verbally and in writing by making a cumulative GPA of 3.0 out of 4.0 on courses requiring written and oral presentations including (but not limited to) Theatre History I and II, Survey of Dramatic Literature, and Senior Project.
	English	Merritt	(1) Students completing the English Composition sequence (ENG 1013 and ENG 1023) will be able to acquire information through reading and critical analysis and to communicate their own synthesis of the information in a clear and convincing manner. Seventy Percent of students who complete ENG 1023 will score 70% or higher on the final argumentative essay of the semester; Seventy-five percent of students will score higher on the English assessment test at the end of ENG 1023 than they scored on the same test at the beginning of the Freshman Composition sequence; Graduating English majors will express effectively and support convincingly their literary judgments orally and in writing; Eighty percent of students who take the English capstone course will score above 85% on the oral capstone presentation; Ninety percent of students who take the English capstone course will score above 85% on final critical research essay. (2) Graduating English majors will demonstrate a knowledge of various critical perspectives which illuminate the importance of literature as a representation of the human condition and as a reflection of political, historical, religious, cultural, and aesthetic values as illustrated in the works of British, American, and World authors from Homer to the present; Eighty percent of students who take the English capstone course will

			score 80 % or higher on the capstone exit exam which focuses on these issues. One hundred percent of students in the English Teacher Licensure program will pass the required Praxis II test— English Language, Literature and Composition Content Knowledge— with a score of 172 or higher. (3) Graduating students in all majors will demonstrate improved and proficient writing skills. The score on CAAP Writing Proficiency Test will be higher for graduating seniors than incoming freshmen. (4) Graduating seniors will score in the 80th-percentile or higher on the CAAP Writing Proficiency Test. On the final writing project in the senior capstone course in all majors, 85% of graduating seniors will score "Proficient" (4) or "Competent" (2 or 3) on the four-point holistic evaluation by the "Confident Communicator" Quality Enhancement Plan assessment team.
	Modern Languages	Zalduondo	(1) Understand spoken Spanish or French intended for basic and/or intermediate level college students, regarding topics related to daily life; (2) Speak in complete sentences in Spanish or French about familiar topics with accurate pronunciation and grammar so as to be understood by persons accustomed to interacting with students of Spanish or French; (3) Hold a conversation in Spanish or French for a period of 3-8 minutes; (4) Read short Spanish or French articles on cultural topics with an understanding of the main idea and most of the supporting details, and afterward, explain (verbally or in written form) in English and/or Spanish what the articles are about. Watch films and attend events in the target language for cultural and historical context; (5) Communicate in written Spanish or French on a familiar topic with sufficient proficiency in grammar, spelling, punctuation, and vocabulary so as to be understood by persons accustomed to interacting with students of Spanish or French; (6) Behave appropriately in frequently encountered social situations and demonstrate a growing understanding of significant cultural traits of the Spanish-speaking or French-speaking world (customs, lifestyles, attitudes, geography, famous people, politics, religion, etc.); and (7) Engage with actual native speakers of each of the foreign languages offered at Bluefield College. This can be accomplished by trips to target language communities and interaction with members of the Latin American Students Organization on campus.

	Christian Studies	Stout	(1) Be able to demonstrate the disposition and ability to think critically about matters related to Christian faith and ministry; (2) be able to demonstrate knowledge of social, historical, and theological content of the Bible and knowledge of Christian theology and history toward interpretation and application of these to Christian life and practice today; (3) be able to communicate effectively and creatively by oral and written means; (4) have experienced opportunities to develop leadership skills in practical areas of ministry through volunteerism and internships; and (5) demonstrate an awareness of their own spiritual development and relationship with Christ, with the Church and with the community, including their personal calling to ministry.
College of Sciences - Minnix	**Department**	**Chair**	**Learning Outcomes**
	Exercise and Sports Medicine	Minnix	(1) Students will demonstrate proficiency in all professional performance domains required by ACSM Certified Exercise Physiologists. Sixty percent of students will score > the 70th percentile on the cardiovascular and muscular fitness domains. Eighty percent of students will score > the 70th percentile on the body composition domain. (2) Students will communicate in a professional manner during presentations. Eighty percent of students will be able to use professional terminology during presentations. (3) Students will understand the major concepts and principles in the field of Health & Physical Education. Goal Specific Area: ESS majors will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
	Biology	Meghan Wilson	(1) Gain competency in biology including the subfields of Biochemistry and Cell Energetics, Cellular Structure, Organization, and Function, Molecular Biology and Genetics, Diversity of Organisms, Organismal Biology, Population Genetics and Evolution, Ecology, and Analytical skills and graduate with a GPA of 2.5 and score within the 60th percentile on the national Biology content (MFAT) test; (2) Be able to understand and critique primary research in the field and score on average 80% on the senior project; (3) Be able to effectively communicate biological ideas and processes and score on average 80% on the senior project; (4) Critically think about the relationship between science and the Christian faith, philosophy, and global and societal issues by completing classes, the majority (75-90%) of which incorporate these ideas; and (5) Be prepared for graduate or professional school or employment in a

			science-related field and be accepted to a position within 1 year of graduation.
	Chemistry	Saunders	(1) Students will apply appropriate logical reasoning skills and principles of dimensional analysis to problems found in the discipline's environment. The three-year average percentile of annual American Chemical Society (ACS) standardized subject exam results will be greater than one standard deviation below the national average (50th percentile); (2) Students will identify and describe the predominant principles found in the modern and historical descriptions of the physical world. In effect, students will become broadly knowledgeable of the major concepts and perspectives in chemistry. All seniors will score at or above the 30th percentile, and a 3-year average of scores will be above the 40th percentile on the ETS subject test in Chemistry; (3) Chemistry students will articulate their personal understanding of chemistry and its integration into a current area of active research so that the aggregate average score on the department's evaluation rubric for the capstone course, Senior Seminar, integration papers and presentations will be above 3.5 on a 4.0 scale; (4) Students must demonstrate the ability and the disposition to think critically about any academic or social issue and an ability to compete for graduate school positions and fulfilling jobs. The department aims to place at least 75% of chemistry major graduates in graduate schools and chemistry-related professions within 24 months of receiving their Bachelor of Science degree from Bluefield College; (5) Students will gain experience in Forensic Science laboratory techniques throughout their 4 years of study with relevant experiments integrated into General and Organic Chemistry, Quantitative and Instrumental Analysis, Genetics, and Molecular Cell Biology. A person seeking the B.S. degree with a Forensic Science concentration will also gain crime scene analysis training through a Law Enforcement internship.
	Mathematics	Buterakos	(1) Mathematics majors will demonstrate competency in core and advanced mathematics. (2) Mathematics majors will demonstrate the ability to use mathematics-related software and technology. (3) Mathematics majors will be able to effectively communicate mathematical ideas and concepts. (4) Mathematics majors will be prepared for graduate or professional school or mathematics-related employment upon completion of the program if desired. (5) Students will demonstrate increased competency in basic and college-level algebra.
	Graduate Programs	Lambert	
Caudill School of Business - TBD	**Department**	**Chair**	**Learning Outcomes**

	Business	Perot (*interim*)	(1) One hundred percent of students taking the capstone course will demonstrate the ability to identify, describe, and think critically about fundamental theoretical and applied issues related to business situations by receiving at least 80% average on a series of critical essays in their capstone course. In addition, senior business majors will exceed the target level of a 38% mean score in all nine categories of the Major Field Examination (MFAT) which is administered in the spring of each academic year. (2) One hundred percent of all senior business students will demonstrate proficiency in locating, gathering, analyzing, and recording various forms of information by earning at least 80% on senior projects. These skills will enable them to critically analyze business situations and issues and make sound business decisions, business reports, in-class debates, and case studies. (3) One hundred percent of senior students will demonstrate oral, written, and visual communication skills needed to communicate effectively to a variety of audiences and meet accepted as standard within the business community by earning at least 80% on their project presentations. (4) One hundred percent of business students will participate in interactions with professionals and scholars from multiple business sectors through attendance at sponsored events, interactions with outside speakers, and successful completion of either internships or consulting projects that include community businesses. Application of prior knowledge, problem analysis, and problem solving skills are further developed through these required learning activities.
	Cybersecurity	Teo	(1) Students taking an internship course (BUS 4003 or CYS 4400) will demonstrate problem-solving and critical learning skills expected as standard within the IT/Cybersecurity industries by earning at least 80% on their weekly, monthly and final internship reports. (2) Graduates of the program will demonstrate up-to-date technical competency by taking an industry-recognized certification such as Network+, Security+, Linux+, CEH and others (with professor's approval) and achieving an overall rate of 80%. (3) Students taking a cyber-defensive course (CYS 4103, CYS 4203 or CYS 4403) will demonstrate skills in selecting appropriate technologies and effective countermeasure tools supported by a sound defensive methodology to defend a network by achieving at least 80% success rate on a series of stimulated labs. (4) Students taking a cyber-offensive course (CYS 4303) will demonstrate skills in selecting applicable technologies and tools, guided by a practical attack methodology to breach a network

			and gain access by receiving at least 80% success rate on a series of stimulated labs.
	Organizational Leadership	Gettle	(1) Comprehend theories and best practices associated with current models of moral management and ethical leadership (2014-2019 Priority Strategy 1-Bluefield College will develop an academically prepared student and graduate. Core Value 2- We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.). Competently apply real-world and practical skills to everyday ethical problem-solving and contemporary leadership issues (2014-2019 Priority Strategy 1-Bluefield College will develop an academically prepared student and graduate. Core Value 2- We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies). (2) Strategically and critically analyze financial and business research data and modeling (2014-2019 Priority Strategy 1-Bluefield College will develop an academically prepared student and graduate. Core Value 2- We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies). (3) Understand the impact of organizational structure, business ethics, worker interaction, and organizational/cultural change on the overall attitudes and motivation of the worker (2014-2019 Priority Strategy 3 Bluefield College will implement unique intellectual curricular and co-curricular experiences. Core Value 2-We are a community committed to academic excellence and life-long inquiry through the liberal arts and professional studies.). (4) Provide a resource to employers who is knowledgeable, ethical and responsive to the current ever-changing organizational, environmental, and global business climates (Core Value 4-We are a compassionate, globally-minded community that serves to transform the world.).
	Graduate Programs	Perot	
School of Criminal Justice - Farmer	**Department**	**Chair**	**Learning Outcomes**
	Criminal Justice	Farmer	(1) Identify theories, procedures, values, and methods associated with the criminal justice system, including ethical challenges encountered in theory and practice, by scoring in the 50th percentile or better on the ETS major field test within each of those areas. Will be replaced this year with a departmentally developed CRJ exit exam based on the VCJS standards for Criminal Justice professionals in VA. With a desired score of 70 out of a possible 100 points; (2) Communicate and

			effectively articulate ideas orally and in writing by achieving a 2.0 or better on senior presentation projects in the capstone course; (3) Identify and describe the nature, operation, and function of the various components of the criminal justice system by maintaining a 3.0 cumulative GPA on a 4.0 scale; (4) Recognize the roles of culture, race, ethnicity, class, gender, disability, and other aspects of diversity in the field of criminal justice by achieving a 2.0 cumulative grade in the Minority Issues course, and by above average assessments in internships.
School of Education and Social Sciences - Brewster	**Department**	**Chair**	**Learning Outcomes**
	Education Undergraduate programs	Brewster	Graduates will demonstrate (1) Subject Matter Knowledge; (2) Pedagogical Knowledge; (3) Caring Teaching Skills; (4) Knowledge of Diversity; (5) Abilities to Use Technology to enhance teaching and learning; (6) Reflective Thinking. Graduates will achieve the Virginia Professional Collegiate License to teach.
	Graduate Programs	Brewster	
	Human Services		(1) Comprehend the contemporary issues and problems that people encounter in the modern world; (2) Articulate an understanding of and recognize normal and abnormal functioning of individuals, groups, and families; (3) Demonstrate skills needed in working with individuals, groups, and families to enhance mental health, daily functioning, life satisfaction, career development, family harmony, academic performance, and/or interpersonal relationships; (4) Adhere to standards of practice in Human Services delivery and identify ethical issues that arise; (5) Envision the impact of social structure, social interaction, and social/cultural change on the overall wellness of people.
	Psychology	Farmer	(1) Identify and describe the predominant schools of thought or perspectives found in the modern historical activities of the discipline. In effect, students will become broadly knowledgeable of the major concepts and perspectives in psychology; (2) Apply appropriate research methods and principles of statistical analysis to problems found in the discipline's environment; (3) Demonstrate the ability and the disposition to think critically about any academic or social issue and an ability to participate in public discourse; and (4) Articulate their personal understanding of psychology and its integration into their personal system of beliefs.
School of Nursing - Sharp	**Department**	**Chair**	**Learning Outcomes**

	Undergraduate Programs	Cruz-Hernandez	
	Graduate Programs	Sharp	Goal 1. The student will integrate theory and research from biological, social, and nursing sciences and the humanities, into ethical interprofessional practice critically analyzing data to provide best outcomes for the population. Goal 2. The student will demonstrate leadership roles by implementing quality improvement initiatives with an interprofessional team. Goal 3.The student will evaluate the organizational structure, financing, marketing and policy decisions that impact, the quality of health care, the delivery of nursing education or health care administration with the interprofessional team. Goal 4. The student will apply clinical/educational investigative skills to improve health/educational outcomes. Goal 5.Utilizes sound research information retrieved from technology systems to influence complex decision making to improve health care or the delivery of health care. Goal 6. The student will analyze ethical, legal, and social factors influencing policy development and then contribute to policy development. Goal 7. The student will critically examine the development of health care systems or educational systems that assesses and delivers the needs of culturally diverse populations, providers and other stakeholders. Goal 8. The student will identify a research problem, present a literature review, critically analyze the problem and current research, and develop a strategy to incorporate a possible treatment regime into the process. Goal 9. The student will participate in servant leadership Goal 10. The student will develop professional goals that reflect a life-long learning commitment and continued scholarship to the nursing profession Goal 11. The student will graduate with the didactic and, as applicable, clinical requirements to take the certificate for their track

Special Academic Programs

General Education Core
Honors Program
Quality Enhancement Plan (QEP)

Academic Support Services

Academic Center for Excellence
Library
Online Program
Office of the Registrar

2020-2021 IEAR Check List

Academic Programs

Unit	Reviewees	Submitted On Time	Submitted Late	Not Submitted
Art and Design	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
History	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Music	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Theater	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
English	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Modern Languages	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Christian Studies	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Human Services	Dean of IE and Dean of School of Education and Social Sciences/VP of Academic Affairs			
Management and Leadership	Dean of IE and Dean of School of Business/VP of Academic Affairs			
Criminal Justice	Dean of IE and Dean of School of Criminal Justice/VP of Academic Affairs			

*Cyber Security	Dean of IE and Dean of School of Business/VP of Academic Affairs			
Communication	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Graphic Communication	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Business	Dean of IE and Dean of School of Business/VP of Academic Affairs			
General Studies (A.A.)	Dean of IE and Dean of College of Arts and Letters/VP of Academic Affairs			
Exercise and Sports Medicine	Dean of IE and Dean of College of Sciences/VP of Academic Affairs			
Biology	Dean of IE and Dean of College of Sciences/VP of Academic Affairs			
Chemistry	Dean of IE and Dean of College of Sciences/VP of Academic Affairs			
Mathematics	Dean of IE and Dean of College of Sciences/VP of Academic Affairs			
Psychology	Dean of IE and Dean of School of Education and Social Sciences/VP of Academic Affairs			
Biomedical Science	Dean of IE and Dean of College of Sciences/VP of Academic Affairs			
Education	Dean of IE and Dean of School of Education and Social Sciences/VP of Academic Affairs			
Nursing	Dean of IE and Dean of School of			

	Nursing/VP of Academic Affairs			

Revised IEARS Forms

Adding Student Achievement Goals and Measures

Policy Passed on May 13 2020 by Institutional Effectiveness Committee

Handbook Updated May 2020

BLUEFIELD COLLEGE

Institutional Effectiveness Assessment Report (IEAR) – INSTRUCTIONS

The 2020-21 IEAR should be based upon the evaluation of your assessment results from the past academic year. Use the attached template to document assessment responses to the following sections for the Educational Program. Include additional pages if necessary.

Section 1: Educational Program Description/Mission/Purpose

- Brief statement describing the Education Program, stating Mission/Purpose, and align with the College's Mission Statement and Student Achievement Goals. Please use the 2019-2024 Strategic Plan.

Section 2: Student Learning Outcomes (SLOs)

- Student Learning Outcomes describe what your students will be able to do upon completing the Educational Program, so an SLO goal is what you expect that outcome to be. The outcome should be written in the following format, "Students will be able to…" Your outcome should be broad; it is an outcome that you expect from students who complete your program year after year. Even though it is broad, it should be a goal that you can measure. For example, if your SLO goal is that "students will be able to communicate effectively," you will measure this through assessments that evaluate effective communication.

Section 3: Implemented Improvements

- The improvements/changes you've made to the Educational Program during the 2019-2020 academic year. This should be an update of the **Planned Improvements** you listed on your IEAR, which you submitted **July 31**. Did you actually implement these improvements that you planned? If so, can you document their implementation through syllabi, assignments, or minutes from Academic Council, Faculty Meeting or committee meetings? Can you link these improvements directly to an assessment activity's results?
- **Implemented Improvements** must be directly linked to your assessment findings. If you changed something, WHY did you change it? Did you alter an exam question because many students performed poorly on that particular question? Did you revise a class presentation of content because it was content students failed to master? Did you make a change in your class readings because you attended a seminar in which you learned about interesting source material you had not previously known about?

Section 4: Assessment Activities

- How do you know if you have reached the goals/outcomes that you listed for your Educational Program?

- Select measures that will give you actionable data. You need to be able to set forth actions or improvements based on the results of your assessment.
- You do not need to measure all goals in every semester or year, but you do need to align assessments with goals. Any assessment activity you use should be measuring a student learning goal. Don't waste time measuring something it's not important to you that your students learn.
- All assessment activities should indicate the criteria for success. How will you know what success looks like? Here is an example: An SOL in Biology is that students will gain competency in Biology including the subfields of Biochemistry and Cell Energetics, Cellular Structure, Organization, and Function, Molecular Biology and Genetics, Diversity of Organisms, Organismal Biology, Population Genetics and Evolution, Ecology, and Analytical skills. What is the Biology department's indicator of success for this SLO? That students graduate with a cumulative GPA of 2.5 and score within the 60th percentile on the national Biology content (MFAT) test.

Section 5: Assessment Results

- List the results of your assessment. Make sure that your assessment aligns with one or more of your SLOs. Again, don't waste an assessment activity on something you don't identify as important enough to be an SLO.

Section 6: Planned Improvements

- List and explain the changes/improvements that will be made to the program for the new academic year based upon the results of your assessment of the previous academic year. Give attention to student achievement goals where appropriate.

Institutional Effectiveness Assessment Report (IEAR)

Academic IE Assessment Year: Add here

Educational Program: _____

Name/Title of IEAR Preparer: _____

Section: 1 Educational Program Description/Mission/Purpose

Section 2: Student Learning Outcomes (number each one)

Section 3: Implemented Improvements

Section 4: Assessment Activities

Section 5: Assessment Results (indicate which SLO the activity relates to)

Section 6: Planned Improvements (indicate which SLO the improvements relate to)

Budget Request: Please use the IEAR Budget Request Template for the Educational Program IEAR. (Budget request Part A for 2020-21 is to be submitted by February 15. Budget Request Part B for 2019-2020 is to be submitted by July 15, 2020, through Fall 2020 should you need to adjust budget requests made in February.)

*Please be sure to attach the Budget Request Form, duplicating as necessary, to request funds for the coming year and relate budget requests to the Educational Program's Institutional Effectiveness Assessment Report.

IEAR Summary Charts (These two charts are separate attachments and are not included within the IEAR document. Please consult PDF documents for goals related to the strategic plan and student achievement.)

- **IEAR Summary Chart 1**. Enter your data into this chart, which provides a quick reference to your IEAR for the year. This chart allows the reader to see the connection between your outcome, assessment, and educational program changes/improvements.

Student Learning Outcome Goals	Measurement Tool Used for Student Learning Outcome Goals	Desired Result to Indicate Success	Actual Result	Plans for next year based upon Results in previous year	Student Learning Outcome Goal's Link to College's Strategic Plan & Student Achievement Goals
EXAMPLE Goal 1: Students will be able to think critically.	CAAP Critical Thinking Skills Test (CTST)	85% of students will pass the CTST	70% passed	Add two critical thinking assignments to curriculum.	Priority Strategy 1
Goal 2:					
Goal 3:					
Goal 4:					

- **IEAR Chart 2: Summary of Improvements**. Enter your data into this chart, which provides a quick reference to your cycle of improvements as mapped each year in your IEAR. This chart allows the reader to see the connection between your outcome, assessment and educational program changes/improvements from one year to the next through a 3-year snapshot.

Specific recommendations resulting from assessment in previous year	Specific changes implemented in current year and detailed outcomes of those changes	Recommendations for Further Improvements in upcoming year

Addendum: Evaluation and Analysis

Add Narrative Here on Goal(s)
Add Narrative Here on Goal(s)
Add Narrative Here on Student Achievement Goal(s)

Budget Request. The budget request is a separate attachment not included with the annual IEAR. It is submitted by February 15 for the next academic year.

Please be sure to attach completed Budget Request Forms, duplicating as necessary for multiple requests, to do the following:

- Part A, due Feb. 15: Request funds already identified for current/next academic year
- Part B, due (optionally) in the fall: Request funds needed but not allocated in the Preliminary Budget.

Relate all budget requests to your Educational Program's Institutional Effectiveness Assessment Report.

IEARs for Administrative/Operational Programs

Program directors of administrative/operational programs submit to the Dean of Institutional Effectiveness the three forms listed above, which are reviewed as follows:

- If academic support services, by the Vice President for Academic Affairs
- If student support services, by the Vice President for Enrollment Management and Student Development.
- If financial support services, by the Vice President for Finance and Administration
- If advancement and institutional relations, by the Vice President of Advancement
- If enrollment management support services, by the Vice President for Enrollment Management and Student Development

A response is then made to these reports by the Dean of IE and or one of the Vice Presidents.

Academic and administrative/operational services take many forms and are assessed using both institutional-level assessment methods and program-level assessment methods. Some academic support services utilize special standardized assessments. All educational support services are assessed through institution-wide standardized and institutionally developed assessment instruments administered through the Office of Institutional Effectiveness. Some of the standardized instruments employed include the Noel-Levitz Student Satisfaction Inventory (SSI) and the National Survey of Student Engagement (NSSE). Each major administrative unit must give attention to student achievement goals.

IEAR Check List

Administrative Area	**Service (various offices assessed)**	**Responsibility**
Finance & Administration	Campus Store Human Resources Business Office IST Physical Plant Facilities Food Services	Ruth Blankenship
Institutional Advancement	Advancement Alumni Relations Public Relations	Joshua Cline
Enrollment Management & Student Development	Traditional Admissions Online Admissions Financial Aid Residence Life Campus Safety Student Development Student Activities/Summer Programs Student Success/Retention Spiritual Formation Student Engagement	

	New Opportunity School for Women Community Service Vocation & Calling	
Academic Affairs	Office of Registrar Academic Center for Excellence (ACE) Library Athletic Programs	Marshall Flowers
President's Office	Strategic Plan	David Olive

Administrative Units

Office	Unit	Submitted (mid-year) IEAR	Submitted (final) IEAR
Office of the President	Strategic Plan		
Vice President	Enrollment Management & Student Development		
Vice President	Academic Affairs and Athletics		
Vice President	Finance & Administration		
Vice President	Institutional Advancement		

Administrative IEAR Instructions

Part I – Goal Description: Goals for new academic year – Due July 15.

1. List **Goals** for year. **These should be the same goals you have every year for your program. Your objectives will change, but your goals should be the same from year to year.**
2. **Link to the College's Mission/Strategic Plan** for 2019-2024 and Student Achievement Goals.
3. **Student Learning Impact**: Explain the impact of the services you provide in your administrative area on student learning. Everything we do at a college is for student learning, so every goal we develop must have an impact on student learning. How does achievement of your program's goals improve the lives of our students?
4. **Objectives and/or Action Plans:** What is your strategy for achieving each goal? Your strategy is your objective, which can change from year to year as you employ different strategies to achieve your goal. How do you plan to accomplish your objectives in this academic year? For each objective, include the action plan you have devised for accomplishing the objective, and ultimately the goal. Remember that all goals must include an assessment, so whatever objectives you list to achieve your goal, you will need to have a measurement tool for each.
5. **Assessment:** State the means of assessment for each goal that you list. If you have listed objectives, you should have assessments for each objective.
6. **Criteria for Success:** How will you measure the extent to which the goal has been accomplished? Explain what your target or indicator is for success in achieving

this goal. The Criteria for Success must be very specific; it is what you are using a measuring tool to determine.

Part II – Long-Range Planning – Due February 15.

1. **Mid-Year Assessment**: Is your office on target to meet your goals and your annual objectives for academic year? Work through each goal, including the objectives you have listed for each goal, and explain any assessment activities you have conducted to determine whether you have met this goal. Summarize any results of assessment activities you have collected, and state whether these results have met your target. If not, what do you plan to do during the rest of the year to try to meet this goal and its objectives?
2. **Future Growth Needs:** List your administrative area's needs for future growth consistent with goals and objectives that support the College's Strategic Plan for 2019-2024.
3. **Budget Request Form:** Complete the Budget Request Form for academic year to support future needs.
4. Complete the portion of the Budget Request Form for academic year that asks you to include funds necessary to support ongoing operations, which were not included in the Preliminary Budget for previous academic year.

Part III – End-of-Year Assessment – Due July 15 – Year-End Review

1. **Assessment Results:** State results of all assessment activities conducted during the academic year. (including the extent to which resources were sufficient in the most recent ending budget (June 30).
2. **Goals Met:** State the extent to which goals and objectives have been met.
3. **Impact to Strategic Plan** and Student Achievement Goals**:** State how goals and objectives have made an impact on the College's Strategic Plan and Student Achievement Goals.
4. **Implemented Improvements:** State the improvements that you made to your administrative area during current academic year. Explain how these improvements link to assessment activities you conducted in previous academic year.
5. **Planned Improvements:** Based upon the results of assessment activities that you have collected for current academic year, what recommendations do you have for objectives that need to be in place for next year to achieve your program's goals? What fiscal needs to you anticipate? Give attention to student achievement goals where appropriate.
6. **Long-Range Fiscal Needs:** State long-range fiscal needs. What future funding priorities exist to accomplish goals and objectives (over next 1-3 years)?

Part IV – VP Response and Report to the President – July 31

VP assesses IEAR, sets priorities, and provides feedback (response) to the IEAR preparer.

Part V – Strategic Planning Scorecard Assessment - September 30

VP verifies IEAR impact to the College Strategic Plan.

Tips for Preparing your Administrative IEAR

1. Ask yourself: "How do I use my assessment data to improve the department?
2. What are its strengths and weaknesses?
3. How do I determine what changes to make in the department? For example, how do I decide what changes I need to make to improve customer service, processes, procedures, data maintenance, or forms?
4. Broad Assessment = Big Problem: Data must to be actionable. It must give you something to respond to.
5. Use the data for improvements that make changes to the department, and then explain these changes and why you made them. Then, in the next few IEAR cycles, you can report on whether or not this change was successful. **NOTE:** your IEAR is not an employment evaluation! It is a tool for the improvement of services to our students and the value of the diploma we award them. It is about the department.
6. If you have not met a goal, pinpoint the exact problem or reason for not meeting the goal.
7. There must be a link between your assessment and the improvement/changes made. The steps have to link on your IEAR; do not just fill out the boxes of the IEAR, but show how your steps link.
8. **IDEA: work backward.**
    a. Start with the changes/improvements you've made to your department. What caused you to make this change/improvement?
    b. It should be collected data that caused you to make the change and that pointed to a possible solution.
    c. Break down broad indicators to the key issues.
    d. Think of easy ways to assess your goals.

INSTITUTIONAL EFFECTIVENESS ASSESSMENT REPORT (IEAR)
For the current Academic Year

Administrative Office:
Prepared By:
Date:

PART I: Goal Description	
Due July 15	
Goal 1	
Link to College Strategic Plan and Student Achievement Goals	
Student Learning Impact	
Objectives and/or Action Plans for current year	
Assessment	
Criteria for Success	
Goal 2	
Link to College Strategic Plan and Student Achievement Goals	
Student Learning Impact	
Objectives and/or Action Plans for current year	
Assessment	
Criteria for Success	
Goal 3	
Link to College Strategic Plan and Student Achievement Goals	
Student Learning Impact	
Objectives and/or Action Plans for current year	
Assessment	
Criteria for Success	

Part II: Long-Range Planning

Due February 15	
Mid-Year Assessment	
Goal 1	
Goal 2	
Goal 3	
Future Growth Needs	
Budget Request Form: In the space provided, confirm that Budget Request Form is attached and summarize requests made.	

Part III: End-of-Year Assessment

Due July 31	
GOAL 1	
Assessment Results	
Goals Met	
Impact to Strategic Plan and Student Achievement Goals	
Implemented Improvements in current year	
Planned Improvements for next year	
Long-Range Fiscal Needs	
GOAL 2	
Assessment Results	
Goals Met	
Impact to Strategic Plan and Student Achievement Goals	
Implemented Improvements in current year	
Planned Improvements for next year	

Long-Range Fiscal Needs	
GOAL 3	
Assessment Results	
Goals Met	
Impact to Strategic Plan and Student Achievement Goals	
Implemented Improvements in current year	
Planned Improvements for next year	
Long-Range Fiscal Needs	

Part IV: VP Response & Report to the President

Due July 31	
VP Assessment	
VP Priorities	
VP Feedback	

Part V: Strategic Planning Scorecard Assessment

Due September 30	
IEAR Impact to College Strategic Plan and Student Achievement Goals	

Budget Request Form – Instructions

1. **Budget Request Form, Part A: Current academic year Preliminary Budget** is for documenting budget requests for Administrative Programs within our Mission for the academic year.

2. Budget requests must be linked to the results of your Institutional Effectiveness Assessment Reports.

3. Budget requests for current year are due on February 15, and should be submitted by email to the Vice President supervising your area AND the Vice President for Finance, Administration and Advancement.

4. Although your budget requests for current year are not due until February 15, continuing assessment of your program through the Spring semester may have influenced your budget needs for the academic year, for which a preliminary budget already has been approved. Modified budget requests for year may be submitted when you submit your IEAR by July 15, for consideration during the Fall revision cycle for the current/projected budget. Please use **Budget Request Form, Part B: Fiscal Year: July 1, previous year--June 30, current year** for any modifications you may be requesting for the academic year.

5. Please copy and paste the form that follows for each funding request you wish to make.

Budget Request Form, Part A: Preliminary Budget

If you identified funding needs in your administrative program for the academic year, please explain here. Your explanation should include how this funding need is necessary to assist your program in achieving its goals.

Department:
_____

Requested Amount: _____

Account Number:
_____

Is this amount an addition to the existing budget amount in this account? Yes / No

Is this amount for capital (C), personnel (P), or operating (O) expenditures? C / P / O

Is this amount a one-time only (OTO) need or will it recur (RECUR)? OTO / RECUR

Description of Need:

What impact do these funds have on student learning outcomes?

How do these funds help to fulfill objectives of the 2019-2024 Strategic Plan?

How do these funds help to fulfill the mission of the College?

Why can't other departmental funds be used for this request?

_____	_____
Program Director's Printed Name	Program Director's Signature Date
_____	_____
Leadership Member's Printed Name	Leadership Member's Signature Date

Budget Request Form, Part B: Fiscal Year: add here

A preliminary budget has already been developed and approved by the Board of Trustees. However, if you have funding needs in your administrative program that you think were unfunded or underfunded in the Preliminary Budget, or if you have identified additional funding needs following approval of the Preliminary Budget, please explain here. Your explanation should include how this funding need is necessary to assist your program in achieving its goals.

Department:
_____

Requested Amount: _____

Account Number:
_____

Is this amount an addition to the existing budget amount in this account? Yes / No

Is this amount for capital (C), personnel (P), or operating (O) expenditures? C / P / O

Is this amount a one-time only (OTO) need or will it recur (RECUR)? OTO / RECUR

Description of Need:

What impact do these funds have on student learning outcomes?

How do these funds help to fulfill objectives of the 2019-2024 Strategic Plan?

How do these funds help to fulfill the mission of the College?

Why can't other departmental funds be used for this request?

_____	_____	
Program Director's Printed Name	Program Director's Signature	Date
_____	_____	
Leadership Member's Printed Name	Leadership Member's Signature	Date

Final Instructions:

Who: It is the responsibility of each Academic Dean of the College or School to ensure that each Major/Degree awarded within his or her College or School is properly assessed, and Department Chairs submit annual IEARs for their programs. It is the responsibility of each Director/Manager to ensure that each Administrative Department under his/her supervision is properly assessed, and Directors and Managers submit mid-year and annual IEARs for their programs.

What: Institutional Effectiveness Assessment Reports (IEARs) must contain an Academic Program Purpose/Administrative Department Purpose, Student Learning Outcomes (SLO)/Administrative Department Goals, documentation of Implemented Improvements, Assessment Activities employed during the reporting year, and the evaluation of these Assessment Results. Planned Improvements, Strategic Plan Implications and Budget Requests are also contained in this report. Administrative Departments complete the Institutional Effectiveness Assessment Report (IEAR) as a Mid-Year Report in February and in July submit a Final IEAR as the End-of-Year Report. Academic Departments complete the Institutional Effectiveness Assessment Report (IEAR) as an annual report due in July. Administrative and academic programs submit budget requests for their programs for the next academic year to their Vice Presidents and to the Dean of IE.

When: IEARs are submitted annually, with mid-year reports required for Administrative programs. Follow the timeline in the handbook to ensure that you are working on IE Assessment and Improvements throughout the year.

Where: Academic IEARs are submitted to the Vice President for Academic Affairs, and Administrative/Operational IEARs are submitted to the Vice President supervising your office. In addition, all IEARs are submitted to the Dean of IE, who reviews and houses all reports. IEAR Rubrics and IEAR Audit Forms will be used to assess the status of each IEAR and our IE process as an institution.

Why: Because we want BC Students to learn, excel, and achieve. Because it is something we do routinely, and because of our efforts, BC will achieve excellence in its vision and mission.

How: Read this handbook, attend workshops, explore the SACSCOC website, ask questions, assess, and improve.

Institutional Effectiveness Timeline

Month	*Task*
August	• Academic Programs: Review Program Purpose • Administrative Departments: Review Administrative Dept. Purpose
September	• VPAA/IE Dean response to Academic IEARs • Administrative Offices: Establish Department Goals
October	• Review Implemented Improvements
November	• Review Assessment Activities • Review Assessment Results
December	• Consider Planned Improvements based upon assessment results and in light of SLO's and Administrative Dept. Goals
January	• Review Budget Requests
February	• Academic Programs: Budget Requests Due • Administrative Offices: Mid-Year IEARs and Budget Requests Due
March	• Administrative Review of IEAR • Response by VPAA and IE Director to Mid-Year IEARs for Academic Programs
April	• Make corrections as needed based on Administrative Review
May	• College-wide Assessment Day for Academic Programs to review and analyze capstone and other end-of-year assessments and for Administrative offices to assess department goals.
June	• Administrative Response to corrected IEARs • Administrative Departments: Begin preparing the Final IEAR • Academic Programs: Review the academic year; consider program purpose, SLO's and assessment.
July	• Administrative Final IEAR Due for fiscal year ending June 30 • Administrative IEAR goals section due for new fiscal year • Educational Programs IEARs due for academic year just ended.

Institutional Effectiveness Assessment Report Rubric for Educational Program IEARs							
Level of Assessment	**Academic/ Dept. Purpose**	**SLO/ Dept. Goals**	**Implemented Improvements**	**Assessment Activities**	**Assessment Results**	**Planned Improvements**	**Strategic Plan Implications**
Excellent	Specific, states why program/ department is at BC and what it plans to accomplish; aligns with BC Mission/Strategic Plan	Measurable, Specific, clearly describes what students will be able to do/what dept. will achieve	Specific improvements made that were listed on previous year's IEAR as Planned Improvements	Clearly has both Indirect and Direct measures, established success criteria, and linked to SLO's	Results listed and linked to SLO's/ Dept. Goals	Clearly linked to assessment results, clear plan of action for improvement	Strategic Plan Initiative, Goal and/or Objective listed and linked to program/ department
Good	Clear description of why here and what plans to accomplish, mostly aligned with BC Mission/ Strategic Plan	Mostly clear and measurable and most describe what students will do/ what dept. will achieve	Most of the improvements were made that were listed in the previous year's IEAR as Planned Improvements	Mostly used direct and indirect measures and linked to SLO's,/ Goals -Most have success criteria	Most of results linked to SLO's / Dept. Goals	Mostly linked to assessment results and good plan of action for improvement	Linked to Strategic Plan
Fair	Vague description of why here and what plans to accomplish and poorly aligns with BC Mission/ Strategic Plan	Somewhat measurable and specific, vague definition of what students will be able to do/what dept. will achieve	Some improvements made and somewhat related to previous year's IEAR as Planned Improvements	Does not have both indirect and direct measures and some success criteria established, somewhat linked to SLO's/Goals	Somewhat linked to SLO's/ Dept. Goals	Somewhat linked to assessment results, no clear plan of action	Somewhat linked to Strategic Plan

Poor	Not specific, does not state why program/ department is at BC and what it plans to accomplish, does not align with BC Mission/Strategic Plan	Not measurable or specific, does not define what students will be able to do/what dept. will achieve	None listed or items listed not related to previous year's IEAR as Planned Improvements	No activity, No clear indirect or direct measures, no success criteria, and not linked to SLO's/ Dept. Goals	No results, Not linked to SLO's / Dept. Goals	No improvements planned	Not linked to Strategic Plan

IEAR Audit Form

Note: This form will be used to determine the assessment level of each IEAR Section. Each IEAR Section will be reviewed and the level of assessment will be determined using the IEAR Rubric. A checkmark will be placed in the box indicating that section's level and an explanation will also be included as needed.

Level of Assessment	IEAR Sections						
	Purpose	SLO's/ Dept. Goals	Implemented Improvements	Assessment Activities	Assessment Results	Planned Improvements	Strategic Plan Implications
Excellent							
Good							
Fair							
Poor							

III. Institutional Effectiveness Committee

Chair
Dr. Lewis O. Brogdon, Dean of Institutional Effectiveness

College Leadership Members
Joshua Arnold, Associate Vice President, Student Development

Faculty Leadership Members
Dr. Thomas Brewster, Dean of Education and Social Sciences
Dr. Doug Minnix, Dean of the College of Sciences
Jessica Sharp, Dean of the School of Nursing
Dr. Tracey Stout, Dean of the College of Arts and Letters
Dr. Kim Farmer, Dean of the School of Criminal Justice
Dr. Sharon Perot, *Interim* Dean of Caudill School of Business
Dr. Shawn White, Director (Chair) of General Education Program

Staff Members
Vacant, Registrar and Director of Institutional Research

Ex Officio
Dr. Marshall Flowers, Vice President for Academic Affairs and Athletics and Accreditation Liaison

Membership must include the Dean of Institutional Effectiveness as chair; the accreditation liaison; the Director of the QEP; the Director of Institutional Research; the dean or assistant dean of all colleges and schools; the Vice President for Academics and Athletics, the Dean of Student Development of the College Leadership Team; and an ex officio member.

Objectives

1. Develop knowledge and understanding of SACSCOC and Bluefield College's assessment process and key statistics. Serve as ambassadors of Assessment and Accreditation while working with the faculty, staff and administration to ensure a commitment to best practices regarding institutional effectiveness and assessment.

2. Evaluate the college's effectiveness in achieving our mission, core values, vision, and strategic plan.

3. Review, recommend, and establish instruments to measure student learning and success for existing and proposed programs.

4. Assist in the QEP Process by working in conjunction with the Director of the QEP.
5. Maintain the IE Handbook.

The focus of the IE Committee will be to verify that the College is indeed assessing, evaluating, and making improvements. The IEAR Rubric will be used to determine success and compliance.

Institutional Accreditation

Accreditation Information for Bluefield College

Bluefield College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield College.[1]

The College is also approved by the State Council of Higher Education for Virginia (SCHEV). SCHEV is the coordinating body for higher education in the state of Virginia. Some of SCHEV's responsibilities include:

- Approving new degree programs, instructional sites, degree escalations, and mission statements for Virginia's public institutions;
- Making recommendations regarding state support for public higher education to the Governor and General Assembly;
- Overseeing of state financial aid programs;
- Collecting and disseminating data on Virginia's colleges and universities and their students

Bluefield College's Teacher Education Program, which is designed to prepare competent, caring and qualified teachers who are reflective practitioners, was awarded Teacher Education Accreditation Council (TEAC) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP) for a period of seven years, from October 24, 2016, to December 31, 2023. The accreditation does not include individual education courses that the Educator Preparation Provider (EPP) offers to P-12 educators for professional development, re-licensure, or other purposes. The teacher preparation program is also approved by the Department of Education, Commonwealth of Virginia.

The Bluefield College School of Nursing RN-to-BSN program is granted accreditation by the Commission on Collegiate Nursing Education (CCNE) for a period of five years, from November 2013 until November 2018. CCNE is recognized by the Department of Education and is a specialized/professional accrediting agency that strives to ensure the quality and integrity of baccalaureate and graduate nursing programs. CCNE accreditation evaluation reviews the program mission, goals, and expected outcomes; and an assessment of the performance of the program.

[1] **Important: This statement should be included in all proposals for new programs to accrediting bodies and other external agencies.**

The Value of Accreditation
Accreditation assures stakeholders that institutions or programs that pass muster have been rigorously evaluated and meet or exceed standards defined by the higher education community. An institution's accreditation status tells students and their families that it offers quality instruction, supports for student success, and degrees of distinction. Accreditation tells employers that they can trust the quality of the degree their new hire brings to the job or that providing tuition assistance for employees is a smart investment. It affirms that institutions do what is necessary to prepare students to enter, grow in, and change careers, and to apply knowledge across all contexts, as educated workers and active citizens in a democracy – with a broad, worldly perspective honed through exposure to the liberal arts. Accreditation status also affirms for other institutions the value of credits qualifying for transfer. States rely on accreditation to judge whether institutions or programs are of a quality to merit licensing and the federal government uses it to determine institutional and student eligibility to receive federal funds, student financial aid, or other forms of aid (*How Can We Be Sure That Every Student Receives The Best Education Possible*). SACSCOC is the regional accrediting body for Bluefield College. There are seven hundred and ninety-four institutions of higher education represented in the SACSCOC region.

SACSCOC Accreditation
SACSCOC requires its accredited institutions to undergo a comprehensive decennial review to ensure that each institution continues to meet member-driven standards of quality. These accreditation standards – formally adopted by member institutions – are found in *The Principles of Accreditation: Foundations for Educational Quality*. The comprehensive review includes the institutional submission of two documents: (1) a Compliance Certification and (2) A Quality Enhancement Plan (QEP). There are five documents and nine steps in the reaffirmation process.

Documents
1. Compliance Certification
2. Institutional Summary Form Prepared for Commission Reviews
3. The Quality Enhancement Plan
4. The Focused Report
5. Institutional Profiles

Steps

Phase One: Preparation
1. The Orientation Meeting
2. Advisory Visit/Conference Call

Phase Two: Off-Site Visit
3. Compliance Certification
4. Off-Site Review and Report
5. Review of the Report

Phase Three: On-Site Review

6. Materials for the Committee
7. On-Site Visit and Report

Phase Four: Commission Review

8. Response to the Visiting Committee Report
9. Commission Action

You can read about these documents and steps in detail in the *Handbook for Institutions Seeking Reaffirmation* at http://sacscoc.org/handbooks.asp

Accreditation Timeline

December 2012: Membership at Level III approved by SACSCOC Board of Trustees
June 2013: Reaffirmation of accreditation as a Level II institution by SACSCOC Board of Trustees

June 2014: Following the review of membership at Level III offering the Master of Arts in Education, accreditation continued by SACSCOC Board of Trustees

March 2019: Fifth Year Interim Report due, including QEP report.

2023: Year that BC is next up for reaffirmation

The Quality Enhancement Plan

The Quality Enhancement Plan is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue that the institution considers important to improving student learning outcomes and/or student success. The document submitted by the institution demonstrates that its QEP (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. The On-Site Reaffirmation Committee reviews the document and conducts interviews to determine whether the institution has demonstrated compliance with standard 7.2.

The Confident Communicator

Overview

The institution avers that it has a Quality Enhancement Plan that is derived from and is a part of an ongoing planning and evaluation process. The Bluefield College Quality Enhancement Plan is distinctive because it incrementally highlights communication-intensive classes at every level in every discipline, progressing students toward greater precision of expression and comprehensiveness of argument from freshman to senior. These courses incorporate a pedagogical method which intentionally instructs students in techniques to hone their writing, reading, public speaking, and critical-thinking skills so that graduates will be confident communicators.

Nearly all courses at Bluefield College, regardless of subject matter, will include the same learning objective: students will demonstrate proficiency in Confident Communicator skills, a proficiency of increasing complexity from 1000- to 4000-level courses with specific measurable student learning outcomes.

Goal, Student Learning Outcomes, and Objectives

Goal
Students will be able to acquire information through reading and critical analysis and to communicate their own synthesis of the information in a clear and convincing manner.

Student Learning Outcome 1 (Writing): Students will demonstrate writing skills that utilize ample information, effective organization and accurate grammar in order to communicate on paper in a manner that is clear, compelling and engaging.

Student Learning Outcome 2 (Speaking): Students will demonstrate public speaking skills that utilize ample information, effective organization, accurate grammar, and appropriate visual aids in order to communicate orally in a manner that is clear, compelling and engaging.

Objectives

To achieve student learning outcomes, specific objectives have been designed to facilitate student master of Confident Communicator skills

Student Learning Outcome 1 (Writing):

1. **Thesis:** Clear, focused, debatable, well-focused thesis
2. **Organization:** Logical, coherent, unified organization with sophisticated transitions
3. **Information:** Convincing support for thesis; effective & correct use of outside sources if applicable
4. **Style & Grammar:** Sentence structure & word choice highlight ideas; no noticeable mechanical errors
5. **Reading:** Demonstrates an analytical understanding of background reading material
6. **Critical Thinking:** Recognizes need for information & evaluates it thoughtfully to produce a credible argument.

Student Learning Outcome 2 (Speaking):

1. **Expression:** Confident, poised, with appropriate tone
2. **Organization:** Coherent, unified, and effectively timed
3. **Information:** College-level resources to provide the content, examples &/or anecdotes
4. **Style & Grammar**: College-level vocabulary, pronunciation and grammar throughout
5. **Visual Aids:** Creative and effective visual elements

6. **Reading:** Demonstrates an analytical understanding of background reading material
7. **Critical Thinking:** Recognizes need for information & evaluates it thoughtfully to produce a credible argument.

Status:

- Revised QEP plan submitted to SACSCOC in Fall 2013.
- Workshops on QEP topic conducted for faculty at Fall Faculty Workshop in August 2013 and August 2014.
- Two faculty members attended writing institutes in Summer 2013 and Summer 2014 as part of QEP plan
- Fulltime QEP Director hired for 2014-2015, replacing part-time director, per terms of the QEP plan.
- Data collected to track QEP for four full academic years:
  (1) 2012-2013
  (2) 2013-2014
  (3) 2014-2015
  (4) 2015-2016

Leadership:

Director of QEP
QEP Committee
Vice President for Academic Affairs and Athletics
IE Committee
Leadership Team

The hallmarks of the Confident Communicator QEP include intentional assessment of writing skills from incoming students to graduating seniors, enhanced courses in each department to model for and instruct students in the fundamental components of writing in the discipline of the students' major, and multiple opportunities for faculty development in the teaching of writing in most courses.

The Fifth-Year Interim Report

AN OVERVIEW. The Fifth-Year Interim Report was developed to respond to the U.S. Department of Education's requirements (1) that accrediting bodies continuously monitor institutions to ensure compliance and (2) that accrediting bodies have a mechanism for reviewing multiple sites initiated since last reaffirmation.

Components of the Report

- Completion of the Report

I. Signature Attesting to Integrity
II. Institutional Summary Form
III. Fifth-Year Compliance Certification
IV. Fifth-Year Follow Up Report (as requested by the Board of Trustees)
V. QEP Impact Report •

- Review of off-campus instructional sites initiated since last reaffirmation but not reviewed by a committee.

Part III: Fifth-Year Compliance Certification Standards Reviewed:

1	5.4	Qualified administrative/academic officers
2	**CR 6.1**	**Full-time faculty**
3	6.2.b.	Program faculty
4	6.2.c.	Program coordination
5	**CR 8.1**	**Student Achievement**
6	8.2.a.	Student outcomes: educational programs
7	**CR 9.1**	**Program Content**
8	**CR 9.2**	**Program Length**
9	10.2	Public information
10	10.3	Archived information
11	10.5	Admissions policies and practices
12	10.6	Distance and correspondence education
13	10.7	Policies for awarding credit
14	10.9	Cooperative academic programs
15	**CR 12.1**	**Student support services**
16	12.4	Student complaints
17	13.6	Federal and state responsibilities
18	13.7	Physical resources
19	13.8	Institutional environment
20	14.1	Publication of accreditation status
21	14.3	Comprehensive institutional review
22	14.4	Representation to other agencies

- Evaluators: The Committee on Fifth-Year Interim Reports is composed of experienced committee members who conduct the review similar to that of the evaluation of the Compliance Certification at the time of reaffirmation. Each of four committee reviews approximately 10 institutions. Each of the committees has five members: Coordinator, IE evaluator, student services evaluator, and two academic program evaluators. Two or more finance reviewers also participate in the review.
- Options of the Evaluators: (1) No referral or (2) referral to a C & R Committee
- Options of C & R following referral at the designated meeting: (1) No additional report requested, (2) Request a monitoring report (which starts the two-year limited monitoring period), (3) Recommend placing the institution on a sanction, with a monitoring report, and with or without a Special Committee visit to the campus, or (4) Recommend removal from membership.

Part IV: Fifth-Year Follow Up Report (previously called an "Additional Report")

The Fifth-Year Follow Up Report addresses issues identified at the completion of the institution's last visiting committee review that required monitoring for verification of

continued compliance with a standard. Since the submission is requested by a previous C & R Committee, it is not applicable to all institutions.

- Evaluators: C & R Committee composed of elected members of the Board of Trustees.
- Options of the Evaluators: (1) No additional report, (2) Request monitoring report (which continues the two-year limited monitoring period, (3) Recommend placing the institution on a sanction, with a monitoring report, and with or without a visit to campus, (4) Recommended removal from membership.

Part V: QEP Impact Report

The QEP Impact Report asks an institution to include a copy of its QEP Executive Summary as submitted to SACSCOC following its recent reaffirmation and a report addressing the following elements: (1) a succinct list of the initial goals and intended outcomes of the QEP; (2) a discussion of changes made to the QEP and the reasons for making those changes; (3) a description of the QEP's impact on student learning and/or the environment supporting student learning, as appropriate to the design of the QEP (to include the achievement of identified goals and outcomes, and any unanticipated outcomes of the QEP); and (4) a reflection on what the institution has learned as a result of the QEP experience.

- Evaluators: Committee to Review Fifth-Year Interim Reports (see composition under Part III above)
- Options of the Evaluators: (1) Accept with Comment. The institution has adequately described the initial goals and intended outcomes of its QEP, discussed the limited changes made in the QEP, and discussed the impact on student learning and/or the environment supporting student learning, and described what the institution has learned as a result of the QEP experience. No additional report is required. (2) Refer to a C & R Committee for review. The institution did not adequately document the implementation of its Plan, and/or summarize the level of success in achieving the desired impact on student learning and/or the environment supporting student learning, and/or reflect upon the implementation of the QEP as a learning experience for the institution. The institution is requested to provide an additional report within 12 months that documents progress in implementing its QEP. The Report is forwarded to a C & R Committee for action; actions may include no additional monitoring, additional monitoring, imposition of a sanction, or removal from membership.

Review of approved Off-Campus Instructional Sites initiated since Last Reaffirmation

An institution is requested to undergo a SACSCOC committee review of previously unvisited off-campus instructional sites that were initiated since the institution's last reaffirmation and where students can obtain 50% or more of the coursework toward the completion of an educational program. The areas of evaluation as applicable to the off-campus instructional site(s) include: (1) faculty qualifications and access, (2) qualifications of administrative and academic officials leading activities and programs at the site(s), (3) student services, (4) library/learning resource accessibility and sufficiency, (5) physical facilities supporting the programs, and (6) student learning outcomes compared to similar

programs offered on the main campus. The institution should use the SACSCOC form "Documentation Prepared by the Institution for the Review Committee Examining Off-Campus Sites as Part of a Fifth-Year Interim Report."

- Evaluators: C & R Committee composed of elected members of the Board of Trustees.
- Options of the Evaluators: (1) Continue accreditation, no additional report, (2) continue accreditation with a monitoring report, or (3) recommend placing the institution on a sanction, with a monitoring report, and with or without a visit to campus.

Institutional Preparation for the Completion of the Report

- Continuously update your previous compliance certification.
- Provide narrative that supports compliance and explains the use of the selected documentation.
- Refer to sources of documentation to ensure consistency.
- Document, document, and document.
- Give examples when appropriate.
- Use tables effectively to support your determination of compliance.
- Respond to the standard referenced, not to other standards that are not part of the report.

Submission of Reports

Eight copies of the Report should be submitted in print form or on flash/thumb drive.

For electronic submissions, copy the Report and all attachments onto a flash/thumb drive. In addition, provide one copy of the response without the attachments. Provide the name of the person who can be contacted if the readers have problems accessing the information. Each copy of the Report on a flash/thumb drive should be submitted separately in a paper or plastic envelope not smaller than 4 x 4 inches and the envelope should be labeled with the name of the institution, the title of the Report, and the list of the parts of the Report it contains. Each flash/thumb drive should be labeled with the name of the institution and the title of the Report. Ensure that your Report is user-friendly with all info easily accessible to evaluators. Refer to the Form for additional directions.

Planning and Assessment

At the heart of SACSCOC's philosophy of accreditation, the concept of quality enhancement presumes each member institution is to be engaged in ongoing improvement of its programs and services and be able to demonstrate how well it fulfills its stated mission.

According to the ***2018 Edition of the Principles of Accreditation***, standards 7 and 8 address assessment.

- CR 7.1 – Institutional Planning
- CS 7.2 – Quality Enhancement Plan (QEP)
- CR 8.1 – Student Achievement
- CS 8.2a – Student Outcomes (educational programs)

- CS 8.2b – Student Outcomes (general education)
- CS 8.2c – Student Outcomes (academic and student services)

Institutional Planning and Effectiveness

- "7.1: The institution engages in ongoing, comprehensive, and integrated research based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) [**CR**]
- 7.2: The institution has a Quality Enhancement Plan (QEP) that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. (Quality Enhancement Plan)
- 7.3: The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)"

Student Achievement

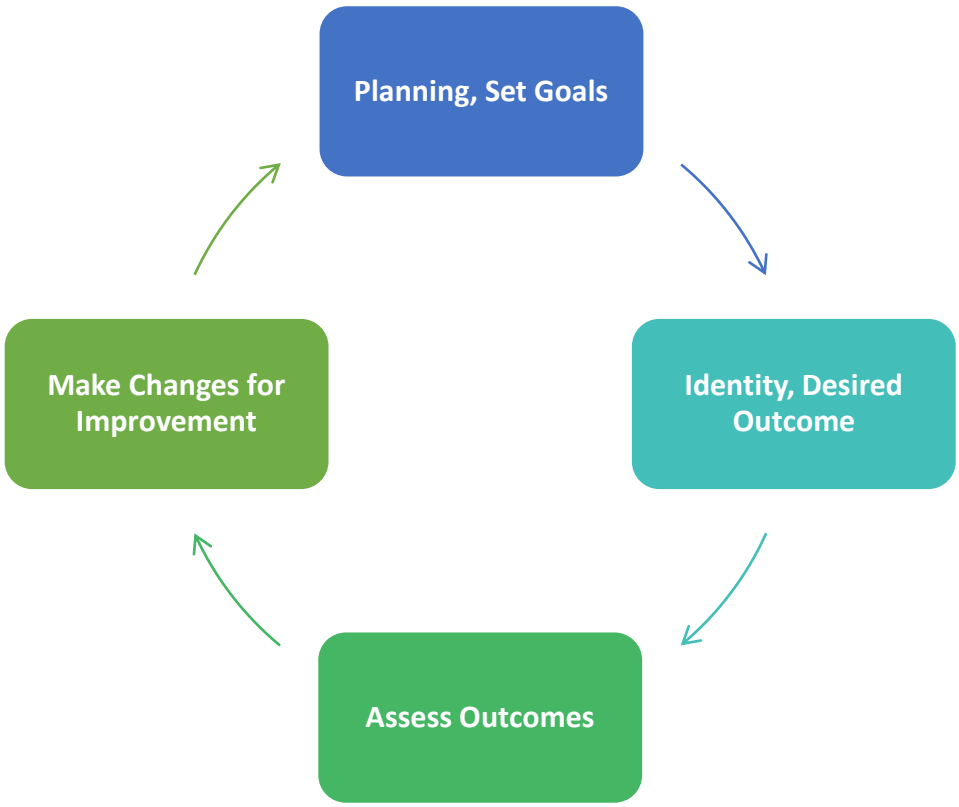
- 8.1: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [**CR**]
- 8.2: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:
    - Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)
    - Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)
    - Academic and student services that support student success. (Student outcomes: academic and student services)"

An institutional planning and effectiveness process involves all programs, services, and constituencies; is linked to the decision-making process at all levels; and provides a sound basis for budgetary decisions, and resource allocations.[2]

Assessment at Bluefield College centers around the mission of the college. There are three primary ways we support and assess our effectiveness in carrying out our mission (1) the strategic plan; (2) institutional effectiveness planning and assessment activities; and (3) operational planning. The college also utilizes a continuous improvement model that begins with planning and the identification of outcomes before assessing those outcomes and making improvements. Both diagrams explain the models employed here.

[2] Michael T. Hoefer, "The ABCs of Planning, Effectiveness, and Assessment" *SACSCOC Summer Institute* (July 2018).

The Continuous Improvement Model



Both the strategic operational and institutional effectiveness planning and assessment and the continuous improvement models mean for assessment at Bluefield College.

- We will gather and use data that will enable us to make decisions that **lead to improvements** in instruction, curriculum, student learning, and institutional practices and policies.
- We will put time and resources into activities we value and allocate resources to areas that are producing the outcomes we desire.
- We have access to data that will satisfy the requirements of accrediting and funding agencies and will inform various accountability driven conversations.

Assessment Resources & Tips

Direct Measures of Assessment

- Quizzes/Tests
- Pre & Post Tests
- Standardized Tests
- Licensure Exams
- Oral Presentations
- Internships
- Service Learning Projects
- Reflective Journals

- Case Studies
- Portfolios
- Internal Logs
- Financial Records/Audits

Indirect Measures of Assessment

- Focus Groups
- Employer Surveys
- Retention/Graduation Rates
- Enrollment Numbers and other Quantitative Data
- Honors, Awards, Scholarships
- Surveys
- Interviews
- Job/Graduate School Placement Data

Tips for writing Student Learning Outcomes (SLOs)

Avoid these words:

- Appreciate
- Know
- Enjoy
- Realize
- Be aware of
- Perceive

Use these words:

- Organize
- Evaluate
- Compile
- Implement
- Construct
- Create
- Use
- Develop
- Apply
- Express
- Produce
- Plan
- Analyze
- Write
- Incorporate

Southern Association of Colleges & Schools Commission on Colleges
http://www.sacscoc.org

Assessment Resource Website (site contains links to college websites, handbooks, portfolio information and information on outcomes assessment)
http://www2.acs.ncsu.edu/UPA/assmt/resource.htm

Association for Institutional Research (Contains links to Institutional Research Resources)
http://airweb.org/links/linkmap.html

Virginia Assessment Groups' General Assessment Resources (links to Virginia colleges institutional assessment sites)
http://www.vaassessgrp.org/vagotherlinks.html

Michael F. Middaugh, *Planning & Assessment in Higher Education: Demonstrating Institutional Effectiveness* (Jossey-Bass, 2010).

Linda Suskie, *Assessing Student Learning: A Common Sense Guide*, 2nd Ed (Jossey-Bass, 2009).

Barbara Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (Jossey-Bass, 2010).

(These books can be ordered through inter-library loan and/or there are copies in the Dean of IE's office.)

Rubrics

Books
Barbara E. Walvoord & Virginia Johnson Anderson, *Effective Grading: A Tool for Learning and Assessment in College* (Jossey-Bass, 2009)

Dannelle D. Stevens & Antonia J. Levi, *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning* (Stylus Publishing 2004)

Thomas A. Angelo & K. Patricia Cross, *Classroom Assessment Techniques: A Handbook for College Teachers* (Jossey-Bass, 1993)

Websites

http://webquest.sdsu.edu/rubrics/weblessons.htm

http://rubistar.4teachers.org/

http://cte.umdnj.edu/student_evaluation/index.cfm

http://www.aacu.org/VALUE/rubrics/index.cfm?CFID=34287343&CFTOKEN=18876287

Please also visit MyBC for more Rubric information and sample rubrics.

Additional IE Tips, Resources, BC's Fact Book, SACSCOC info, and IE info can also be found on MyBC.

Final Note
Thank you for your time and effort in working to continually improve our institutional effectiveness processes. Feel free to call or email if you need any assistance in completing your report or have any questions about institutional effectiveness here at Bluefield College.

Lewis Brogdon, Ph.D.
Dean of Institutional Effectiveness and Research
Bluefield College
276.326.4202
lbrogdon@bluefield.edu

Appendices

BLUEFIELD
COLLEGE

Appendix 1: NEW CURRICULUM DEVELOPMENT POLICY

Bluefield College's strategic planning initiatives often lead to the development of new academic programs at existing or new levels of degree offerings. It is imperative that the College leadership determine early on in the process if the new academic program development requires a Substantive Change Proposal to be submitted to SACSCOC. For reference, the SACSCOC Substantive Change Policy follows this institutional policy statement on new curriculum development.

The College's Accreditation Liaison Officer working closely with the SACSCOC Liaison Officer will provide guidance to the Department Chair or Dean on the preparation of the Substantive Change Proposal.

Academic Program Business Plan Template

All proposed academic programs must first be reviewed by the College Leadership Team, who will determine whether to authorize and fund the start-up of the program. In order to facilitate an informed decision regarding authorization, the academic department, in collaboration with the Academic Affairs Office, needs to provide the College Leadership Team with a business plan consisting of the information below. A template for a proposed budget is also provided.

A. Consistency with the College vision and mission

1. List of Courses/Credits in Program, indicating which courses are new (being developed).
2. Connection to Strategic Goals. How will this proposal move the College toward its strategic goals and vision for the future?
3. Connection to Mission. How does this proposal help the College achieve its mission?

B. Market Analysis

1. Need for graduates. What is the local/regional/state labor market outlook for graduates of the proposed program? Include data and data sources that form the basis for need assessment.
2. Student Demand/Target Market. What is the student market for the proposed program? Discuss demographics, location, proposed market share, etc. Provide data, e.g., survey results, etc., that form the basis for enrollment projections.
3. Duplication/Benchmarking. Identify existing public and private programs/institutions in the region or state that offer the same or similar programs. Discuss size/enrollment trends for these programs.

4. Competitive advantage. What will distinguish the proposed program in the academic marketplace?
5. Marketing Plan. Suggestions for targeted marketing. What individuals/groups/organizations do you believe the college should send information about the program? (If the proposal is approved, the Admissions and Public Relations Offices will work with the academic department to develop a marketing plan.)

C. Budget Projection

a. Budget Narrative. Explain assumptions underlying expense and income projections, e.g., instructor status, enrollment projections, field and clinical resources, etc. Describe additional cost/revenue impacts within the broader departmental/institutional budget. What other departments will be impacted by this proposal?
b. Program Budget. Submit a line item income and expense budget for the proposed program for the first four years. Budget categories include facilities, library, faculty, staff, field/clinical experiences, revenues from grants, tuition or other sources, etc. Reallocated funds should specify reallocations from existing campus resources to support the proposed program, including funds reallocated from discontinued or downsized programs. Indicate one-time/start-up costs and revenues.

NEW ACADEMIC PROGRAM BUDGET - SAMPLE FORMAT

One Time/ Start Up Costs		***Annual Expenses***			
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**
	Full Time Faculty *(Salary & Benefits)*				
	Part Time/Adjunct Faculty *(Salary)*				
	Staff				
	General Administrative Costs (provided by Finance VP)				
	Instructional Materials, Library Acquisitions (Provided by Library Director)				
	Facilities/Space/Equipment				
	Field & Clinical Resources				
	Marketing (provided by Admissions and Public Relations)				
	Other (Specify)				

	TOTALS				

One Time/Start-Up Support		***Annual Income***			
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**
	Grants				
	Tuition				
	Fees				
	Departmental				
	Reallocated Funds				
	Other (specify)				
	TOTALS				
Net revenue over/under expenses					

Adapted from University of Massachusetts' academic planning document

Appendix 2: Process for Tracking Job Placement Data at Bluefield College

Purpose: Bluefield College considers job placement rates as one criterion for Student Achievement.

Definition: Bluefield College collects and records job placement data by graduating cohort upon graduation and one, three, five and 10 years out.

Process:

- Collect and record data in Jenzabar, the College's integrated administrative platform
- Graduate Information Surveys are administered during graduation rehearsal each semester and the results are entered into Jenzabar.
- The office of alumni relations administers one-, three-, five-, and 10-year surveys through a variety of communication media, and results are entered into Jenzabar.
- Foster an atmosphere of information sharing among faculty, staff and students that places importance on reporting job information and achievements.
- The Director of Institutional Effectiveness will communicate the importance of sharing information at Faculty workshops.
- The Director of Alumni Relations will communicate the importance of sharing information at Staff workshops and at graduation rehearsal, each semester.

Data Assessment and Dissemination

- The Director of Alumni Relations will annually meet with the Director of Institutional Effectiveness and Research to evaluate results and determine if changes need to be made to the job placement process.
- Data will be shared with the Director of Institutional Effectiveness and Research for use in the Fact Book and to ensure compliance with SACSCOC CR 8.1.
- Data will be shared with key offices across campus: Enrollment Management, Career Services and Academic Departments.

Developed: 2011
Updated: January 2015
Revised: October 2018

Appendix 3: Substantive Change Policy

Bluefield College follows the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy for substantive change. Substantive change is a significant modification or expansion of the nature and scope of the College. Substantive change includes things like:

- Any change in the established mission or objectives of the institution.
- Any change in legal status, form of control, or ownership of the institution.
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus.
- Acquiring another institution or a program or location of another institution.

Other examples of substantive change for academic matters appear in the Faculty Handbook.

Prior to implementing any substantive change, the College must, when required, seek approval from SACSCOC through the College's SACSCOC Liaison prior to the initiation of changes.

Appendix 4: Student Achievement

Student achievement has become one of the most important terms and issues in higher education, especially assessment. Because of this, the assessment handbook needs this update.

Overview of Standard CR 8.1 *Student Achievement*

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (*Student achievement*)

Excerpt from SACSCOC Resource Manual (2018)

In accord with federal regulations, it is expected that the institution will demonstrate its success with respect to student achievement and indicate the *criteria* and thresholds of acceptability used to determine that success…The institution is responsible for **justifying** both the *criteria* and the thresholds of acceptability it sets…

In their reviews, SACSCOC committees will examine and analyze (1) documentation demonstrating success with respect to student achievement outcomes, (2) the appropriateness of criteria and thresholds of acceptability used to determine student achievement, and (3) whether the data and other information to document student achievement is appropriately published.

Key Terms

1. Criteria – items or indicators of student achievement to be measured/evaluated (and published)
2. Multiple measures – several distinct criteria/indicators of student achievement, not multiple ways to measure the same student achievement outcome.
3. Goals – target levels performance
4. Thresholds of acceptability – minimal expectation set by the institution to define its own acceptable level of student achievement (i.e., a minimum target)
5. Outcomes – student performance data

Why is this standard important?

- It is a Core Requirement
- Noncompliance leads to sanction (warning or probation)
- Public Disclosure is required by Dept. of Education
- The following excerpt from a 2017 Letter from Mr. Herman Bounds, Director of Accreditation Group, U.S. Dept. of Education is worth mentioning.

> Accreditation is an important quality control for the nation's students and taxpayers. That is particularly true for SACS, which is the second largest accrediting agency, serving almost 5 million students and **receiving $32 billion each year in federal student aid dollars**. While we commend SACS for recently taking action against a number of colleges that were not meeting standards,2 we would also like to raise several concerns for the record. First, unlike other regional agencies, SACS does not appear to identify, collect, or analyze key data indicators on measures of student achievement as required under **federal regulation 34 CFR 602.19.3**. As NACIQI and the Department of Education consider SACS' application for renewal, we hope that their review examines the agency's standards on student outcomes, how its institutions perform, and the members of its board to ensure that the agency follows its responsibility under federal regulation.

Under SACS' standards, it requires that agencies submit data on student outcomes but it leaves it up to the institutions to decide what they submit. Criteria for evaluating success can include enrollment data; retention graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means. This suggests there is no consistency in how SACS evaluates colleges. It also means that institutions can choose to show one measure of success, such as exam pass rates, when it is not performing well in other areas, such as graduation rates. A review of SACS compliance reports shows that institutions in fact do cherry pick favorable indicators at the expense of other, more revealing, measures.

After this process, college presidents in the SACSCOC region received a letter laying out changes to standard 8.1.

Excerpt from Belle Wheelan Letter (July 2018)

In previous correspondence over the past year (most recently on July 3rd, 2018), I wrote to you about the Commission's need to understand, monitor and support student completion at our member institutions. The need for the completion project reflects the input of several key stakeholders in higher education, including the federal government and the general public, who are deeply concerned about the amount of resources invested in higher education vis-à-vis student completions.

Rather than establish a minimum graduation rate for all institutions, we believe it is more appropriate to establish such a reference point against an institution's own data. Consequently, a critical component of this project is to establish baseline completion data points for institutions and track changes over time. As part of this process, I asked you **to verify your institution's undergraduate student completion rate data, select a key student completion metric, and identify a group of peer institutions for your own contextual analyses**. You selected a completion metric, and the information you provided was used to conduct initial research into what we as a region are doing to support student success.

Bluefield College is required to do the following in Fifth-Year and Decennial Reports

1. Identify the metric (1. Graduation rate based on SACSCOC Annual Profile data; 2. "Traditional" IPEDS overall graduation rate; 3. "New" IPEDS Outcome Measure metric; or 4. National Student Clearinghouse (NSC) total completion rate) that most accurately represents your institution's student completion patterns.
2. Include a discussion of student success dynamics on the selected key completion indicator in the Compliance Certification and in the Fifth-Year Interim Report as a part of their response to Core Requirement (CR) 8.1 (Student achievement) of the Principles of Accreditation (2018).

Final Note on Compliance

Bluefield College's compliance with Standard 8.1 is tied to identifying, evaluating, and publishing goals and outcomes for student achievement appropriate to the institution's mission. It is also important to set benchmarks and thresholds that reflect our mission and appropriate standards for the college. The work on criteria and thresholds was updated during the 2019-2020 academic year to reflect increased attention and scrutiny on student achievement.

Student Achievement Goals (2020-2025)
In accordance with the College's mission to be a "Christ-centered learning community developing servant leaders to transform the world," Bluefield College is committed to a breadth of student achievement goals. The institution evaluates student achievement in a number of ways; measures of student success include graduation rates, course completion rates, state and national licensure exams, entrance exams, and job placement. This information is used by the institution, as a component of Bluefield College's overall assessment of academic and student quality and achievement. This identification of student achievement goals and the collection and interpretation of evidence is available on the Office of Academic Affairs and the Institutional Effectiveness handbook.

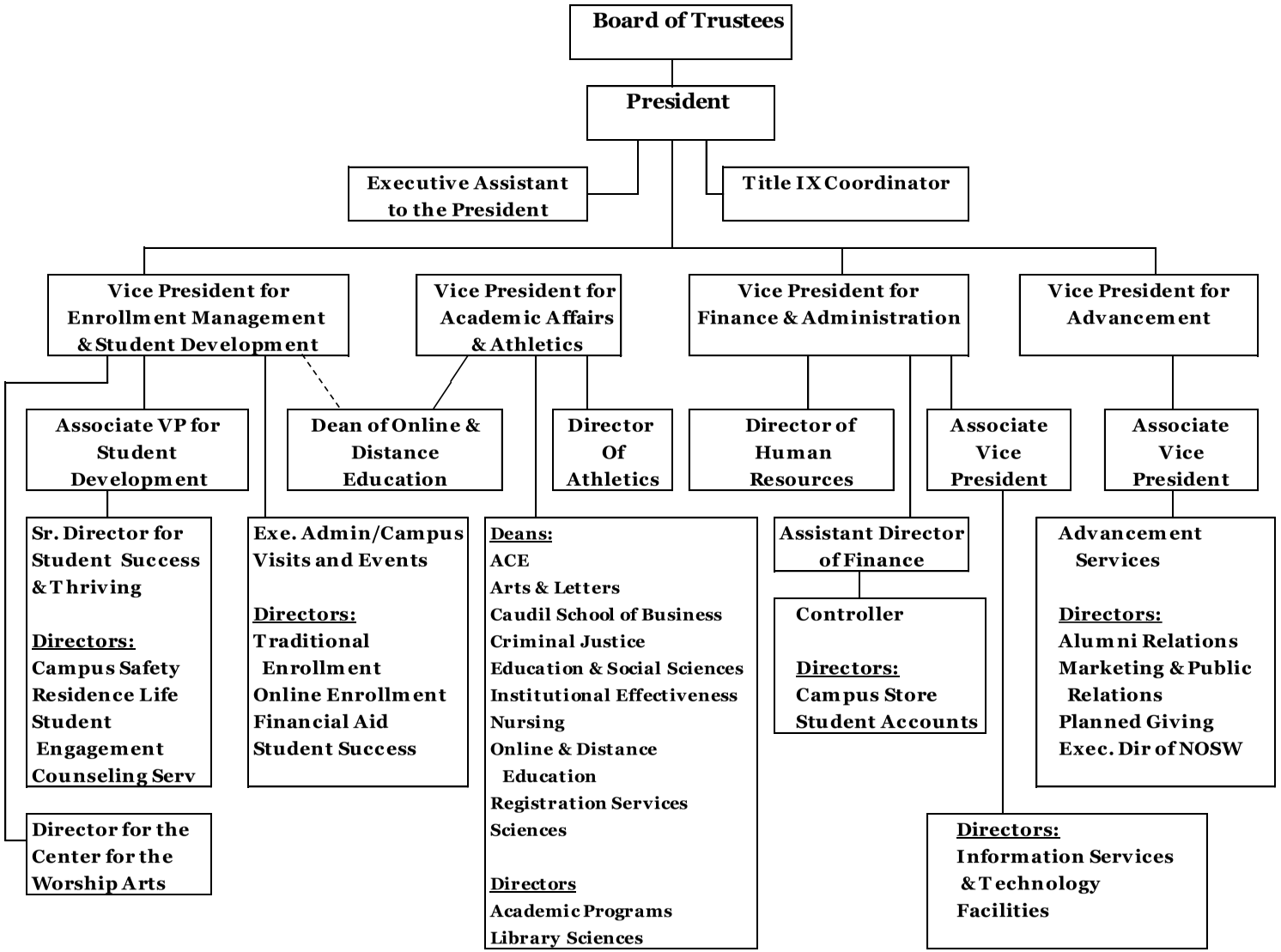
CRITERION	THRESHOLD[3]	RATIONALE
Six Year Graduation Rate[4]		
60%		
Retention Rates		
Freshmen (F2F)	65%	
Transfer (F2F)	65%	
Course Completion Rates	At least 80% of F2F and DL students complete courses in which they enrolled. Completion rates will be comparable between F2F and DL.	F2F and DL students should be completing courses at the same level. The five-year average for course completions is 90% or more
Satisfaction Surveys		
National Survey of Student Engagement (NSSE)	BC will be comparable to peers on most engagement indicators	National benchmarking data
Licensing and Entrance Exams and Certifications		
Nursing	At least a 90% pass rate on their licensure exams	3-year average and mandated by the licensing board for accredited programs.
Praxis I and II		
MCAT (MABS)		
Criminal Justice		
Job Placement Data by School		
Undergraduate	Graduates are employed at 18 months post-graduation.	Collecting Baseline Data
Graduate	Graduates are employed at 18 months post-graduation.	Collecting Baseline Data

[3] The college's decision regarding criteria and thresholds were based on a study of retention, graduation, and placement rates among colleges and universities in the Appalachian College Association and select state universities in the state of Virginia and a joint faculty and CLT meeting. Reports, meeting agendas, and minutes are available in the Institutional Effectiveness Office.
[4] Bluefield College tracks graduation rates of undergraduate students as a measure of student achievement. The college's goal for six-year graduation rates (as reported in NSC) is 56.9%.

Appendix 5: Organizational Charts

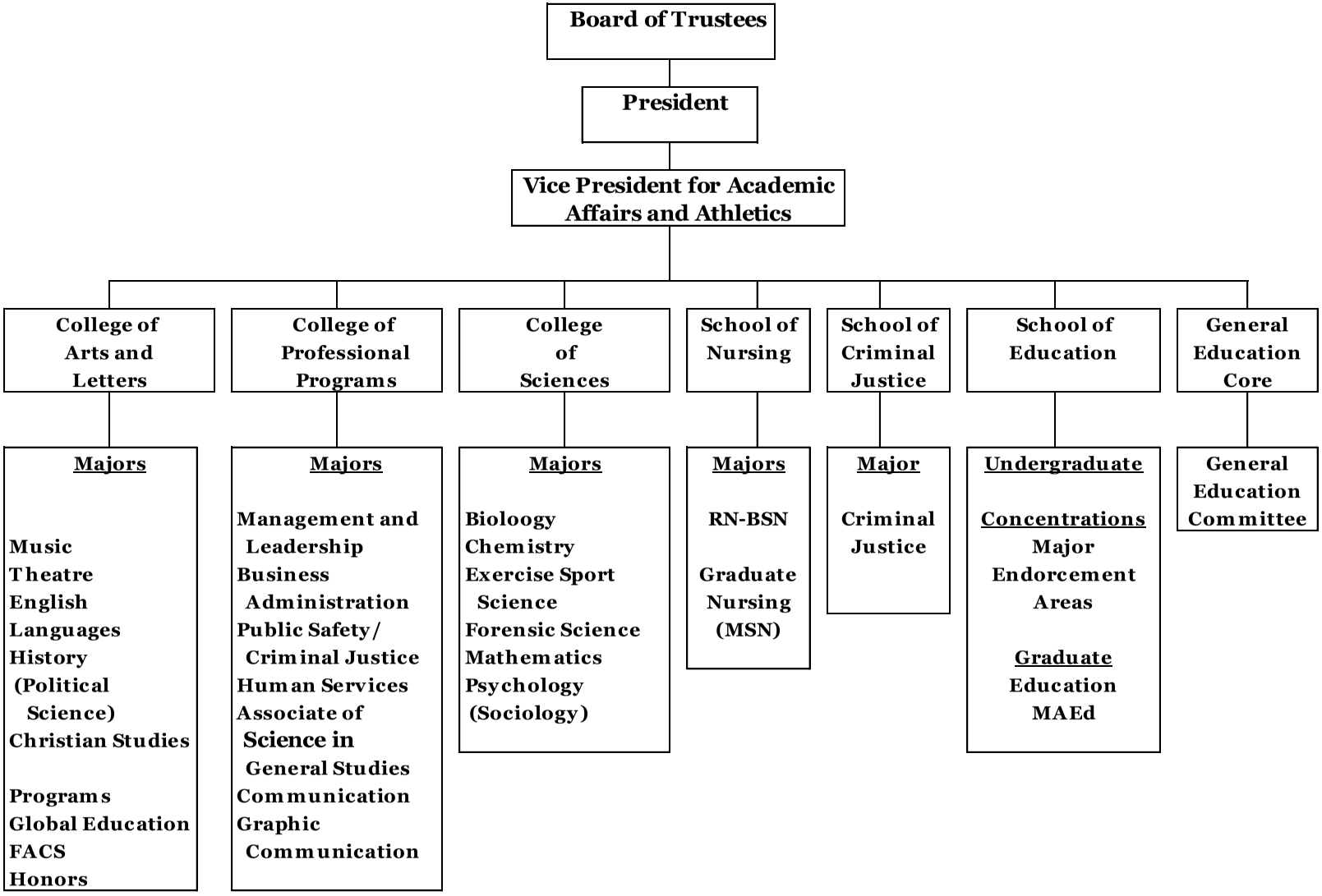
Revised 02/25/2020

Bluefield College Organizational Chart



Revised 2/25/2020

Bluefield College
Academic Affairs Area



Revised 2/25/2020

Bluefield College
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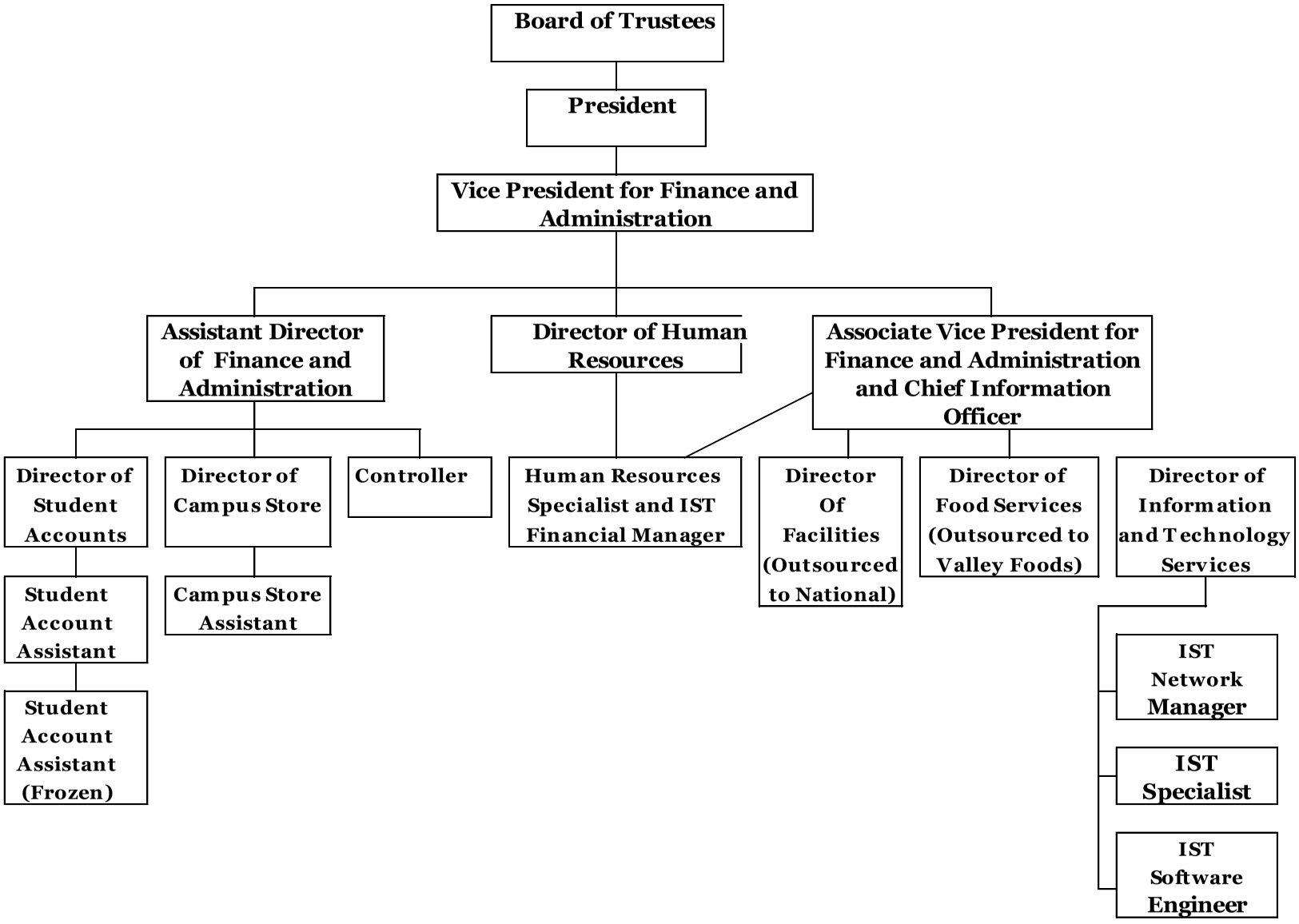
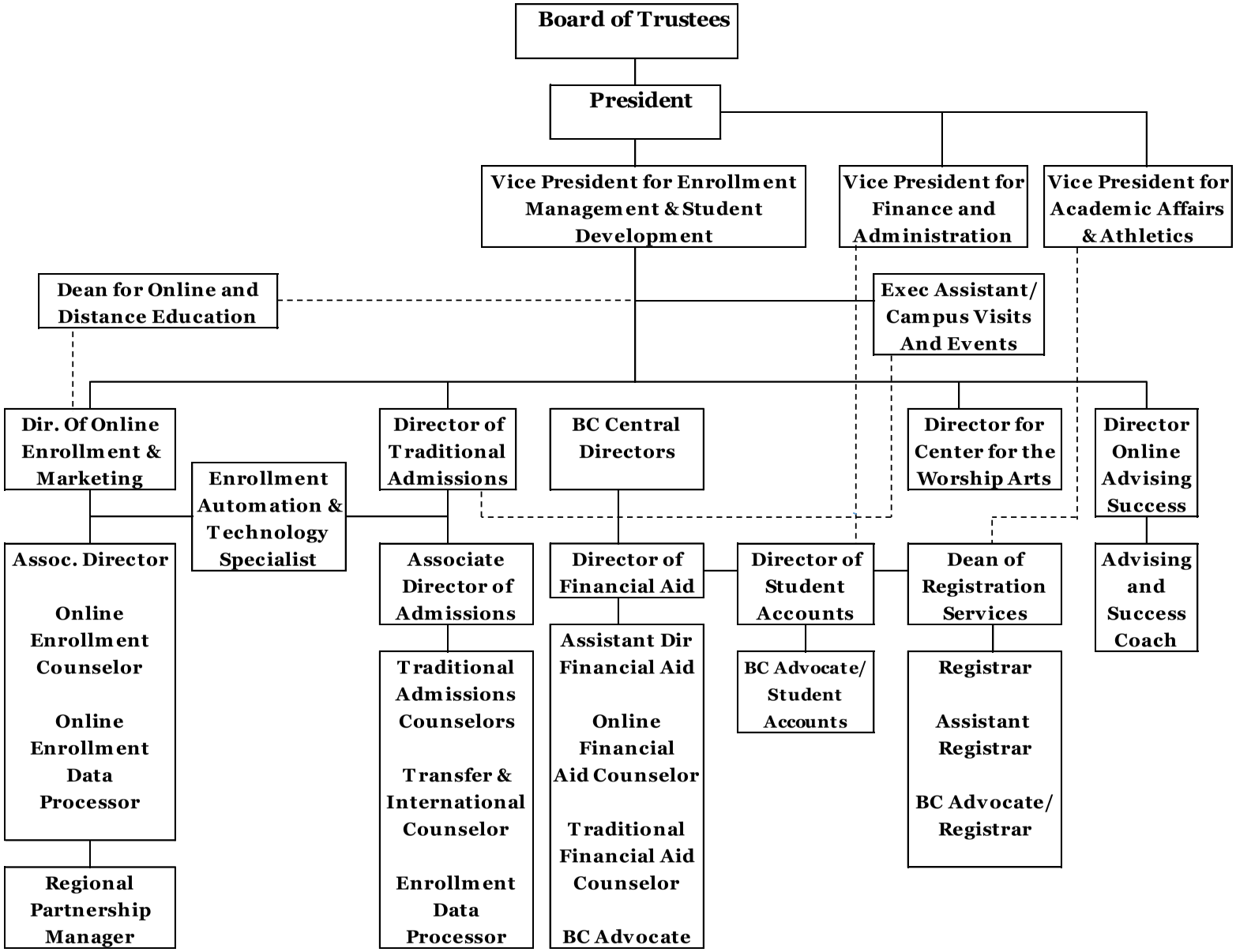


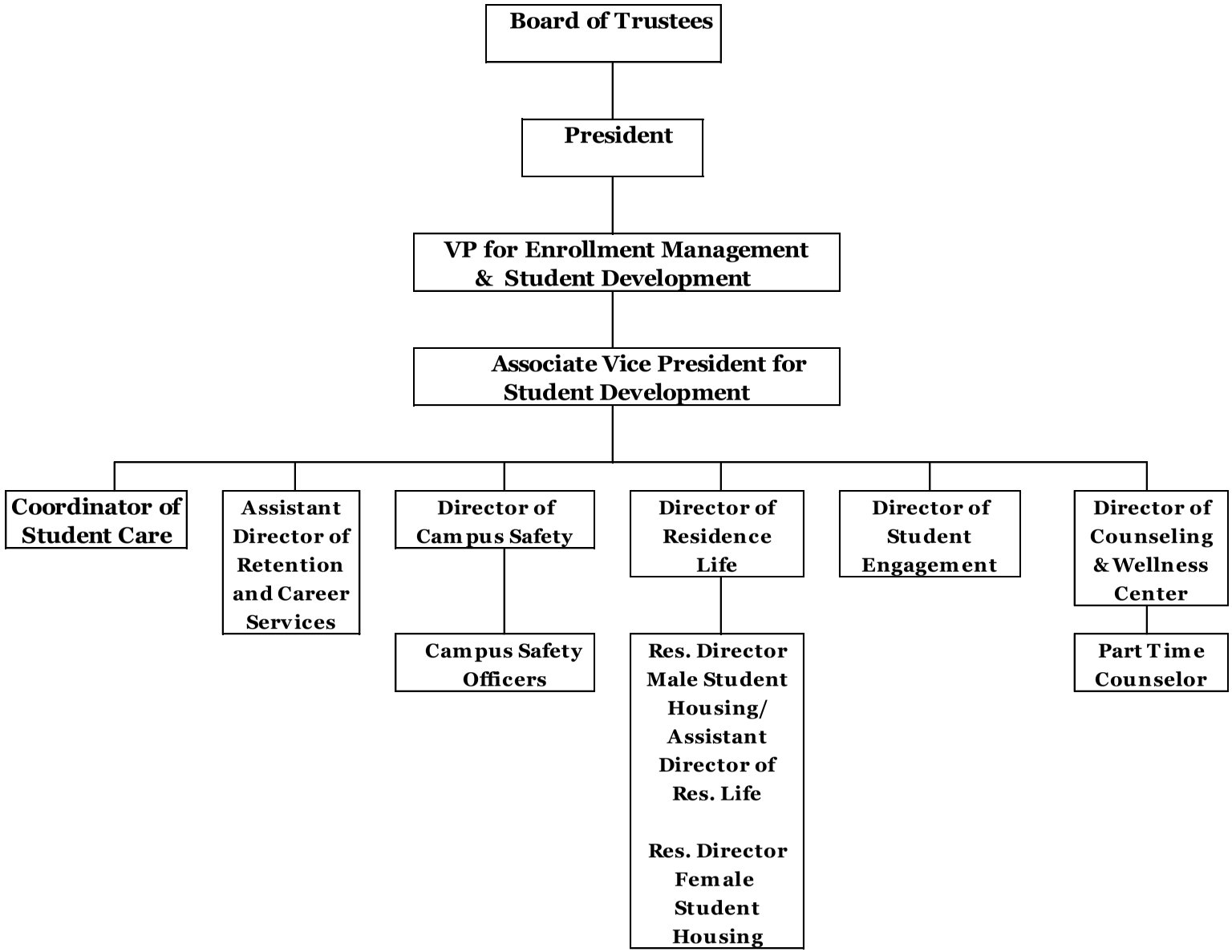
Revised 2/25/2020

Bluefield College
Enrollment Management



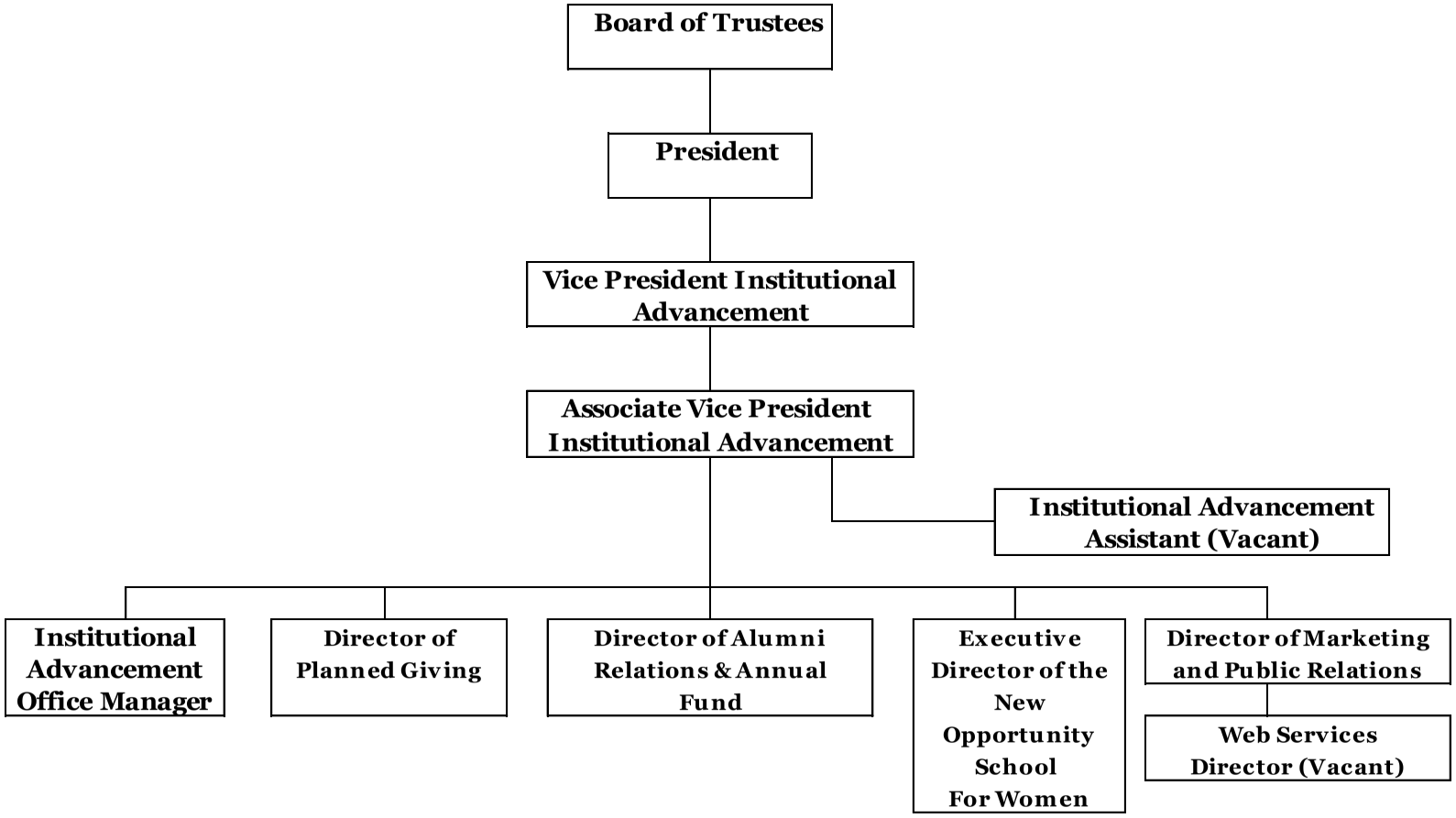
Revised 2/25/2020

Bluefield College
Student Development Area



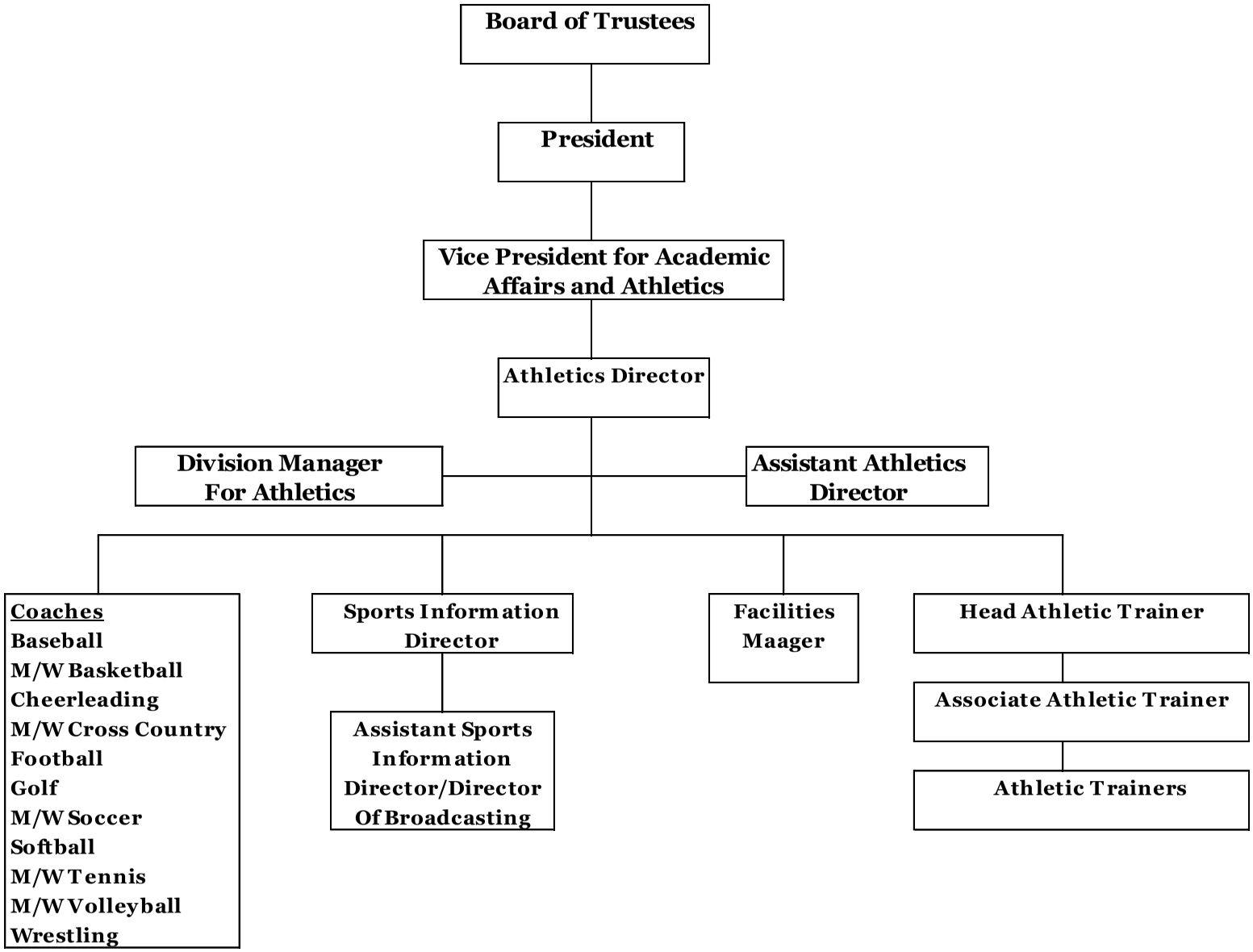
Revised 02/25/2020

Bluefield College
Institutional Advancement Area



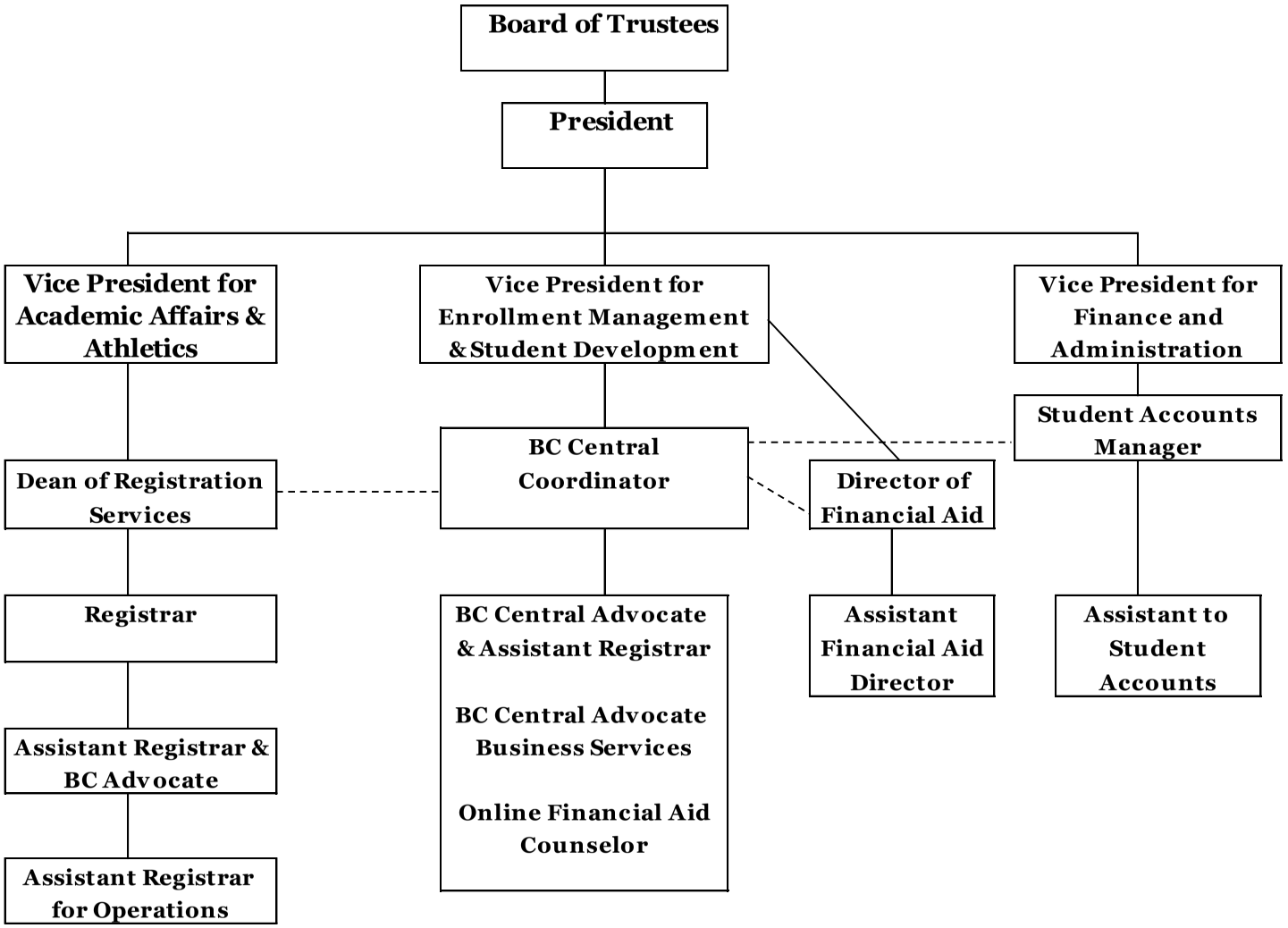
Revised 2/25/2020

Bluefield College Athletics Area



Revised 02/25/2020

Bluefield College
BC Central



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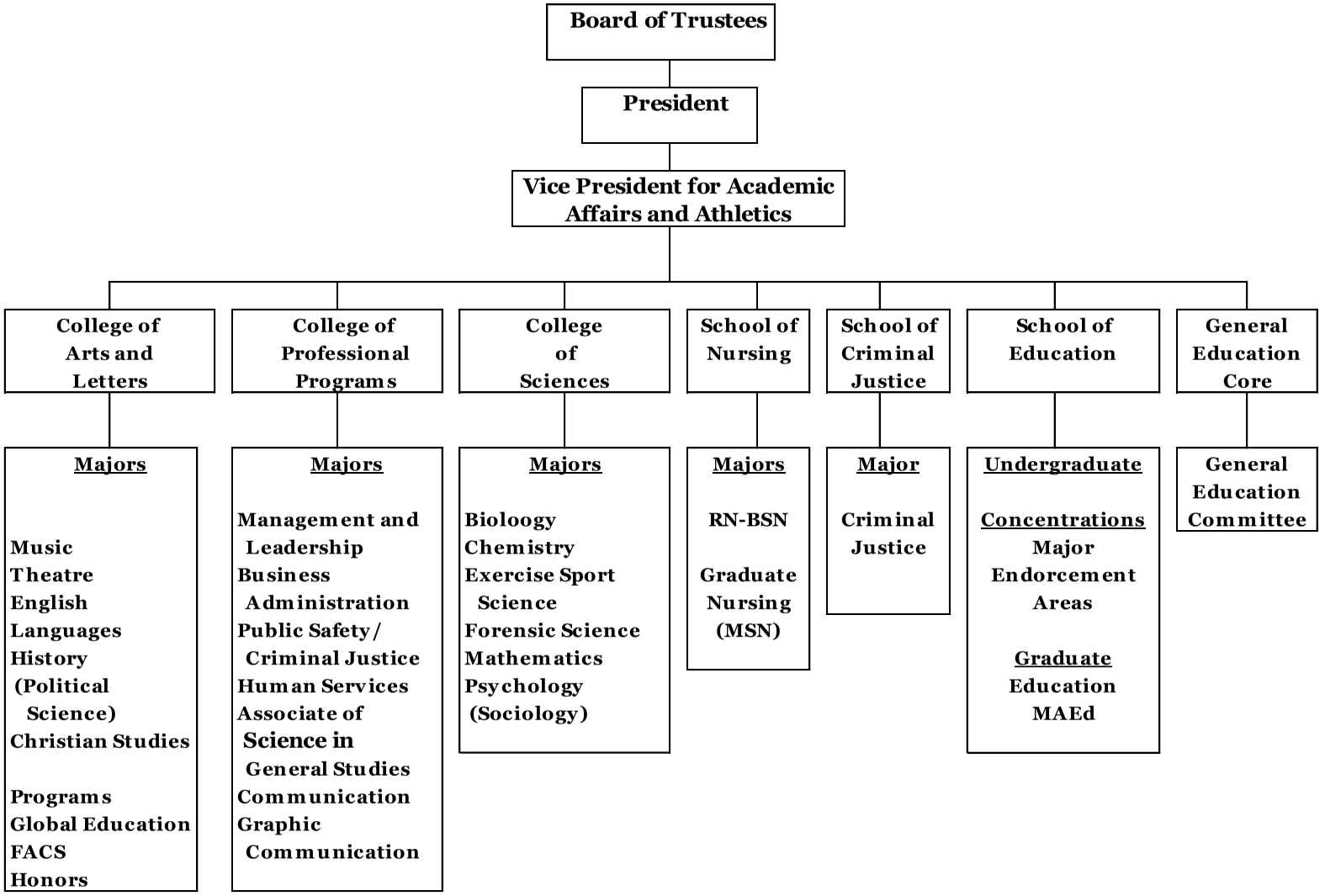
Bluefield College
Academic Affairs Area