Institutional Effectiveness Handbook

Lewis Brogdon, Ph.D.
Dean of Institutional Effectiveness
Fifteenth Edition
2023-2025

Contents

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.

<div align="center">

Bluefield University Strategic Vision and Plan

</div>

Vision

Bluefield University's Strategic Vision guiding the development and implementation of its 5-year strategic plan is:

> *Bluefield University prepares graduates with a sense of purpose and impactful vocations as it strives to be a premier Christ-centered, service-oriented, higher education institution with special emphasis on the Appalachian region and other underserved areas.*

Bluefield University builds on its rich 100-year legacy of Christ-centered education as it focuses on sustainably offering high quality programs that develop servant leaders who transform their world, starting in Appalachia but reaching other underserved communities throughout the southeast and around the world.

Bluefield University's 5-year Strategic Plan toward this vision is designed around four statements reflecting where we want to be.

Strategic Initiative 1: A resilient and adaptive university with a strong financial foundation.

1.1 Develop and implement a comprehensive Enrollment and Student Success Plan, containing a value proposition, for sustainable growth in recruiting, retaining, and graduating Christ-centered and service-oriented students.

1.2 Develop and implement an integrated marketing strategy promoting awareness of and interest in Bluefield University and its program offerings.

1.3 Develop and implement an advancement plan with a focus on providing long-term stability.

1.4 Review all departments and programs for productivity and efficiency, rewarding innovation leading to sustainability.

1.5 Invest in the recruitment, development, and retention of high-quality employees at all levels of the institution to reduce turnover and foster stability, including faculty who are engaged in creating and supporting innovative programs.

Strategic Initiative 2: A Christ-centered campus, delivering high-quality programs, excellent teaching, and vital contributions to community and society in a vibrant yet affordable learning and living environment where students are developed with hearts to serve others.

2.1 Develop and implement an Academic Strategic Programs Plan that includes the development of flexible on-campus programs attractive to today's traditional students and in keeping with the University's Christ-centered, service-oriented focus.

2.2 Invest in the revitalization of facilities and technology throughout the campus to foster a vibrant learning, living, and working environment.

2.3 Create a Center for Faith and Learning to foster faith-integration and student-centered teaching approaches as well as faith-directed scholarship that contributes to community and society.

2.4 Develop and implement a regular process of program review to ensure programs are high quality, innovative, and viable.

2.5 Create a comprehensive college success program (undergraduate and graduate students, in person and online)

Strategic Initiative 3: A 'global' campus providing high-quality, innovative, affordable, and marketable degrees in various modalities that meet the needs of communities throughout Appalachia and beyond that align with our mission.

3.1 Develop and implement an Academic Strategic Programs Plan that includes the creation of high quality, innovative, affordable, and marketable degrees that lead to careers at the undergraduate and graduate level.

3.2 Strengthen the University's instructional design team to ensure courses/programs are designed and delivered effectively.

3.3 Develop and implement a regular process of program review that ensures, in addition to quality, innovativeness, and viability, programs are following best practices for non-traditional education.

Strategic Initiative 4: A highly sought-after partner for institutions and industries desiring to reach and meet the needs of communities that align with our mission.

4.1 Continue developing partnership programs with sister schools VCOM and ACP, as well as becoming a key 'feeder school' into their programs.

4.2 Develop partnership with Appalachian College of Law to create master's level programs particularly in service-oriented fields.

4.3 Explore additional opportunities for delivering graduate-level programs in partnership with Indian River State College and other colleges which serve similar under-served communities but cannot offer graduate programs on their own.

4.4 Create seamless pathways for community college graduates.

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

Our Values:
- We are Christian in outlook, Baptist in tradition, and welcoming to each person.
- We are committed to academic excellence and life-long inquiry embracing the liberal arts tradition through the study of humanities, sciences, professional studies, and graduate programs.
- We are a diverse community characterized by integrity, mutual respect, support, and encouragement.
- We are passionate about helping students understand their life calling and become compassionate, globally-minded servant leaders.

Institutional Effectiveness 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 three priorities and specific performance objectives. 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 (ULT) members have been assigned responsibility for preparing a narrative for each goal of the plan. The assigned ULT member or members use the programmatic and departmental IEARs to inform them as they write narratives. The ULT member or members also make a recommendation to the ULT 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 ULT, followed by discussion of the narratives and scores for each goal. The ULT either affirms the narrative and recommended score or amends the narrative and/or score. Following ULT's review and affirmation, the document is shared with the campus community. A campus forum is then held in early fall for ULT 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, ULT reviews that item or items and determines what, if any, amendments should occur. From this point, the annual review of the strategic plan is finalized and is then presented to the Board of Trustees.

II. Student Learning Outcomes

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

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

III. Institutional Effectiveness Annual Reports (IEARs)

The outcomes assessment process at Bluefield University for all programs - academic and administrative/operational, includes the annual submission (for administrative units 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 based on analysis 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 by February 15 and an annual IEAR by June 30 to the Dean of Institutional Effectiveness. Each IEAR and budget request is reviewed by the Dean of Institutional Effectiveness.

A response to the IEARs is made to the Department Chairs by the Dean of Institutional Effectiveness, reflecting any revisions necessary to complete the reports. Responses to annual IEARs are made **by September 30**. If the IEAR is satisfactory and requires no revision, the Dean of Institutional Effectiveness notifies the Department Chair by email; however, when revisions are needed to complete the report, the Dean of Institutional Effectiveness schedules a meeting with the Department Chair to review the IEAR and sets a deadline by which improvements are made. A final report is written by the Dean of I.E. and presented to the ELT, ULT, 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 Leadership Team; and an *ex officio* member.

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

The General Education Program

The General Education Program seeks to energize a Christian learning community that embraces the Good, the True and the Beautiful. The General Education Program supports the University's mission of being a "Christ-centered learning community developing servant leaders to transform the world." The General Education program allows students to explore their personal mission and the biblical narrative to support their understanding of vocation, calling, and faithful living.

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, and 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.

Table 1: Assessment in General Education

Learning Outcome 1	Assessments	Success
Students develop a broad base of knowledge in the liberal arts and sciences by demonstrating the ability to		
Think critically	ETS Critical Thinking Assessment (Freshman; Senior)	

	ENG 1013 and 1023 Critical Analysis paper ENG Close Reading assessment (Literature class)	
Reason analytically	ETS Quantitative Reasoning Assessment (Freshman; Senior) MAT pre- and post-assessments	
Act creatively	Creative Behavior Inventory (Freshman; Senior)	
Communicate effectively orally	COM1013 Informative Speech results	
Communicate effectively in writing	ETS Writing Assessment (Freshman; Senior) Hawkes assessment in ENG1023 ENG 1013 and 1023 Writing assessment	
Learning Outcome 2	Assessments	
Students develop skills that promote lifelong physical and emotional wellbeing.	TTM assessment (Freshman; Senior) Virtue Assessment Scale (Freshman; Senior)	Three year rolling averages of Senior assessments should be greater than three year averages of Freshman assessments.
Learning Outcome 3	Assessments	
Students develop the ability to integrate faith and knowledge while demonstrating familiarity with the biblical narrative.	COR 2012 and 3012 mission statement projects	70% of students taking COR2012/3012 should score >70% on the mission statement project.
	Biblical Perspectives pre and post assessments	Students will show 25% improvement on post-tests compared to pre-tests in BP
	Biblical narrative assessment scale (Senior)	80% of graduating seniors will score >80% on the BNAS

Table 2: Expected Outcomes for Each Educational Program

Program(s)	Expected Outcomes
College of Arts and Letters	

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: Hebrew Minor 1) To translate material proficiently from both narrative and poetic 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, a standard Hebrew lexicon, and a grammar summary sheet prepared by Professor; OR 2) To translate material proficiently from both narrative Hebrew and Aramaic 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, a standard Hebrew lexicon, and a grammar summary sheet prepared by Professor;

	Greek Minor
	Goal 1: Following completion of Greek V, a student will be able to translate material from the New Testament 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. Goal 2: Students will be able to utilize good exegetical methodology based on the Greek text.
Communication Arts, 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.
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.
General Studies	
General Studies A.S. (Residential & Online)	(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)	All Biological Sciences Students will:

Biology Education, B.S. (Residential)	(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. (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; (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: 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.

Mathematics, (Minor, 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 college-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.
Master of Health Science in Anesthesia (Residential)	Learning Outcomes: (1) Medical Knowledge: The Anesthesiologist Assistant is expected to demonstrate and apply knowledge of accepted standards of clinical anesthesia, remain current with new developments in the field, and participate in lifelong learning activities. Graduates must have mastery of established and

	evolving biomedical, clinical, and cognate sciences and the application of that knowledge to patient care. (2) Practice-Based Learning: The Anesthesiologist Assistant is expected to continually investigate and evaluate one's own anesthetic care practices. Graduates must demonstrate the ability to critically evaluate their methods of clinical practice, integrate evidence-based medicine into patient care, show an understanding of research methods, and improve the quality of patient care. (3) Professionalism: The Anesthesiologist Assistant is expected to express positive values through prioritization of patient's interest above the self, as evidenced by promoted advocacy of patient welfare, adherence to ethical principles, and sensitivity to diverse patient populations. Graduates must demonstrate the professional and ethical values expected of a CAA, building community and patient trust, and embracing the principles of medical jurisprudence related to patient care. (4) Interpersonal & Communication Skills: The Anesthesiologist Assistant is expected to effectuate communicative skills that include verbal, non-verbal, digital, and written exchanges of information in productive, effective, and professional manners. Graduates must demonstrate the effective interpersonal and communication skills required to build trust with patients from diverse populations, taking into consideration religious and cultural beliefs, alternative practices, and socioeconomic status to establish an effective health care plan. (5) Patient Care: The Anesthesiologist Assistant is expected to provide impactful patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of public health. Graduates must demonstrate the ability to effectively treat patients, providing anesthesia care that incorporates CAA principles and practices, empathy, awareness of behavioral issues, preventative medicine, and population health. (6) Systems-Based Practice: The Anesthesiologist Assistant is expected to possess awareness of, and responsiveness to, the larger context of healthcare. Graduates must demonstrate an understanding of healthcare delivery systems, provide effective and qualitative patient care within the system, and practice cost-effective anesthesia.
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.
Leadership and Innovation, 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.
Teacher Education Licensure Program (Undergraduate, Traditional). B.S., B.A. Career and Technical Education: Business Information Technology (6-12), English (6-12), Science-Biology (6-12), Science-Chemistry (6-12), Music Education – Instrumental preK-12,	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. (3) Teacher Education Program graduates will demonstrate Pedagogical Knowledge in the classroom. (4) Teacher Education Program graduates will demonstrate Caring Teaching Skills in the classroom. (5)Teacher Education Program graduates will demonstrate Knowledge of Diversity and its classroom application.

Music Education – Vocal/Choral preK-12, Add-on endorsements in: Journalism, and Speech Communication.	(6) Teacher Education Program graduates will demonstrate Facility with Technology. (7) Teacher Education Program graduates will demonstrate Reflective Thinking as it applies to teaching and learning. (8) Teacher Education Program graduates will demonstrate Leadership Skills in the classroom, school, and community.
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) Psychology and Human Services, B.S. (Residential and Online)	Learning Outcomes: (1) Articulate foundational theories in Psychology and Human Services; (2) Demonstrate the ability and the disposition to think 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: (1) Bluefield University Early Childhood Education Program graduates will demonstrate Content Knowledge in the early childhood education classroom. (2) Early Childhood Education Program graduates will demonstrate Pedagogical Knowledge in the early childhood education classroom. (3) Early Childhood Education Program graduates will demonstrate quality, effective, Teaching Skills in the early childhood education classroom. (4) Early Childhood Education Program graduates will demonstrate Knowledge of Diversity in the early childhood education classroom. (5) Early Childhood Education Program graduates will incorporate Technology in the early childhood education classroom.

	(6) Teacher Education Program graduates will demonstrate Reflective Thinking as it applies to teaching and early learning. (7) Teacher Education Program graduates will demonstrate Leadership Skills in the early childhood classroom, school, and community.
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.

Table 2: Goals for Administrative Units and Connection to Strategic Plan

| Strategic Plan 2019 - 2024 | | 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. |

Table 3: Outcomes for Administrative Units

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		# 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		# 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		# 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)		# 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		# 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		# 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		# 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		# 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		# 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.

Table 4: Institutional Effectiveness Annual Report (IEAR) Form

Institutional Effectiveness Assessment Report (IEAR) – INSTRUCTIONS

The 2022-23 IEAR should be based upon the evaluation of your assessment results from the past academic year. Use this template to document assessment responses to the following sections for the **Educational Programs**. Include additional pages if necessary.

Section 1: Educational Program Description/Mission/Purpose
- Brief statement describing the Education Program, stating Mission/Purpose, and align with the College's Mission Statement and Student Achievement Goals. Please use the 2019-2024 Strategic Plan.

Section 2: Student Learning Outcomes (SLOs) or Impact on Student Learning
- 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.
- Use PLOs listed in Institutional Effectiveness Handbook.

Section 3: Implemented Improvements
- The improvements/changes you've made to the Educational Program in the current academic year. This should be an update of the **Planned Improvements** you listed on your IEAR, which you submitted **June 30**. 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? Were specific changes to budget required?

Section 4: Assessment Activities with Success Criteria
- 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.

- 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?**

Section 5: Assessment Results
- List the results of your assessment. <u>Make sure that your assessment aligns with one or more of your SLOs or unit goals.</u> 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: Analysis of Results
- How do you know if you have reached the goals/outcomes that you listed for your Educational Program?
- It is important to provide some analysis of assessment results (what do the results mean for your program or unit (interpret data), how will results inform planning and assessment next year).

Section 7: 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 8: IEAR Summary Chart 1
- 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 changes/improvements.

Section 9: IEAR Summary Chart 2
- Enter your data into this chart which provides a quick reference to your IEAR for the year. This chart allows the reader to see the connection between your outcome, assessment, and educational program changes/improvements from one year to the next through a 3-year snapshot.

BLUEFIELD
UNIVERSITY

Institutional Effectiveness Assessment Report (IEAR)

Academic IE Assessment Year: Add here

BLANK FORM

Educational Program: _____

Name/Title of IEAR Preparer: _____

Section: 1 Educational Program Description/Mission/Purpose

Section 2: Student Learning Outcomes (number each one)

Section 3: Implemented Improvements

Section 4: Assessment Activities

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

Section 6: Analysis of Results

Section 7: Planned Improvements (indicate which SLO or Unit Goal the improvements relate to)

Section 8: IEAR Summary Charts (These two charts are separate attachments and are not included within the IEAR document. Please consult PDF documents for goals related to the strategic plan and student achievement.)
- **IEAR Summary Chart 1**. Enter your data into this chart, which provides a quick reference to your IEAR for the year. This chart allows the reader to see the connection between your outcome, assessment, and educational program changes/improvements.

Student Learning Outcome Goals 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:					

Section 9: IEAR Chart 2: Summary of Improvements. Enter your data into this chart, which provides a quick reference to your cycle of improvements as mapped each year in your IEAR. This chart allows the reader to see the connection between your outcome, assessment and educational program changes/improvements from one year to the next through a 3-year snapshot.

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

Addendum: Evaluation and Analysis

Add Narrative Here on Student Achievement Goal(s) - **Required**

III. Institutional Effectiveness Committee, 2023-24

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

University Leadership Members
Karl Hatton, Vice President Enrollment Management

Faculty Leadership Members

Dr. Shellie Brown, 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
Drs. White/Brown, Co-Chairs of QEP

Staff Members
Paul Lemon, Dean of Registration Services

Ex Officio
Dr. Michael Salmeier, Provost

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; and the Provst as 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. The IEAR Rubric 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 to award associate, baccalaureate and master's degrees. Contact the

Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Bluefield University.

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.

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

Steps

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

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

Phase Three: On-Site Review
6. Materials for the Committee
7. On-Site Visit and Report

Phase Four: Commission Review
8. Response to the Visiting Committee Report
9. Commission Action

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

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 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]

---

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

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
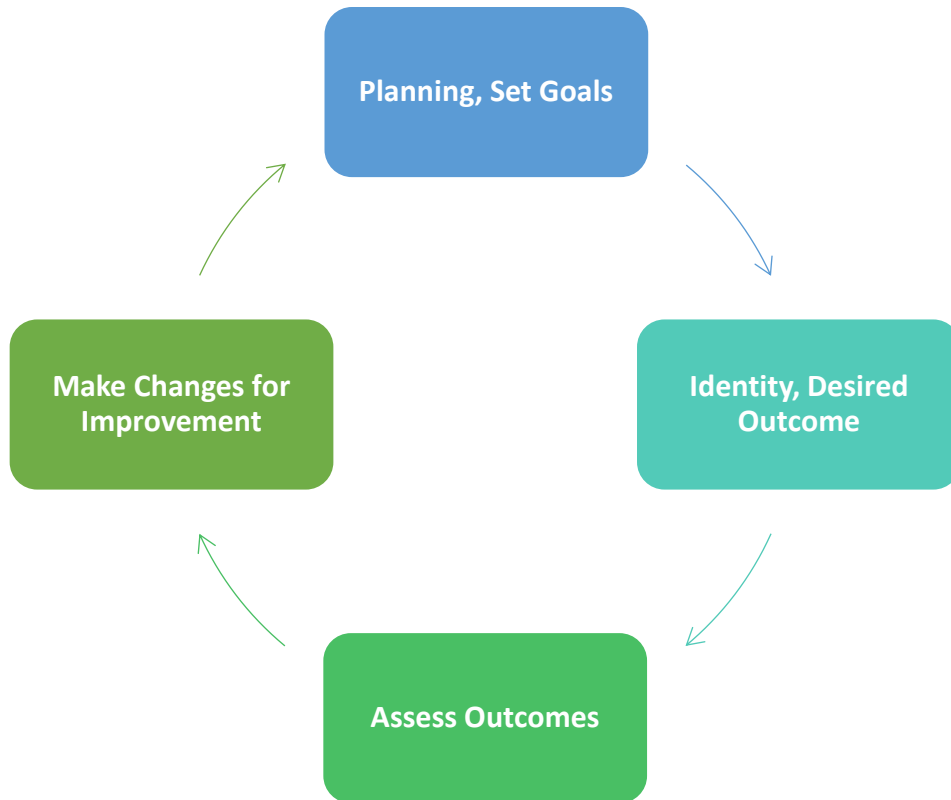
Both the strategic operational and institutional effectiveness planning and assessment and the continuous improvement models mean for assessment at Bluefield University.
- We will gather and use data that will enable us to make decisions that **lead to improvements** in instruction, curriculum, student 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.

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 university 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.

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

	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	Some improvements made and somewhat related to previous year's IEAR as Planned	Does not have both indirect and direct measures and some success criteria establish	Somewhat linked to SLO's/ Dept. Goals	Somewhat linked to assessment results, no clear plan of action	Somewhat linked to Strategic Plan

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

IEAR Audit Form

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

IEAR Sections

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

44

Appendices

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

Policy Title: Substantive Change Policy

Policy Oversight: Provost and Chief Academic Officer, SACSCOC Accreditation Liaison

Policy Application: All University employees are required to comply with this policy

Contact Information:
Michael Salmeier, Provost and Vice President of Academic Affairs, msalmeier@bluefield.edu, (276) 326-4355
Lewis Brogdon, Dean of Institutional Effectiveness, lbrogdon@bluefield.edu, (276) 326-3682

Policy Review and Approval: This policy will be reviewed every three years and approved by the Provost

Policy Statement

Bluefield University is accredited by the Southern Association of Colleges and Schools Commissions 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).

To maintain the commitment undertaken by virtue of its membership in SACSCOC, Bluefield University is required to demonstrate continuing compliance with the Principles of Accreditation: Foundations for Quality Enhancement by adhering to all standards, requirements, policies and procedures associated with the definition and scope of a substantive change and found in SACSCOC Substantive Change Policy and Procedures.

The SACSCOC Policy is as follows:
The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is responsible for reviewing all substantive changes that occur between an institution's decennial reviews to determine whether the change has affected the quality of the total institution and to assure the public that all aspects of the institution continue to meet defined standards.

The SACSCOC is recognized by the U.S. Department of Education as an agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV programs. To maintain its recognition with the U.S. Department of Education, the SACSCOC has incorporated federal requirements into its substantive change policy and procedures. Some of those requirements specify that an institution seek and receive approval prior to the initiation of substantive change so that the change can be included in the institution's scope of accreditation.

Substantive changes include, but are not limited to:

- Substantially changing the established mission or objectives of an institution or its programs
- Changing the legal status, form of control, or ownership of an institution
- Changing the governance of an institution
- Merging/consolidating two or more institutions or entities
- Acquiring another institution or any program or location of another institution
- Relocating an institution or an off-campus instructional site of an institution (including a branch campus)
- Offering courses or programs at a higher or lower degree level than currently authorized
- Adding graduate programs at an institution previously offering only undergraduate programs (including degrees, diplomas, certificates, and other for-credit credential)
- Changing the way an institution measures student progress, whether in clock hours or credit hours; semesters, trimesters, or quarters; or time-based or non–time-based methods or measures
- Adding a program that is a significant departure from the existing programs, or method of delivery, from those offered when the institution was last evaluated
- Initiating programs by distance education or correspondence courses
- Adding an additional method of delivery to a currently offered program
- Entering into a cooperative academic arrangement
- Entering into a written arrangement under 34 C.F.R. § 668.5 under which an institution or organization not certified to participate in the title IV Higher Education Act (HEA) programs offers less than 25% (notification) or 25-50% (approval) of one or more of the accredited institution's educational programs. An agreement offering more than 50% of one or more of an institution's programs is prohibited by federal regulation
- Substantially increasing or decreasing the number of clock hours or credit hours awarded or competencies demonstrated, or an increase in the level of credential awarded, for successful completion of one or more programs
- Adding competency-based education programs
- Adding each competency-based education program by direct assessment
- Adding programs with completion pathways that recognize and accommodate a student's prior or existing knowledge or competency
- Awarding dual or joint academic awards
- Re-opening a previously closed program or off-campus instructional site
- Adding a new off-campus instructional site/additional location including a branch campus
- Adding a permanent location at a site at which an institution is conducting a teach-out program for students of another institution that has ceased operating before all students have completed their program of study
- Closing an institution, a program, a method of delivery, an off-campus instructional site, or a program at an off-campus instructional site

To ensure timely notification to SACSCOC, the Provost/the SACSCOC Accreditation Liaison and the Dean of Institutional Effectiveness will be apprised of the continuing viability and progress toward implementation of the potential change.

Purpose of Policy

The purpose of this policy is to outline the requirements, procedures, and processes necessary to maintain compliance with the [Principles of Accreditation: Foundations for Quality Enhancement](#) with specific focus on coordinating timely and complete notification of substantive changes to the University's accrediting body, the [Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)](#).

Bluefield University follows the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy for substantive change.

Scope

This policy applies to all University officers who can initiate, review, approve, and allocate resources to any changes, including those to academic and non-academic programs and activities that may be considered a substantive change according to [SACSCOC Substantive Change Policy and Procedures](#). Within academic areas, such changes can originate with individual or groups of faculty members, department committees, Department Chairs, Deans, Faculty, or any other area reporting to the Provost. In units outside academic areas, substantive change actions may involve the allocation of resources from other divisions. Each individual hereby designated is required to comply with this policy.

Jurisdiction

Prior to implementing any substantive change, the University must, when required, seek approval from SACSCOC through the University's SACSCOC Liaison/Provost and the Dean of Institutional Effectiveness prior to the initiation of changes.

SACSCOC Substantive Change Submission deadlines:

Substantive change prospectus, application, and notification submission deadlines depend on (1) the type of SACSCOC Board of Trustees review, if required (see also the Board review pathways explained below), and (2) the intended implementation date of the substantive change.

For a substantive change requiring approval by the full Board of Trustees (which meets biannually), to be implemented after the date of the Board meeting, the submission deadlines are
 • March 15 for review at the Board's biannual meeting in June of the same calendar year, and
 • September 1 for review at the Board's biannual meeting in December of the same calendar year.

For a substantive change requiring approval by the Executive Council of the Board of Trustees (which meets year round), the submission deadlines are
 • January 1 for changes to be implemented July 1 through December 31 of the same calendar year, and
 • July 1 for changes to be implemented January 1 through June 30 of the subsequent calendar year.

For a substantive change requiring notification only, it can be submitted any time before implementation. Once the institution has submitted notification, it may implement before receiving a response from SACSCOC. If there are deficiencies or additional information needed about the notification, the institutional liaison will be contacted at the time of review for resolution and before action is taken. This applies to notifications only, not to approvals: changes requiring approval cannot be implemented until approved by the SACSCOC Board of Trustees.

For a substantive change to close a program, site, program at a site, or method of delivery, a teach-out plan should be submitted as soon as possible after the decision is made to close (i.e., stop admitting students).

Definitions

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) – The body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices primarily among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and certain other international sites approved by the SACSCOC Board of Trustees that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications for membership from domestic institutions in the other 39 states, as well as international institutions of higher education around the world.

Substantive Change - A significant modification or expansion of the nature and scope of an accredited institution. Substantive change includes high-impact, high-risk changes and change that can impact the quality of education programs and services. Such changes and the applicable institutional notifications are codified in SACSCOC Substantive Change Policy and Procedures.

Branch Campus - A special form of off-campus instructional site / additional location that is geographically apart from an institution's main campus, where instruction is delivered, and is independent of the main campus of an institution. An off-campus instructional site / additional location is independent of the main campus if it is (1) permanent; (2) offers courses in educational programs leading to a degree, diploma, certificate, or other for-credit credential; (3) has its own faculty and administrative or supervisory organization; and (4) has its own budgetary and hiring authority.

Distance Education –A method of delivery in which 50% or more of instruction occurs when students and instructors are not in the same location. It includes synchronous (live or in real-time) and asynchronous (not live or in real time) instruction.

Distance Learning – *see Distance Education*
Level - SACSCOC's level taxonomy categorizes institutions by the highest degree offered. Bluefield University is designated as a Level III institution: Highest degree offered is Master's.

Merger/Consolidation - The sale, exchange, or transfer of all assets of at least one institution or entity to a SACSCOC accredited institution. Following a merger/consolidation, only one institution remains in operation as a separate institution or entity.

Off-Campus Instructional Site – A location geographically apart from an institution's sole main campus, and where instruction is delivered. An off-campus instructional site may qualify as a branch campus. (*See also branch campus*)

Program or Program of Study - A coherent course of study leading to a for-credit credential including a degree, diploma, certificate, or other generally recognized credential. Exception: General education, for substantive change purposes, is usually considered a program even if a credential is not awarded. See also Standard 8.2.b (Student outcomes: general education) Standard 9.3 (General education requirements) of the Principles of Accreditation.

SACSCOC Accreditation Liaison – The individual at the institution who is responsible for ensuring the timely submission of annual institutional profiles and other reports as requested by the Commission in the years between accreditation reviews. With the President, the Accreditation Liaison is responsible for the accuracy of all information submitted to SACSCOC and for ensuring ongoing compliance with SACSCOC standards, policies, and procedures beyond reaffirmation. During the Reaffirmation Cycle, the Liaison serves on the SACSCOC Reaffirmation Leadership Team and oversees all staffing aspects of the Reaffirmation process.

Teach-Out – The process and time period of a teach-out plan.

Teach-out Plan – A written plan developed by an institution for students to complete their programs of study because it decided to end a program, off-campus instructional site, method of delivery, or to close the institution. A teach-out plan provides an orderly process, the equitable treatment of students, minimal disruption and additional costs to students, and covers all enrolled students regardless of their progress to completion.

Teach-Out Agreement – An optional written agreement with an institution or entity under which students covered by a teach-out plan may complete their programs of study. A teach-out agreement may include student eligibility criteria, time limits, fee waivers, tuition parity, or other negotiated terms.

Enforcement

All responsible University officers and faculty will be notified of this policy and reminded annually regarding their responsibility for compliance. The SACSCOC Accreditation Liaison will provide information regarding this policy and associated resources available from SACSCOC.