Institutional Effectiveness Handbook

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Dean of Institutional Effectiveness

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The Mission of Bluefield University

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 University?" 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 university.

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 University 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.

IE Purpose Statement

The purpose of institutional effectiveness processes at Bluefield University is to facilitate the continuous improvement of academic programs and administrative departments as the University 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 University

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 University is engaged in ongoing improvement of its programs and services and can demonstrate how we fulfil the mission of the University.

I. The Strategic Planning Process

With the *Strategic Plan*, the University ensures that programs and activities are the product of institutional planning. It also ensures that program goals and outcomes are driven by the mission. *The Strategic Plan for 2019-2024* is guided by the vision, mission, and core values of the University and consists of five priorities and specific performance objectives. These include—in summary form— develop a cohesive brand identity, implement long-term sustainability strategies by stabilizing and creating new and predictable streams of revenue, optimize internal processes to enhance the student and faculty/staff experience, execute a comprehensive, integrated plan to promote student success, and modernize our campus facilities and strengthen the infrastructure, tools, and technologies. Most (though not all) learning outcomes assessment activities link to the strategic planning priority focused on academic preparation.

The University's strategic plan is reviewed and assessed each year in late summer through early fall. The President oversees the process. One or more University 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 and Goals for Administrative Units

The University has student learning outcomes for every academic program and goals for administrative units. These are measured to demonstrate progress toward mastery of a competency in learning and improvement for administrative units. SLOs and goals 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 University 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 University's educational programs identify student learning outcomes, assess programs regularly, and analyze assessment results to improve programs.

Bluefield University 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 to the Provost by February 15 and an annual IEAR by June 30 to the Dean of Institutional Effectiveness. Each IEAR is reviewed by the Dean of IE and the budget request is reviewed by the Provost.

A response to the IEAR is made to the Dean and or Department Chairs by the Dean of Institutional Effectiveness, reflecting any revisions necessary to complete the reports. Responses to annual IEARs are made **by August 30**. If the IEAR is satisfactory and requires no revision, the Dean of Institutional Effectiveness notifies the Dean and or Department Chair by email; however, when revisions are needed to complete the report, the Dean of Institutional Effectiveness schedules a meeting with the Dean and or 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, ULT, 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 University 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) an annual review of the Institutional Effectiveness Handbook.

General Education and Assessment
The purpose of the general education program at Bluefield University 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 University 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 University 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 University 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 University 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 University 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 University 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.

PLOs for Academic Programs

Program(s)	Expected Outcomes
College of Arts and Letters	
Art, B.A. (Residential) Art Education, B.A. (Residential)	(1) Students will be able to present their work in a professional manner and be able to provide 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. **Art education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Art Business, B.A. (Residential)	(1) Students will be able to present their work in a professional manner and be able to provide 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. (4) Students will be able to start and complete a business model.
Christian Studies, B.A. (Residential)	Students will: (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) Students will be able to do exegesis in multiple genres of biblical literature and/or evaluate theological positions; (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.
Ministry Leadership, B.A.; A.M.L. (Online)	Students will: (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.
Biblical Languages (minor) (Residential)	Learning Outcomes: (1) Following completion of Hebrew IV, a student will be able to translate material proficiently from narrative portions of the Hebrew Bible at a rate of five verses per hour and show the ability to parse all verbs, make comments on grammar, and explain textual notes with the assistance of BHS and a standard Hebrew lexicon; and (2) Following completion of Greek IV, a student will be able to translate material proficiently from Paul's epistles and the letters of John at a rate of five verses per hour and show the ability to parse all verbs, make comments on grammar, and explain textual notes with the assistance of a Greek New Testament and standard Greek lexicon.
Communication, B.A. (Residential)	Learning Outcomes: (1) Students who complete the program will demonstrate the ability to identify, describe, and think critically about fundamental theoretical and applied issues related to media communication; (2) Students who complete the program will demonstrate oral, written, and visual communication skills accepted as standard within media industries; (3) Students who complete the program will identify specific ways that they can use their unique talents and abilities to impact their world; (4) Students who complete the Digital Marketing

	Concentration will demonstrate the ability to locate, gather, analyze, and record information appropriate in journalism and public relations; (5) Students who complete the Modern Media Concentration will demonstrate the ability to locate, gather, analyze, and record information appropriate in sports communication; and (6) Students who complete the Sports Communication Concentration will demonstrate the ability to locate, gather, analyze, and record information appropriate in digital marketing.
English, B.A. (Residential) English Education, B.A. (Residential)	Learning Outcomes: (1) Students completing the English Major will be able to express effectively and support convincingly their knowledge of literary history and methods of literary analysis and write successfully in a variety of genres; (2) Students completing the English Major with the literature concentration will be able to demonstrate orally and in writing 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; and (3) Students completing the English Major with the with the writing concentration will be able to achieve expertise in written communication for personal growth and professional careers through courses in creative writing in a variety of genres, journalism, public relations, and editing publications. **English education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Graphic Communication, B.A. (Residential)	Learning Outcomes: (1) Senior graphic communication students will demonstrate technical proficiency in the use of hardware and software that is considered standard within the professional graphic design industry. (2) Seniors will demonstrate proficiency in solving specific visual communication problems in various promotional and artistic contexts using a range of media.

	(3) Seniors will demonstrate proficiency in discussing the aesthetic and commercial value of visual communication work through their mock job interviews and in-class critique presentations. (4) Seniors can identify specific ways that they intend to use their unique talents and abilities to impact their world in an essay that is included in their portfolios.
History, B.A. (Residential) History and Social Sciences Education, B.A. (Residential)	Learning Outcomes: (1) Students will demonstrate knowledge of the historical narrative. (2) Students will be able to communicate effectively and properly within the discipline. (3) Students will be able to analyze and evaluate historical sources. (4) Students in our general education courses (World Civilizations I and II and United States History I and II) will be able to show familiarity with the historical narrative. **History and Social Sciences Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Music, B.A. (Residential) Music Education, B.A. (Residential)	Learning Outcomes: (1) Demonstrate competency as performers of music in the Western Classic tradition; (2) Demonstrate a working knowledge of music history, literature, theory, ear training and conducting; and (3) Demonstrate a commitment to personal artistic growth. In addition, the Department of Music has identified specific competencies that students in each concentration will develop; these augment the learning outcomes above and provide a context in which to interpret them for each individual student. For instance, students in the Applied Voice Concentration develop "improved vocal skills through private lessons and ensemble performance" and "basic knowledge of form, style, and lyric diction, as well as the history of vocal texts." Similarly, students in the pre-licensure tracks gain a working knowledge of the musical texts and venues appropriate to their concentration, including show choir, band, jazz ensembles, etc. **Music Education students will demonstrate

	proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Theatre, B.A. (Residential) Theatre Education, B.A. (Residential)	Learning Outcomes: (1) Students will describe and demonstrate an understanding of basic techniques in acting, directing, stagecraft, and theatre technology for various styles of theatre; (2) Students will demonstrate an understanding of the basic movements of theatre history and the artists, theorists, and performance spaces associated with these movements; (3) Students will demonstrate a working knowledge of the body of literature of the theatre, including both plays and theoretical documents; and (4) Students will demonstrate an ability to communicate their theatre knowledge and creative artistic ideas verbally and in writing. **Theatre Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
General Studies (A.S.)	(1) (1) Students will develop critical thinking and writing skills. (2) Students will develop skills that promote lifelong physical and emotional wellbeing. (3) Students will develop the ability to integrate faith and knowledge while demonstrating familiarity with the biblical narrative.
College of Sciences	
Biology, B.S. (Residential) Biology Education, B.S. (Residential)	All Biological Sciences Students will: (1) Demonstrate competency and proficiency 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. In addition, all Pre-health biology students will be able to integrate concepts from various biological or scientific fields' necessary to enter into a medical, dental, veterinary, or other professional school; (2) Evaluate and respond to scientific questions by

	analyzing data obtained through experimentation and/or the scientific literature; (3) Communicate biological concepts effectively orally and in writing. In addition, all Pre-health biology students will develop the ability to read, understand, and pronounce medical terms related to body systems, medical specialties, procedures and tests; (4) Critically evaluate scientific, philosophical, and global & society issues from a Christian world view; and (5) Develop the ability to read, understand, and pronounce medical terms related to body systems, medical specialties, procedures and tests. **Biology Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Chemistry, B.S. (Residential) Chemistry Education, B.S. (Residential)	Learning Outcomes: (1) Students will apply appropriate logical reasoning skills and principles of dimensional analysis to problems found in the discipline's environment; (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; (3) Chemistry students will articulate their personal understanding of chemistry and its integration into a current area of active research; (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; and (5) Chemistry and forensic science major students will gain experience in forensic science laboratory techniques throughout their 4 years of study with relevant experiments integrated into General and Organic Chemistry, and Quantitative and Instrumental Analysis. **Chemistry Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Forensic Science, B.S.	Learning Outcomes:

(Residential)	(1) Students will apply appropriate logical reasoning skills and principles of dimensional analysis to problems found in the discipline's environment; (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; (3) Chemistry students will articulate their personal understanding of chemistry and its integration into a current area of active research; (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; (5) Chemistry and forensic science major students will gain experience in forensic science laboratory techniques throughout their 4 years of study with relevant experiments integrated into General and Organic Chemistry, and Quantitative and Instrumental Analysis; and (6) A person seeking the B.S. degree with a Forensic Science concentration will also gain crime scene analysis training through a Law Enforcement internship, whereas chemistry majors will find internships in relevant industries.
Exercise and Sport Science: Health and Physical Education PreK-12 with Teacher Licensure, B.S. (Residential) Health and Social Sciences Education, B.S. (Residential)	Learning Outcomes: (1) Bluefield University Teacher Education Program graduates will achieve the Virginia Professional Collegiate License to teach. (2) Teacher Education Program graduates will demonstrate Content Knowledge in the classroom. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (3) Teacher Education Program graduates will demonstrate Pedagogical Knowledge in the classroom. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (4) Teacher Education Program graduates will demonstrate Caring Teaching Skills in the classroom. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (5) Teacher Education Program graduates will demonstrate Knowledge of Diversity and its classroom application. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (6) Teacher Education Program graduates will

	demonstrate Facility with Technology. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (7) Teacher Education Program graduates will demonstrate Reflective Thinking as it applies to teaching and learning. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses. (8) Teacher Education Program graduates will demonstrate Leadership Skills in the classroom, school, and community. This is fulfilled in both Health and Physical Education concentration courses as well as TEP courses.
Exercise and Sport Science: Sport Medicine (Concentration), B.A. and B.S. (Residential)	Learning Outcomes: (1) Sports Medicine students will demonstrate the knowledge, skills, and abilities required to perform fitness evaluations in the following domains: cardiovascular, body composition & muscular fitness. (2) Sports Medicine students will demonstrate the knowledge, skills, and abilities required to prescribe exercise routines that target the following domains: cardiovascular, body composition, and muscular fitness. (3) Students will demonstrate proficiency in communicating the essential aspects of Sports Medicine.
Exercise and Sport Science: Multi-disciplinary Sport Science (concentration), B.S. (Residential)	Learning Outcomes: (1) Demonstrate understanding of basic concepts and methodologies in Sports Science; (2) Display the personal characteristics associated with reflective professionals in the Sports Science fields; (3) Apply knowledge in the field in a professional setting
Exercise and Sport Science: Sport/Recreation Management (concentration), B.S. (Residential)	Learning Outcomes: (1) Students will demonstrate proficiency in communicating the essential business aspects of the sports and recreation industry. (2) Student will be able to design a comprehensive marketing plan related to a sports team, league, or athletic event.
Mathematics, B.S. (Residential) Mathematics Education, B.S. (Residential)	Learning Outcomes: (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 University-level algebra. **Mathematics Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Master of Arts in Biomedical Sciences, M.A.B.S. (Residential, planned for online in Fall 2021)	Learning Outcomes: (1) Scientific Knowledge – Students will obtain sufficient knowledge in biomedical sciences (anatomy, histology, embryology, physiology, neuroscience, microbiology, nutrition and immunology) such that they will be viewed as viable candidates for acceptance to medical schools or other health related professional programs, and the science knowledge gained through the MABS program will aid those graduates who progress into professional health programs; (2) Communication – Students will be able to effectively communicate scientific and health care related knowledge across audiences of various ages and knowledge background levels. Students will be able to adjust their content, approach and delivery based upon their audience; and (3) Professionalism – Students will apply the highest ethical and professional standards. Emphasis will be placed on appropriate professional attire, being dutiful (class attendance), professional oral communication, professional correspondence, teamwork, taking responsibility for one's own actions and maintaining professionalism in one's personal social media presence.
Caudill School of Business	
Business Administration, B.S. (Residential and online)	Learning Outcomes: (1) Demonstrate competency with respect to critical business subject areas including: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues. (2) Demonstrate the ability to identify and interrogate assumptions -explicit and implicit, investigate and analyze alternative systems of thought, and gather and assess relevant information from multiple sources. (3) Demonstrate the ability to apply quantitative reasoning which includes statistical and/or logical problem-solving, the relationships between information,

	and the use and misuse of quantitative data. Quantitative reasoning introduces students to the evolution and interdependence of data analysis and includes problem identification, hypothesis evaluation, interpretation of results. (4) Communicate effectively through spoken and written language with peer and professional audiences. **Business Education students will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Cybersecurity, B.S. (Online)	Learning Outcomes: (1) Demonstrate problem-solving and critical learning skills expected as standard within the IT/Cybersecurity industries (2) Demonstrate up-to-date technical competency (3) Demonstrate skills in selecting appropriate technologies and effective countermeasure tools supported by a sound defensive methodology to defend a network.
Organizational Leadership, B.A., B.S. (Online)	(1) Identify and apply theories and best practices associated with current models of management and leadership. (2) Apply enhanced current management skills along with newly developed analytical skills. (3) Apply acquired real-world and practical skills to everyday business problem-solving and strategic and critical analysis. (4) Evaluate strategic options, diagnose organization problems, and apply trusted models for informed business decision-making. (5) Provide a resource to employers who are flexible and responsive to the current ever-changing organizational, environmental, and global business climates.
Master of Business Administration, M.B.A. (Online)	Learning Outcomes: (1) Students are able to demonstrate graduate level proficiency in critical business subject areas. These include - Accounting, Marketing, Economics, Management, Finance, and Healthcare Management; (2) Recognize and solve problems systematically to make better business decisions; (3) Students will demonstrate oral, and written communication skills needed to communicate effectively to a variety of audiences;

	(4) Students will demonstrate the ability to apply quantitative reasoning and critical thinking skills at the graduate level.
School of Criminal Justice	
Criminal Justice, B.A. and B.S. (Residential & Online)	Learning Outcomes: (1) Identify competing criminological theories, substantive criminal law definitions, criminal procedural rules, CRJ system methods and the functions of the major and minor components of the system. (2) Communicate and effectively articulate ideas orally and in writing. (3) Demonstrate the skills necessary to handle and perform functions demanded of criminal justice professionals.
School of Education and Social Sciences	
Elementary Education, B.S. (Residential) Special Education, B.S. (Residential)	Graduates will (1) Be eligible for a Virginia Professional Collegiate License; (2) Demonstrate content knowledge in their chosen field; (3) Demonstrate pedagogical knowledge in their teaching endorsement subject and grade level; (4) Demonstrate caring teaching skill with all their students; (5) Demonstrate an understanding of diversity in successfully meeting the needs of all students; (6) Demonstrate skill with technology to enhance teaching and organization/management; (7) Students will demonstrate that they are reflective practitioners who can continually improve their own teaching practice; and (8) Demonstrate that they possess leadership skills that positively impact student achievement and behavior.
Interdisciplinary Studies, B.S.	Learning Outcomes: (1) Demonstrate knowledge relating to diversity and meeting the needs of diverse learners; and (2) Demonstrate strong initiative and leadership skills. **Interdisciplinary Studies students who seek teacher licensure will demonstrate proficiency in the Teacher Education Department Student Learning Outcomes: reflective practitioner, content knowledge, pedagogical knowledge, caring teaching, diversity, and technology.
Psychology and Human Services, B.A. (Residential and Online)	Learning Outcomes: (1) Articulate foundational theories in Psychology and Human Services; (2) Demonstrate the ability and the disposition to think

Psychology and Human Services, B.S. (Residential and Online)	critically about any academic or social issue; (3) Articulate their personal understanding of psychology and its integration into their personal system of faith or beliefs; (4) Articulate the more practical aspects of the Helping Professions, placing a priority on the application of theory and technique in whatever capacity you may choose to serve.
Early Childhood Education Non-Licensure, B.S. (Online)	Learning Outcomes: Bluefield University Early Childhood graduates will demonstrate the following within their teaching practice: (1) Demonstrate content knowledge in their chosen field; (2) Demonstrate pedagogical knowledge in their teaching endorsement subject and grade level; (3) Demonstrate caring teaching skill with all their students; (4) Demonstrate an understanding of diversity in successfully meeting the needs of all students; (5) Demonstrate skill with technology to enhance teaching and organization/management; and (6) Students will demonstrate that they are reflective practitioners who can continually improve their own teaching practice.
Master of Arts in Education, M.A.Ed. (Online) Master of Arts in Educational Leadership, M.A.Ed. (Online)	Learning Outcomes: (1) **Subject Matter Knowledge**, a deep understanding of one or more content area specialties; (2) **Pedagogical Knowledge**, a deep understanding of the teaching/learning processes related to effectively teaching content to a variety of learners; (3) **Caring Teaching Skills**, applying pedagogical knowledge and skills in a caring and professional manner to help all students reach their optimal educational goals; (4) **Diversity**, using the knowledge of the rich diversity among people in terms of gender, race, socioeconomic status, ethnicity, culture, abilities, and individual differences, to provide educational opportunities for all students; (5) **Technology**, effectively using a wide array of technological tools for teaching, communicating, and lifelong learning; (6) **Reflective Practice**, seeking to continually improve as a teacher and as a reflective learner; (7) **Licensure**, completing the requirements to obtain a teaching license for Virginia in one or more endorsement areas;

	(8) **(Graduate) Research,** identifying, locating, analyzing, applying, and presenting research literature as well as original research studies that ultimately improve student learning; (9) **(Graduate) Leadership Skills,** identifying areas of need, seeking solutions, and actively participating in strategies and programs that positively impact student achievement and behavior.
Master of Arts in Counselor Education, M.A. (Online)	Learning Outcome, School Counselor PreK-12 (CACREP) Track: (1) Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum: foundations, contextual dimensions, and practice. Learning Outcome, Clinical Mental Health Counseling (CACREP) Track: (2) Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum: foundations, contextual dimensions, and practice.
School of Nursing	
Bachelor of Science in Nursing, R.N.-B.S.N. (Online)	Learning Outcomes: (1) The student will demonstrate the ability to articulate in clear and correct written form; (2) The student will be able to communicate and collaborate effectively with individuals, families, communities, and interdisciplinary team members; (3) The student will be able to incorporate research-based evidence into their clinical practice setting; (4) The student will be able to demonstrate personal accountability and responsibilities, code of ethics and standards into professional practice; (5) The student will be able to synthesize the multidimensional roles of professional nursing to provide leadership for nursing practice by

	demonstrating the use of effective strategies to facilitate the nursing leadership decision; (6) The student will be able to demonstrate upon completion of the program the commitment to advanced study and lifelong learning; (7) The student will express a positive likelihood of participating in Servant Leadership activities after completing the program; (8) The student will be able to integrate evidenced-based knowledge into nursing, the performing and fine arts, humanities; (9) The student will feel more empowered to function at a higher level of caring, respect, mutual goal setting, advocacy, and education; (10) The student will utilize appropriate technology in accessing, applying, and evaluating information effectively and appropriately applying technology in a variety of settings; (11) The student will be able to apply the concepts of peer review with the inter-professional healthcare team; and (12) The student will demonstrate understanding of the role and practice of nursing in public health surveillance, outbreak investigations, and disaster management including natural disasters and man-made disasters (bioterrorism, chemical agents, pandemics, epidemics, radiation, and terrorism).
Master of Science in Nursing, M.S.N. (Online)	Learning Outcomes: (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; (2) The student will demonstrate leadership roles by implementing quality improvement initiatives with an interprofessional team; (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; (4) The student will apply clinical/educational investigative skills to improve health/educational outcomes; (5) [The student will] utilize sound research information retrieved from technology systems to influence complex decision making to improve health care or the delivery

	of health care; (6) The student will analyze ethical, legal, and social factors influencing policy development and then contribute to policy development; (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; Students in the Family Nurse Practitioner/Primary Mental Health Nurse Practitioner Concentration will be able to: (1) Provide primary care for diagnosed and undiagnosed physical and mental health care patients. Students in the Leadership/Education Concentration will be able to: (1) Demonstrate competence in all aspects of developing, delivering, and evaluating quality educational experiences.

Goals for Administrative Unites

Strategic Plan 2019 - 2024	David Olive	Strategic Goal #1: To develop a cohesive brand identity that can clearly be articulated and easily recognized by all stakeholders. Strategic Goal #2: To implement long-term sustainability strategies by stabilizing and creating new and predictable streams of revenue while efficiently stewarding resources. Strategic Goal #3: To optimize internal processes to enhance the student and faculty/staff experience. Strategic Goal #4: To 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: To 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.

Programs/Units Assessed	Person Responsible for Oversight	Strategic Priority	Outcomes
Traditional Admissions		# 2 & # 4	1. To enroll 250 new students by Fall '21 census date. 2. To identify a strategic recruitment strategy to reach prospective students within a 150-mile radius
Graduate & Online Admissions		# 2 & # 4	1. To create a system that reduces speed processing applications by 2024. 2. To formalize an onboarding process for approved applicants by 2024
Financial Aid		# 3 & # 4	1. To improve communications with students and families 2. To follow BU holistic approach to best practices in Financial Aid 3. To assess the role of Financial Aid processes in recruiting and retention rates
Residence Life		# 3 & # 4	1. To communicate more effectively about the available resources on campus to help ensure their success. 2. To evaluate facilities and their impact on student experience. 3. To implement annual training for RA's on servant leadership and best practices for resident life.
Campus Safety	Gary Ruth	# 3 & # 4	1. To increase the professional qualifications of full-time campus safety officers. 2. To track interactions with safety officers and students (safety officers log). 3. To assess the role of the Campus Safety Office on student success and retention
Student Success		# 3 & # 4	1. To provide support services on campus and online. 2. To train all faculty to utilize Bluefield Thrives by 2024 3. To develop specific plans for students

			that address both academic and career development.
Student Engagement		# 3 & # 4	1. To assess the adequacy of current clubs and activities for students in both delivery options. 2. To create a plan to offer a wider array of clubs and activities based on the results of the assessment. 3. To create a process for students to explore and/or start clubs
Center for Counseling & Wellness	Emily Cook	# 3 & # 4	1. To communicate with students about the mental health resources available on campus. 2. To implement a process to contact a counselor and schedule a session by 2023 3. To communicate with campus stakeholders about the BU Counseling & Wellness Center.
Center for Worship Arts		# 4	1. Chapel Students (previously enrolled in Songwriting I) will demonstrate the ability to write worship songs for use in weekly Chapel services.
Campus Ministries		# 3 & # 4	1. To match race/ethnicity and gender of Chapel speakers proportionately to the undergraduate student population. 2. To ensure 40% of chapel speakers come from diverse backgrounds. 3. To provide weekly worship and other spiritual services to all students (on-campus and online).
Registration Services	Paul Lemon	# 3 & # 4	1. To implement regular training for Bluefield Central Customer Support Specialists (CSS) and students employed by Bluefield Central through the work study program/graduate assistant program. 2. To transition the development of the scheduling of classes from a process that is decentralized, short-term focused, and faculty centric, to a consistent rotating master schedule that is student centric, coordinated by Registration Services, with regular and substantive input from Deans and Department Chairs. 3. To create additional resources

			(videos, brochures) for students, faculty, and staff, to train constituents in the various processes—registration, access to myBU, submission of forms, etc.—of the academic experience at Bluefield University.
Academic Center for Excellence (ACE)	Darrin Martin	# 3 & # 4	1. To prepare "first-year" students for the academic rigor of a university by offering tutoring and other support services. 2. To evaluate usage of the services provided by the Academic Center for Excellence. 3. To provide tutoring services and learning resources for students enrolled in our online programs.
Library	Paula Beasley & Werner Lind	# 4	1. To maintain a well-balanced up-to-date print and electronic resource collection. 2. To ensure that university stakeholders are aware of library resources, services, and programs. 3. To work cooperatively with other libraries to share resources and be able to benefit from consortium group purchasing.
Men's Sports Women's Sports Sports Facilities Personnel	Corey Mullins	# 3 & # 4	1. To increase student-athlete academic success through enhanced support resources provided. 2. To create an integrated student support system designed to meet our student athletes' needs, including increased mental health services and programming. 3. To provide an onboarding process that gives student-athletes an overview of policies, procedures and expectations of the Department of Athletics at BU and individual sports teams (i.e. campus policies and specific sport rules)
Finance & Administration	Ruth Blankenship	# 2 & # 3	1. To implement the new Strategic Planning Budget Assessment Model with a dashboard system. 2. To monitor new budget model analytics and outcomes as demonstrated in semi-annual & annual reports.

			3. To develop a comprehensive improvement plan that modernizes campus facilities, i.e. athletic facilities, dorms, etc. 4. To implement a new scholarship discounting model by 2025
Human Resources	Judy Pedneau	# 3 & # 4	1. To ensure 100% Participation in SafeColleges Training by university employees 2. To achieve 55% active participation in the University's wellness program for employees who are covered by the University's health insurance. 3. To improve Student & Employee Experience through special events and benefits offered.
Technology (IST)		# 3 & # 4	1. To ensure appropriate and adequate technology is in place and available to facilitate academic and administrative processes. 2. To increase IST involvement in exploration of systems, process automation, leveraging existing ERP solutions, and other software solutions to enhance business operations.
Alumni Relations Public Relations Development	Joshua Cline	# 1 & # 2	1. To enhance the financial resources of the university by (add here) percent increase in fundraising from 2022-2025 2. To improve the web presence of Bluefield University by 2024 3. To increase alumni engagement at university events by (add here) percent between 2022-2025.

Institutional Effectiveness Assessment Report (IEAR) – INSTRUCTIONS

The 2021-22 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 Programs and Administrative Units**. Include additional pages if necessary.

Section 1: Educational Program or Administrative Unit Description/Mission/Purpose

- Brief statement describing the Education Program or Administrative Unit, 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) or Unit Goals

- 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.
- Student Learning Impact or Operations: explain and or describe the impact of the services you provide in your administrative area on student learning, student success, or the operations of the college. Everything we do at a college is for student learning, success, or operations so every goal we develop must have an impact on these. How does achievement of your program's goals improve the lives of our students or the operation of the university?

Section 3: Implemented Improvements

- The improvements/changes you've made to the Educational Program or Administrative Unit during the 2021-2022 academic year. This should be an update of the **Planned Improvements** you listed on your IEAR, which you submitted **June 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, committee meetings, area 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? Did your administrative area need to update a manual or policy? Were specific changes to budget required?

Section 4: Assessment Activities

- How do you know if you have reached the goals/outcomes that you listed for your Educational Program/Administrative Unit?
- 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 or student success goal. Don't waste time measuring something that not related to student learning and or student success.
- 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 or unit goals. Again, don't waste an assessment activity on something you don't identify as important enough to be an SLO or a unit goal.

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 and complete budget request form if necessary.

Section 7: IEAR Summary Chart 1 (This is a separate attachment and is not included in the IEAR document.)

- Enter your data into this chart which provides a quick reference to your IEAR for the year. This chart is the format preferred by SACSCOC. It allows the reader to see the connection between your outcome, assessment, and educational program or administrative unit changes/improvements.

Section 8: IEAR Summary Chart 2 (This is a separate attachment and is not included in the IEAR document.)

- 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 or administrative unit changes/improvements from one year to the next through a 3-year snapshot.

Institutional Effectiveness Assessment Report (IEAR)

Academic IE Assessment Year: Add here

BLANK FORM

Educational Program/Administrative Unit: _____

Name/Title of IEAR Preparer: _____

Section: 1 Educational Program or Administrative Unit Description/Mission/Purpose

Section 2: Student Learning Outcomes or Unit Goals (number each one)

Section 3: Implemented Improvements

Section 4: Assessment Activities

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

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

Section 7: 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 or administrative unit changes/improvements.

Student Learning Outcome Goals or Unit Goals	Measurement Tool Used	Desired Result to Indicate Success	Actual Result	Plans for next year based upon Results in previous year	Program or Unit Outcome Goal's Link to College's Strategic Plan & Student Achievement Goals
Goal 1:					
Goal 2:					
Goal 3:					
Goal 4:					

Section 8: 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 or administrative unit 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 Assessment of Goal(s) – Impact of Covid-19, staff changes, etc.
Add Narrative Here on Student Achievement Goal(s) - **Required**

Institutional Effectiveness Annual Reports (IEARs) by Area (Administrative)

Instructions: Each Vice President must complete their own IEAR and ensure that a sufficient number of assessment reports have been completed in their area, except for all academic programs which must be assessed. Vice Presidents can develop a plan to assess goals by identifying areas/units to assess for a two or three-year period. The requirement for ELT members to submit their own IEAR a month after programs and units submit theirs is to ensure that we are closing the loop – evaluating and using assessment results to inform planning. This means, VPs must read and use IEARs in your area as there should be a relationship between their work and yours.

Area	Programs/Units Assessed	Person Responsible for Oversight	Report Submitted June 30 for Administrative Units and Academic Programs	ELT Member IEAR Due June 30 (except Strategic Plan)
President	Strategic Plan			
Vice President of Enrollment Management and Student Development	Traditional Admissions Online Admissions Financial Aid Residence Life Campus Safety Student Success/Retention Spiritual Formation Student Engagement Chapel			
Vice President of Academic Affairs	Office of Registrar Academic Center for Excellence (ACE) & Student Success Worship Arts			

	Library Academic Programs			
Vice President of Athletics	Men's Sports Women's Sports Sports Facilities Personnel			
Vice President of Finance & Administration	Finance Human Resources Financial Aid			
Vice President of Institutional Advancement	Alumni Relations Public Relations Development			
Vice President for Instructional Technology and Operations	IST Campus Operations			

III. Institutional Effectiveness Committee,

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

University Leadership Members
Karl Hatton, Associate Vice President, Student Development

Faculty Leadership Members
Dr. Darrin Martin, Dean of Education and Social Sciences
Dr. Emily Lambert, Dean of the College of Sciences
Dr. 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. Angela Cline, Dean of Caudill School of Business
Dr. Shawn White, Director (Chair) of General Education Program

Staff Members
Dr. Paul Lemon, Dean of Registration Services

Ex Officio
Dr. Michael Salmeier, Provost, Chief Academic Officer 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 Provost, the Vice President for Admissions and Student Development of the University Leadership Team; and an ex officio member.

Objectives

1. Develop knowledge and understanding of SACSCOC and Bluefield University'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 University'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 University is indeed assessing, evaluating, and making improvements. IEAR Rubrics in **appendix 7** will be used to determine success and compliance.

Institutional Accreditation

Accreditation Information for Bluefield University

Bluefield University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, and master's degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Bluefield University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The University 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 University'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 University 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.

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 University. 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.

<u>Documents</u>

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 BU 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 (previous QEP)

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 University 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 University, 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:** University-level resources to provide the content, examples &/or anecdotes
4. **Style & Grammar**: University-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)"

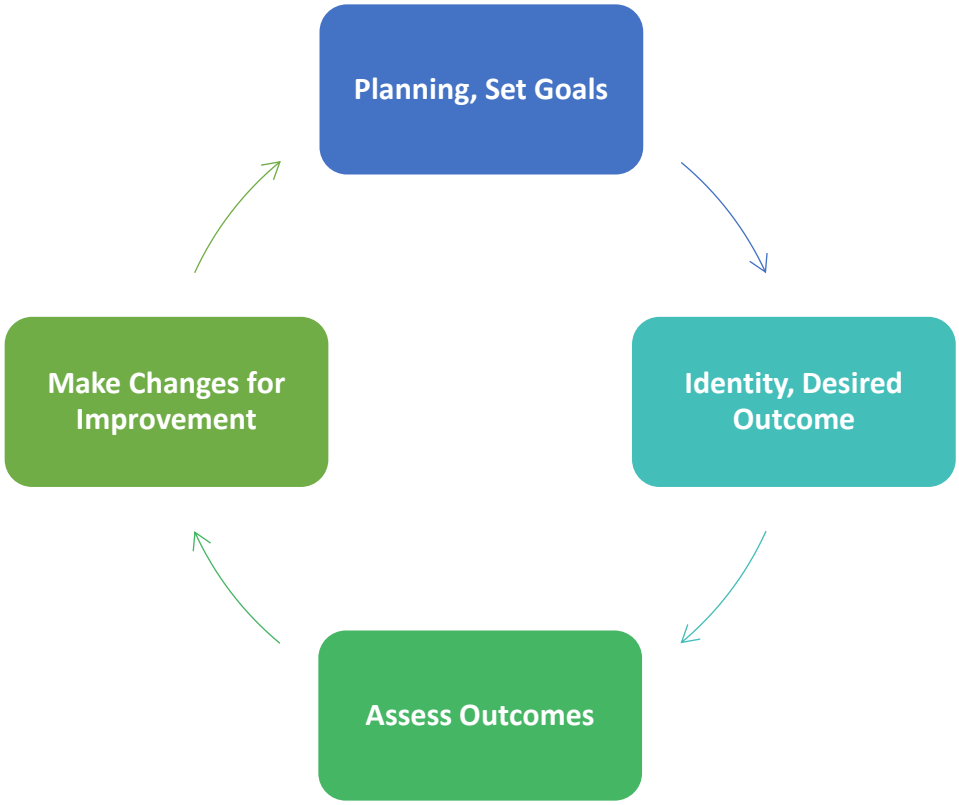
Student Achievement

- 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.[1]

Assessment at Bluefield University centers around the mission of the University. 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 University 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.

The Continuous Improvement Model



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

- 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.

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

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 University.

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Appendices

BLUEFIELD
COLLEGE

Appendix 1: NEW CURRICULUM DEVELOPMENT POLICY

Bluefield University'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 University 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 University'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 University 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 University Leadership Team with a business plan consisting of the information below. A template for a proposed budget is also provided.

A. Consistency with the University 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 University toward its strategic goals and vision for the future?
3. Connection to Mission. How does this proposal help the University 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 University 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 University

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

Definition: Bluefield University 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 University'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 University 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 University. 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 University must, when required, seek approval from SACSCOC through the University'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 University 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 University'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 University. 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 University's mission to be a "Christ-centered learning community developing servant leaders to transform the world," Bluefield University 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 University'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[2]	RATIONALE
Six Year Graduation Rate[3]		
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		

[2] 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.

[3] Bluefield University 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%.

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		
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

Appendix 5: Program Review Guidelines

Beginning in the spring and summer of 2023, every academic program will undergo a review by the Provost and Dean of Institutional Effectiveness.

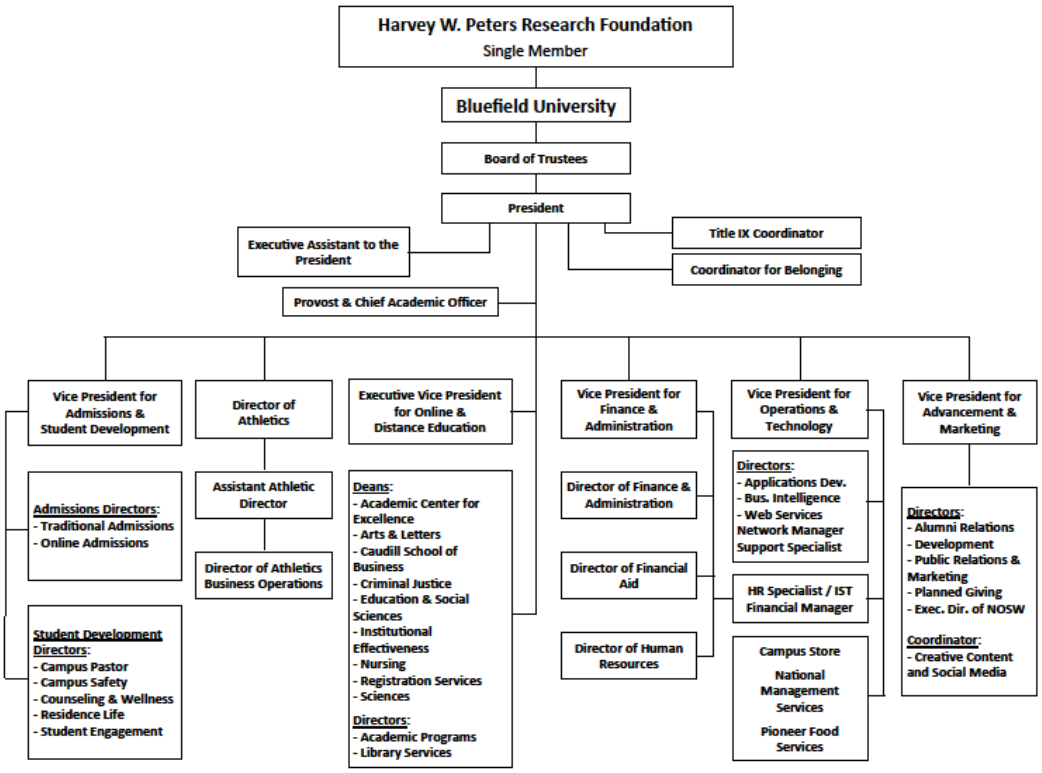
Program Review – Reports from each full program review and resulting recommendations for program improvement. Full program reviews require assessment of several key success factors beyond learning outcomes, such as program's student retention, graduation rates, career placement success, alumni feedback, course evaluations, course completion rates, faculty surveys, course coverage by FT/PT faculty, a review of the program from expert outside the institution, and *a financial health report of some kind*.

Schedule of Reviews

Program	Dean	Date
College of Arts and Letters	Stout	Summer 2022
College of Sciences	Lambert	Summer 2022
Caudill School of Business	Addair	Summer 2023
School of Criminal Justice	Farmer	Summer 2023
School of Education and Social Sciences	Martin	Summer 2024
School of Nursing	Sharp	Summer 2024

A full guide for program reviews will be presented to faculty fall 2022 for approval and implementation in 2023 AY.

Appendix 6: Organizational Chart



Appendix 7: IEAR Evaluation Forms

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							

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