

# **Assurance Argument**

# Alderson Broaddus University

10/17/2016

## 1 - Mission

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

### 1.A - Core Component 1.A

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

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

### Argument

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The institution's mission guides the operations in all facets of the organization. The content of all mission documents brings focus to the functioning of the University and provides a foundation for decision making.

#### **The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board**

In the summer of 2011, President Richard Creehan, with the affirmation of the ABU Board of Trustees and Governors, established a task force to develop a strategic plan. In addition, the task force reviewed and updated the Alderson Broaddus [vision statement](#), [mission statement](#), [core values](#), and [church-relatedness statement](#). This task force was comprised of ABU staff, administrators, alumni, faculty, and members of the Board of Trustees and Governors. The Board of Trustees formally [endorsed the current versions](#) of all mission documents and affirmed the new strategic plan in August 2011. In June 2013, when ABU gained university status, the vision statement, mission statement, identity statement, core values, church-relatedness statement, and institutional student learning outcomes were edited to account for the name change.

The University's mission documents include the mission statement, [identity statement](#), vision statement, core values, church-relatedness statement, and [institutional student learning outcomes](#). These documents can be found on the ABU web page ([www.ab.edu](http://www.ab.edu)). Also, these documents are posted throughout the University and published in numerous ABU publications. The mission documents clearly and broadly define the institution's mission, guide institutional planning, and provide a framework for governance, administration, budgets, and academic offerings.

The [Mission Statement](#) for Alderson Broaddus University is:

*To provide our students with the highest quality education, striving to prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens.*

The [Identity Statement](#) for Alderson Broaddus University states:

*Alderson Broaddus University is an independent institution of higher learning, committed to serving the region as an academic, cultural, and religious resource, with programs based on a strong liberal arts foundation. The university is rooted in historical and continuing relationships with the West Virginia Baptist Convention and the American Baptist Churches in the U.S.A.*

The [Vision Statement](#) of Alderson Broaddus University states:

*Alderson Broaddus University will:*

*1) prepare graduates for success and service to humanity; 2) embody its Christian commitment by caring for each student in a learner-centered environment; 3) be renowned as a leader in health-related and professional higher education firmly rooted in the liberal arts; and 4) serve the people of Appalachia to enhance the quality of life and economic viability of the region.*

The [Core Values](#) of Alderson Broaddus University states:

*High Academic Quality– The university values learning founded on high academic standards demonstrated by the open exchange of ideas, freedom, and diversity of thought, and intellectual challenge and rigor. The university sustains such high expectations of the members of its community through the continuous improvement of learning and teaching.*

*Service - The university values service as a lifelong commitment. It seeks to foster the development of such a commitment among its students, faculty, and staff by providing opportunities for them to engage in meaningful service to others.*

*Life of Learning - The university promotes a life of learning by encouraging and supporting inquiry, creativity, and application of learning in socially responsible ways.*

*Diversity - The university deeply values its Appalachian heritage and promotes respect and appreciation for every person and the richness of a diverse, multi-cultural, and global society.*

*Personal Growth and Development - The university aims to advance the personal growth and development of all students by providing a caring environment that embraces the Christian values of moral integrity, service, trust, justice and compassion characterized by individualized attention to their academic, physical, spiritual, social, psychological, and aesthetic needs.*

[Church-Relatedness Statement](#) for Alderson Broaddus University states:

*As a faith-based learning community, Alderson Broaddus University affirms and proclaims that the source, reality, meaning, and purpose of human existence are shaped by goodness, power, oneness, and faithfulness of the Sovereign God, disclosed and incarnated in the life, ministry, death, and resurrection of Jesus Christ and attested to by the biblical revelation given by the Holy Spirit through human witness. As a church-related institution of higher education, we fulfill our educational mission through dependence on, trust in, and responsive commitment to that Sovereign God.*

*We believe in the unity of God's ultimate truth, and we value the integration of faith and reason in the pursuit of knowledge and understanding in all areas of life. We believe that every human being is created in the image of God and possesses the ability to learn and grow both spiritually and intellectually. Our goal, therefore, is to cultivate sound reasoning and critical thinking through a curriculum grounded in the liberal arts, including biblical studies, and to empower persons with the skills to better serve God and humanity.*

*Alderson Broaddus University seeks to provide a caring community, reflective of the diversity present in society and the body of Christ, but united in mutual respect and understanding. We embrace Christian values, including moral integrity, service, trust, justice, and compassion, among others. Within a nurturing environment, we seek to support and empower all members of our community to explore and carry out these values.*

*Alderson Broaddus University affirms our commitment to our historical and continuing place within the Church of Jesus Christ, as it is embodied in the West Virginia Baptist Convention and American Baptist Churches, USA. Within this commitment, we support religious freedom and respect for various expressions of faith and celebrate the Church's racial, cultural, and theological diversity. We value the interdependence and mutual accountability between churches and the University. We affirm our openness to being educated by the Church as well as our responsibility to educate and equip the Church to join us in responding to the biblical call to renewal and the need for a vital witness in society. Through such a relationship, we can cooperatively fulfill our shared responsibilities for ministry and mission.*

In accordance with the mission of the institution, Alderson Broaddus University has identified five [institutional student learning outcomes](#). The University assesses student learning outcomes and achievement in these five areas through its academic majors, liberal studies, and co-curricular activities. The Institutional Student Learning Outcomes are:

*Critical Thinking - Graduates will be able to acquire, analyze, apply, and evaluate information to solve problems.*

*Communication - Graduates will be able to express ideas through written, verbal, and visual forms appropriate to their intended audience.*

*Ethics - Graduates will be able to make decisions that are reasoned, informed, and respectful of others' views.*

*Diversity - Graduates will be able to interact with ideas and people from different perspectives, backgrounds, and cultures.*

*Civic Engagement - Graduates will have engaged in service with varied communities.*

The Strategic Plan serves to direct the institution's initiatives and actions that guide the fulfillment of its mission. The mission documents define the internal constituencies as primarily the students who attend Alderson Broaddus University, but include other members of the campus community as well as the faculty and staff who are employed by the institution.

In December 2015, the President and Vice President for Administration and Finance of Alderson Broaddus University both resigned. The ABU Board of Trustees engaged the Registry for Colleges and University Presidents to secure an interim President and an interim Vice President for Finance/Chief Financial Officer. The ABU Board of Trustees selected Dr. James "Tim" Barry as the interim President and Dennis Stark as the interim Vice President for Finance/Chief Financial Officer (CFO). Both of these individuals started employment at ABU in late December 2015.

Beginning in January 2016 and through a series of strategic planning retreats involving the President's Cabinet and Deans' Council, the development of a [Transition Plan](#) was begun. The President's Cabinet members include the President, Provost/Executive Vice President, Vice-Presidents, Associate Provost, the Athletic Director, a Faculty Representative, the Executive Assistant to the President, and the president of the Student Government Association. The Deans' Council members include the Provost, the Associate Provost, the deans of the various colleges and/or chairs of the respective schools, the registrar, and a faculty representative. The transition plan was developed to provide the initiatives to be accomplished in the 2016-2017 and 2017-2018 academic years. The plan details the actions to be taken, identifies the individuals responsible, establishes the timeline for accomplishment, and reports the current status of the initiative. This plan will maintain the strategic direction of the institution until permanent leadership is selected.

**The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission**

Alderson Broaddus University's academic programs have been developed and maintained to be aligned with the University's mission documents. Each academic program is consistent with the University's mission. To add or change a program or course, the college wanting the addition or change must submit a [Curriculum Change Recommendation](#). This recommendation is evaluated on many factors one of which is the connection to the mission. New/changed programs and courses must be approved by the school, college, Deans' Council, and Faculty Assembly. Board of Trustee approval is required for initiating or eliminating an academic program. At each step, the revision is evaluated for linkage to the mission documents. Regular [academic audits](#) and [program reviews](#) and new program approval processes ensure that programs are described as they relate to or meet the mission of the University.

Student support services such as the Office of Student Affairs, residential life programming, the Academic Center for Educational Success (ACES), and Career Services among many other offices facilitate the development of the whole student in matters consistent with the mission of the institution. All of these student support services assist in informing and educating students as they progress in their personal growth and development.

The Admissions Office ensures the alignment of the enrollment profile with the mission throughout the application process. To accomplish this, the admissions team reviews each application ensuring the individual is a well-rounded perspective student. In this process, the admissions team reviews the applicant's transcripts, extra-curricular activities, co-curricular activities, and desires. The admissions team takes this information and ensures the fit between the student's academic and non-academic needs and the resources provided at ABU.

### **The institution's planning and budgeting priorities align with and support the mission**

Alderson Broaddus University prioritizes and allocates resources to achieve a high quality education for students. The institution has used a strategic planning process for establishing priorities and decision making to ensure the fulfillment of the mission. As a part of the planning and budgeting process, the President's Cabinet routinely reviews strategic initiatives and proposed budget implications for alignment with the mission and vision. The development of the most recent 2011 [Strategic Plan](#) has fueled the University's growth while supporting mission. To complement the strategic plan, the University's [Transition plan](#) currently under development will serve to guide the operations of the institution until permanent leadership is selected. The alignment of planning and budgeting priorities is further discussed in Core Component 5.C.1.

### **Sources**

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- 2011-2013 Strategic Plan - color
- Academic Audit Report Template
- Church Relatedness
- Core Values
- Curriculum Change Template
- Identity Statement
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Program Review Calendar
- Reaffirmation of Mission Documents
- Transition Plan
- Vision Statement

## 1.B - Core Component 1.B

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The mission is articulated publicly.

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

### Argument

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The mission of Alderson Broaddus University defines the purpose of the institution to internal and external constituents through a variety of publications and media. These documents clearly provide guidance for decision making and operations of the University.

#### **The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities**

Alderson Broaddus University maintains the [mission statement](#) as the center focus of its operation and planning. The mission statement and the other mission documents which include the [identity statement](#), [vision statement](#), [core values](#), [church-relatedness statement](#), [institutional student learning outcomes](#), and [strategic plan](#) are available both through electronic media and in a variety of print materials the University produces. The mission documents are published on the University's website, in university catalogs, faculty and student handbooks, and publicly posted in university buildings. To provide prospective students with an understanding of the mission of ABU, recruiting publications also include references to mission documents.

The mission documents clearly and broadly define the institution's mission, guide institutional planning, and provide a framework for governance, administration, budgets, and academic offerings. The Board of Trustees has [formally adopted](#) the current versions of all mission documents. The [Transition Plan](#) currently being developed serves to direct the institution's initiatives and actions to the fulfillment of its mission in academic years 2016-2017 and 2017-2018.

#### **The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose**

The mission documents, in a variety of components and contexts, include a strong commitment to high academic standards that sustain and advance excellence in higher education. Specifically the [Institutional Student Learning Outcomes](#) state goals for the learning to be achieved by our students. The University's [mission statement](#) is further expressed at the program level as reflected in the mission statements of the various majors. For example, the physician assistant studies program states "the mission of the Alderson Broaddus University school of physician assistant studies is to academically and clinically prepare physician assistants who deliver high quality, patient-centered, primary and specialty care, physician supervision, to diverse populations." The mission statement supports the premise of clinical service, public service and diversity acceptance across both the undergraduate and graduate student population. [Academic program mission statements](#) are consistent with the University's mission. Regular program review and new program approval processes ensure that programs are described as they relate to or meet the mission of the University.

The [Faculty Handbook](#) addresses policies regarding faculty personnel, teaching and instructional matters. It provides guidance for such issues as faculty responsibilities including expectations for curriculum, academic standards and instruction, public relations and scholarship, policies related to academic appointments, contracts, criteria for promotion and/or tenure, faculty development funding, preparation of syllabi, course examinations, and grading policies and procedures. The faculty engage in numerous [activities and events](#) in support of the mission.

Additionally, faculty members are expected to dedicate time to service. This can be accomplished through effectively working with colleagues on committees and other opportunities on campus and within academic affairs. In support of the religious and ethical values of the University, faculty provide support of co- and extracurricular activities and events of the University and through the support of the University's various program for public relations and outreach. Nearly every faculty member is assigned to a faculty committee. Through the committee structure of the University, faculty and staff have the opportunity to aid in the development and direction of programs in such areas as health, religious life, scholarships and student aid, social life, student publications, convocations, and student discipline. Faculty members are assigned students in their discipline for the purpose of academic advising. The advising commences once the student arrives on campus and continues throughout the student's time at ABU.

**The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides**

The University communicates with the public through its websites, publications, news releases, and media marketing presentations. The University presents itself accurately and honestly to the public. This has been validated and affirmed by acknowledgement in various external publications. ([Best Online Colleges Article](#), [Economist College Rankings Article](#), [US News & World Report 2017 College Ranking](#), [US News & World Report College Rankings](#)) In addition, the ABU mission documents clearly identify the University's nature, scope, and intended constituents.



## Sources

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- 2011-2013 Strategic Plan - color
- Best Online Colleges Article
- Church Relatedness
- Core Values
- Economist College Rankings Article
- Faculty and Student Achievements
- Faculty Handbook 2015-2016
- Faculty Handbook 2016-2017
- Graduate Catalog 2016-2017
- Identity Statement
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Program Student Learning Outcomes
- Program Student Learning Outcomes
- Reaffirmation of Mission Documents
- STM Senior Research Symposium
- Strategic Plan 2011-2013
- Transition Plan
- US News & World Report 2017 College Ranking
- US News & World Reports College Rankings
- Vision Statement

## 1.C - Core Component 1.C

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

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

### Argument

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Alderson Broaddus University is deeply committed to preparing today's students for citizenship in a diverse society. The institution's strategic direction in growing enrollment has produced a more diverse student population providing students with the opportunity to live and learn from their collegiate experience.

#### **The institution addresses its role in a multicultural society**

The commitment to equip students for citizenship in a multicultural society begins with promoting recognition of the dignity and worth of each. This commitment produces academic coursework that expands students' understanding of their world. Campus organizations bring together students of diverse national, ethnic, racial, religious, and lifestyle orientations. The institution's dedication to preparing students for their role in a multicultural society is evidenced through several specific references to diversity awareness in the Alderson Broaddus University mission documents.

The [Mission Statement](#) clearly states that it is the function of the University, in a multicultural society, to prepare our graduates for life in a diverse world:

*The mission of Alderson Broaddus University is to provide students with the highest quality education, striving to prepare them to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens.*

The [Core Values](#) continue the focus on diversity:

*High Academic Quality - The university values learning founded on high academic standards demonstrated by the open exchange of ideas, freedom, and diversity of thought, and intellectual challenge and rigor. The university sustains such high expectations of the members of its community through the continuous improvement of learning and teaching.*

*Diversity - The university deeply values its Appalachian heritage and promotes respect and appreciation for every person and the richness of a diverse, multi-cultural, and global society.*

The ABU [institutional student learning outcomes](#) further emphasize the university's dedication to diversity awareness and understanding:

*Diversity - Graduates will be able to interact with ideas and people from different perspectives, backgrounds, and cultures.*

A recent study of the Integrated Postsecondary Education Data System (IPEDS) by the Appalachian College Association (ACA) found that ABU had nearly double the [diverse population](#) in comparison with other ACA schools. For example, ABU has a student population with 15 percent African Americans while the average of the other 34 ACA schools was only 8%. To this end, ABU is one of the most racially diverse institutions in the region.

**The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves**

The University, through the many different student organizations on campus, supports the integration, growth, and understanding of a diverse population. To ensure students are exposed to a diverse society, the Student Affairs Office supports many [student organizations](#) associated with [diversity](#). These examples include:

- International Student Association and Friends (ISAF) desires to establish a community where international students can support one another, learn from their different cultural backgrounds and experiences, and share their global diversity with the rest of the campus community.
- Men of Purpose (MOP) whose organization unites diverse college men of similar values.
- Power of Women (POW) is an organization whose purpose is to unite a group of diverse collegiate women to construct and instill empowerment through programming, community outreach, and leadership.
- Black Student Union is an organization open to people of all races with a purpose to promote the awareness and unity of African American culture.
- Fellowship of Christian Athletes (FCA) aims to combine people's passion for sport with their passion for Christ teaching them how these two worlds do not have to be separate. This group provides devotional, spiritual, and social opportunities to all students and athletes.
- Baptist Campus Ministries provides an opportunity for students to fellowship, worship, and learn through Bible study.

These and many other organizations promote the awareness of human diversity among the local community and campus student body.

## Sources

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- 2015 IPEDS ACA Report
- 2015 IPEDS Data Feedback Report Executive Summary Comparison of ACA Institutions
- Core Values
- Diversity Organizations & Activities
- Institutional Student Learning Outcomes.docx
- Mission Statement

- **Student Organizations**

## 1.D - Core Component 1.D

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

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

### Argument

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Since its inception in 1871, Alderson Broaddus University has embraced its role of civic engagement and public service. With roots in Appalachia, ABU serves as an academic, cultural and religious resources to the region as well as by extending its mission to concern itself with service to the public good, both nationally and globally.

#### **Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation**

The current [mission statement](#), [vision statement](#), [core values](#) as well as the [institutional student learning outcomes](#) recognize the commitment to serving humanity. The mission statement emphasizes the students' role "in a diverse society as well-rounded and responsible citizens." The vision statement states ABU will "prepare graduates for success and service to humanity." The core value of service discusses providing opportunities for the students "to engage in meaningful service to others." The ABU institutional student learning outcomes list that "Graduates will have engaged in service with varied communities." In addition, ABU's student Honor Code is based on responsible citizenship.

Service to humanity is evidenced by the many [student organizations](#) that support community outreach through numerous activities. During the 2015-2016 academic year, students participated in a total of 1,816 [volunteer hours](#). Over four hundred and fifty students participated in volunteer activities on campus or within the local community. Outreach activities extend beyond the region into national and global venues. The ABU Mission Team participates in annual service learning opportunities in urban settings in [Camden, NJ](#) and international locales such as [Nicaragua](#).

During the fall of 2016, a new initiative was implemented by the University. The Go Give Scholarship is a program designed to provide students with high financial need and a spirit for community service with additional institutional funding in the amount of \$4500 annually. To receive Go Give Scholarship funds, students are required to volunteer on average 90 minutes per week for a total of 45 hours for the academic year. ABU Financial Aid Office and the Office of Student Affairs have partnered with community members throughout Barbour County to provide

students with various opportunities to complete their volunteer hours. The objective of Go Give is to not only provide the opportunity for our students to receive additional funds for their education, but also to make connections, learn, and network beyond the classroom.

Through service events and activities, students as well as campus leaders develop and grow as they learn responsibilities associated with service to society. The ABU students' desire to serve the public was further demonstrated during the June 2016 flooding in southern West Virginia. Members of the graduate student population [conducted food drives](#) and gathered cleaning supplies, clothing, and other items necessary to provide the basic essentials to those affected by the flooding.

**The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests**

As a non-profit private institution of higher education in the state of West Virginia, responsible financial stewardship in meeting the needs of educating students takes primacy over other purposes. In 2011, Alderson Broaddus had the highest tuition and comprehensive fees among all institutions, private or public, in the state of West Virginia. To meet the affordability objective of the strategic plan, the University froze tuition and comprehensive fees for a period of three years. With this freeze, ABU re-positioned itself from the highest to one of the lowest priced private institutions in West Virginia in comparative tuition and comprehensive fee structures. This initiative earned ABU recognition for reversing the rise in tuition. In 2016, [The Economist](#) nationally ranked ABU as 8th for the best return on investment. While offering students a high quality education, as evidenced by *The Economist* magazine, ABU is an affordable investment for a student's future.

**The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow**

ABU works in partnership with its external constituencies and communities of interest in a number of ways. The [strategic plan](#) includes an objective for engaging greater community involvement. Numerous opportunities for developing working relationships and strengthening ABU's support of the local community and other external constituencies include, but are not limited to the following:

- Town and Gown Task Force
- What's Next Barbour County?
- Chamber of Commerce
- Internships
- Student Teaching
- Do Good Weekends and other community services events
- Community representation on the ABU Institutional Review Board (IRB)
- Academic advisory councils
- ABU employees elected to public offices
- Community participation on the Battler Hall of Fame selection committee

Additional engagement strategies are afforded in other activities that put institutional personnel into the community and provide the community with opportunities to network with campus resources.

## Sources

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- 2011-2013 Strategic Plan - color
- Core Values
- Economist College Rankings Article
- Institutional Review Board (IRB) Handbook
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Mission Trips - Camden
- Mission Trips - Nicaragua
- PA program Flood support 2016
- Solak's Heroic Effort Press Release
- Student Organizations
- Student Service Activities Record 2015-2015
- Student Service Activities Record 2015-2016
- Town and Gown invite letter
- Vision Statement

## 1.S - Criterion 1 - Summary

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

### Summary

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The University's mission is clear, articulated publicly and guides the institution in its operations. It communicates its purpose with the public through its websites, publications, news releases, and media marketing presentations, and presents itself accurately and honestly to the public. As a faith-based institution, Alderson Broaddus University affirms and proclaims that the mission is fulfilled through dependence on, trust in, and responsive commitment to the Sovereign God, maintaining a relationship with the West Virginia Baptist Convention and the American Baptist Churches, USA.

Furthermore, the University's academic programs are developed and aligned with the mission documents. Each academic program is consistent with the University's mission, with a variety of components and contexts, to include a strong commitment to high academic standards that sustain and advance excellence in higher education. Specifically, the [Institutional Student Learning Outcomes](#), state goals for the learning to be achieved by our students.

The University exemplifies its mission to prepare students as responsible citizens in a multicultural diverse society by being a microcosm of the greater society. Numerous [student organizations](#) support the integration, growth, and understanding of diversity among the student body.

The internal constituents of the institution live the mission of Alderson Broaddus University through actions, service and duty. ABU engages with its external constituents in partnerships that provide mutual support and acknowledgment of the strengths of each other.

### Sources

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- Church Relatedness
- Core Values
- Diversity Organizations & Activities
- Economist College Rankings Article
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Student Organizations
- Student Service Activities Record 2015-2016
- Vision Statement



## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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

#### Argument

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As with all progressive organizations, Alderson Broaddus University is constantly evolving its policies and processes for the governing board, administration, faculty, and staff regarding financial, academic, personnel, and auxiliary functions, with the goals of becoming increasingly efficient and a leader among small colleges and universities in West Virginia, the region, and the country.

#### Financial

The [By-Laws](#) of Alderson Broaddus University empower the Board of Trustees with responsibilities to meet “the financial requirements of Alderson Broaddus; approve budgets for operating expenditures and authorize necessary capital expenditures; assure proper financial management: borrow money whenever in its discretion the general interest of the corporation so demands; authorize the proper officers to make, execute, and deliver such notes, bonds, and other evidence of indebtedness as the Board shall deem proper; encumber the property, real and persona, of Alderson Broaddus, or any part thereof, as security for such indebtedness; and execute notes of trust covering said property and security. In this role, the [board has authorized](#) the following three individuals to conduct financial business for the University: President James T. Barry, Treasurer Worth M. Helms, and VP for Finance & CFO Dennis E. Stark.

The University audits continue to have an unqualified opinion, but the most recent one dated [June 30, 2015](#) included an [“Emphasis-of-matter Regarding Going Concern.”](#) This came about because the University failed to make a required debt service payment on its College Facilities Refunding and Improvement Revenue Bonds, Series 2012A, resulting in a notice of default. The University is currently in the final stages of negotiating with representatives of the Series A bondholders to obtain a multi-year Forbearance Agreement. This agreement will provide for partial payment of interest during the forbearance period, starting with \$500,000 in Fiscal 2017.

As a result of the default, Dr. Richard Creehan, president of the University, resigned effective December 22, 2015. Additionally, Bruce Blankenship resigned from his position as CFO and

moved to the position of VP for Administration. Dr. James “Tim” Barry became president and Dennis E. Stark became Vice President for Finance & CFO on December 22, 2015.

In preparation to meet the debt service on the institution's indebtedness, a [Five Year Plan of Recovery](#) has been prepared to include specific goals for enrollment, revenue, and expenses, as well as caps on capital expenditures, accounts payable, and accrued liabilities. These are part of the forbearance agreement under development. To account and plan for any potential negative variances, the Five Year Recovery Plan was subjected to a [stress test](#) which illustrates that the institution has sufficient alternatives to remain financially viable.

Additionally, Alderson Broaddus appointed Mr. Michael Boisvert, President of Longhouse Capital, as an independent registered advisor. He is working with senior management on the longer-term Forbearance Agreement and a possible refinancing to lower the interest cost on long-term debt and to secure additional funds to cover the capital costs of opening a College of Optometry and Entrepreneurship Program. These programs would be located in the presently unoccupied former Broaddus Hospital Building. The College of Optometry will be significantly [profitable](#) once fully operational.

In regard to fiduciary policies, ABU has several in place. According to the [Bylaws](#), “No contract or transaction between Alderson Broaddus and one or more of its trustees or officers, or between Alderson Broaddus and any other corporation, partnership, association, or other organization in which one or more of its trustees or officers are directors or officers or have a financial interest” may be enacted.

The budgeting process is detailed in Core Component 5A. It is open and transparent involving budget managers from all divisions within the institution. Budget managers prepare operating budget proposals which are reviewed by the respective Vice Presidents and President's Cabinet. Budget proposals are presented to the Business, Finance, and Properties Committee. The [Business, Finance and Properties Committee of the Board of Trustees](#) is responsible for "meeting the financial requirements of Alderson Broaddus and assuring sound fiscal management. It shall review and recommend proposed annual budgets for both operating and capital expenditures. It shall regularly evaluate financial planning, position and management.” The full Board of Trustees is responsible for final action on the operating budget proposal during the annual fall meeting.

Any solicitation for gift funding or grants must be reviewed by the Gifts and Grants Review Board, chaired by the Vice President for Advancement. This approval process ensures acknowledgement of donors and proper gift receipting, solicitations that are appropriate and in keeping with the mission and priorities of ABU, as well as the prevention of multiple or conflicting solicitations of donors in any given fiscal year.

## **Academic**

Any [changes in curricula](#) are initiated by faculty at the school or college level. Upon approval of the college, the recommendations are forwarded to the [Deans' Council](#) for action. The Faculty

Assembly takes the final action on such changes. Program changes either through elimination or inception require the action of the Board of Trustees.

According to the Strategic Plan, an [academic audit](#) was conducted beginning in 2012-2013 to assess program viability based on a set of established criteria adapted from Robert C. Dickeson's book *Prioritizing Academic Programs and Services*. Audit reports were prepared by the program faculty and submitted to the audit task force for review. Recommendations for programmatic changes were communicated initially with the appropriate program faculty and then with all faculty during Faculty Assembly meetings. Recommendations for action were processed via the Provost/Executive Vice President for Academic Affairs to the President and the Board of Trustees for action. Currently, the academic audit process is being transitioned into an ongoing system of program review based on revised criteria. See detailed description of the academic audit and outcomes in Core Component 4A.

Academic integrity is further assured through published policies and procedures in the [Undergraduate](#) and [Graduate Catalogs](#) and the [Faculty Handbook](#) accessible online to all interested parties. The document provides guidance to faculty in matters of teaching, instruction, and professional development. Full-time faculty members are tasked with advising students within their respective majors. Advisers aid students in planning their semester schedules, counsel students about sequencing and prerequisites, assist with registration for classes, and maintain adequate records so as to facilitate transfer to another program or confirm students for graduation.

A [Student Handbook](#) is readily available online to all students, parents, faculty, staff, and administration. The handbook addresses issues such as [class attendance](#), [academic integrity](#), [honor code](#), [appeal processes](#), [FERPA policies](#), [social media/intellectual policies](#), and [student concerns regarding problems](#) arising during a course of instruction.

## **Personnel**

To better serve ABU's internal constituents, employee policies are in place for numerous employment procedures such as hiring, termination, compensation, benefits, and performance and conduct procedures. The [Employee Handbook](#) provides direction regarding requests to fill a vacancy and the process of hiring candidates. In addition, background checks are required and the candidate must agree to authorize the University to conduct such a check. Background checks may include work history, educational history, court and criminal records, driving history (if related to the position), credit history (if related to the position), and employment references.

The University ascribes to and follows governmental regulations (Equal Employment Opportunities Commission (EEOC)) related to hiring, termination, promotions, harassment, training and orientation, wages, and benefits. Postings for all employment opportunities include the following statement:

*Alderson Broaddus University is a health-related and professional educational institution firmly rooted in the liberal arts. Alderson Broaddus University is located in Philippi, WV. Alderson*

*Broaddus University is an Equal Opportunity Employer and encourages applications from minority candidates.*

Various other employee rights are published in the [Employee Handbook](#), including but not limited to the policy prohibiting discrimination and harassment, sexual misconduct, expectations for conduct and performance, the Title IX policy and procedures, and other guidance related to specific employment matters. The University provides each new employee with an orientation to the mission of the institution as well as to the specific position responsibilities. Mandatory training for new employees includes Family Educational Rights and Privacy Act (FERPA), Title IX, and driver safety; these educational opportunities are provided on an annual basis to all employees. Employee Handbook policies and procedures are periodically reviewed by the Director of Human Resources and updated as needed with any modifications communicated to employees in writing.

### **Auxiliary**

The [Employee Handbook](#) and the [Student Handbook](#) both provide the campus' Alcohol and Drug Use Policy and Tobacco Use Guidelines. The Alcohol and Drug Use Policy is reiterated in the [Annual Security Report](#) available on the ABU website.

In 2016, the University Athletic Department adopted the [Drug/Alcohol Education and Testing Policy](#). The intent “is to prevent substance use and abuse by student-athletes through education, testing, and professional guidance.”

The campus [security report](#) is compiled and posted annually on the ABU website in compliance with the Cleary Act.

### **Sources**

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- 2011-2013 Strategic Plan - color
- 2011-2013 Strategic Plan - color (page number 19)
- Academic Audit Report Template
- Alderson Broaddus University Employee Handbook 2016-17
- Alderson Broaddus University Employee Handbook 2016-17 (page number 8)
- Alderson Broaddus University Employee Handbook 2016-17 (page number 40)
- Annual Security Report, 2015
- Board of Trustees By-Laws
- Board of Trustees By-Laws (page number 6)
- Board of Trustees By-Laws (page number 8)
- Board of Trustees By-Laws (page number 12)
- Board of Trustees General Session 1 Minutes, October 31, 2013
- Board of Trustees General Session 1 Minutes, October 31, 2013 (page number 3)
- Curriculum Change Template
- Discrimination Policy Update
- Drug-Alcohol Education and Testing Policy

- Faculty Committee Handbook
- Faculty Committee Handbook (page number 8)
- Faculty Committee Handbook (page number 13)
- Faculty Handbook 2016-2017
- Faculty Handbook 2016-2017 (page number 17)
- Financial Audit\_2014-15
- Financial Audit\_2014-15 (page number 5)
- Financial Audit\_2014-15 (page number 16)
- Financial Audit\_2014-15 (page number 23)
- Financial Stress Test
- Five Year Recovery Plan
- Graduate Catalog 2016-2017
- Honor Code
- Minutes to Board of Trustees' 2016 Winter Meeting and Retreat
- Minutes to Board of Trustees' 2016 Winter Meeting and Retreat (page number 5)
- New President and CFO Press Release
- Optometry Pro Forma
- President Creehan's Resignation Press Release
- Signature Resolution (Electronic Vote), January 11, 2016
- Strategic Initiatives for Plan to Restore Payments of Debt Service
- Student Handbook 2016-2017
- Student Handbook 2016-2017 (page number 8)
- Student Handbook 2016-2017 (page number 10)
- Student Handbook 2016-2017 (page number 11)
- Student Handbook 2016-2017 (page number 14)
- Student Handbook 2016-2017 (page number 17)
- Undergraduate Catalog 2016-2017

## 2.B - Core Component 2.B

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

### Argument

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ABU's Office of Marketing and Communication proactively presents information about the institution to its constituents.

### Programs and Requirements

Clear and accurate information regarding academic programs and requirements for majors, minors, and liberal studies (general education) are found on the institutional web site under academics and in the [undergraduate](#) and [graduate](#) catalogs. These documents are updated annually and are publicly available in print and online.

### Faculty and Staff

A complete listing of full-time undergraduate faculty and staff with educational credentials is found in the [undergraduate](#) catalog and in the [Faculty Roster](#). Graduate faculty members both full and adjunct, and their credentials are listed in the [graduate](#) catalog and cited in the [Faculty Roster](#). Members and officers of the Board of Trustee and Governors and all employees of the institution are listed in both catalog publications. In addition, a faculty/staff directory is available on the ABU website.

### Cost to Students

Tuition, fees, and housing costs are available on the ABU website under [tuition, scholarships, and grants](#). Dining plans are found on the [Sodexo's ABU webpage](#). To assist families in determining the total cost of attendance, the ABU website includes a net price calculator.

### Control

Alderson Broaddus University is a private independent institution of higher learning with historical connection to the American Baptist Churches, USA and the West Virginia Baptist Convention; however, as a private institution, ABU's controlling body is the Board of Trustees. Information regarding ABU's relationship and how it supports these entities is found on the ABU website under [About ABU](#) and in the [ABU Catalog](#).

### Accreditation

A list of accreditation bodies is maintained on the [ABU website](#) and within the [undergraduate](#) and [graduate](#) catalogs.

## Sources

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- About ABU
- Accreditation
- Church Relatedness
- Dining Plan Options
- Faculty Roster
- Graduate Catalog 2016-2017
- Graduate Catalog 2016-2017 (page number 11)
- Graduate Catalog 2016-2017 (page number 22)
- Graduate Catalog 2016-2017 (page number 36)
- Specialized Accreditations
- Tuition, Scholarships, and Grants
- Undergraduate Catalog 2016-2017
- Undergraduate Catalog 2016-2017 (page number 8)
- Undergraduate Catalog 2016-2017 (page number 9)
- Undergraduate Catalog 2016-2017 (page number 37)
- Undergraduate Catalog 2016-2017 (page number 192)

## 2.C - Core Component 2.C

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

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

### Argument

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The Alderson Broaddus University governing board is sufficiently autonomous to make decisions in the best interest of the University, its students, and to assure integrity of its operations.

During fall 2012, the Board of Trustees experienced a significant change of its composition. Prior to 2012, the West Virginia Baptist Convention had historically been related to Alderson-Broaddus College through the College Board of Trustees of which they were the majority members. On October 5, 2012, the Board of Alderson-Broaddus College agreed by unanimous vote to pursue the dissolution of the legal relationship between the parties of Alderson-Broaddus College and the West Virginia Baptist Convention. The board believed it was in the best interest of the College as it began to seek University status to relate to the convention and its churches informally instead of having the convention be the controlling majority on the board. The recommendation came after a significant study by an independent consulting firm with the trustees appointed to serve as the charter review committee.

Both Alderson Broaddus and the Baptist Convention agreed that each valued the historic relationship between the two. The convention agreed to continue its support of the college as it moved into a new era. The board further resolved to affirm and preserve by nature an ongoing relationship with the West Virginia Baptist Convention on a level of personal, social, and religious affiliation. Reflection of these changes can be seen in the [resolution](#) provided by the board and also in a [memorandum](#) issued by the convention.

The Board of Trustees now consists of 21 members including the ABU president who serves as an ex officio member with the privilege to vote on all matters with the exception of those issues relating to presidential evaluation, performance, compensation, and benefits.

**The governing board's deliberations reflect priorities to preserve and enhance ABU**



The board's deliberations reflect priorities to preserve and enhance the University. The [By-Laws](#) direct the board to be responsible for the overall governance, program and policies of ABU. The board is specifically responsible for electing members of the board, establishing by-laws for the University, hiring the president of the University, approving educational plans, providing appropriate staffing, establishing policies and procedures of ABU, approving plans for development of physical facilities, approving budgets for operating expenditures and authorizing necessary capital expenditures, reviewing and evaluating programs and personnel, and approving comprehensive long-range plans for the future development of ABU.

**The governing board reviews and considers the reasonable and relevant interests of ABU's internal and external constituencies during its decision-making deliberations**

To reflect its actual practices and to meet the needs of the internal and external constituencies, the board is divided into committees. The [committees](#) consist of the following:

- Business, Finance, and Properties Committee
- Academic and Student Affairs Committee
- Advancement and Investment Committee
- Trusteeship Committee
- Recruitment and Retention Committee
- Audit Committee

In each Board of Trustees' meeting, the Vice Presidents, serving as staff liaisons, have a reporting responsibility to their respective committees and the board as a whole. This also enables the board to have an understanding of campus operations and activities throughout the year. Faculty representatives are also placed on 4 of the 6 committees. Their responsibilities are to attend committee meetings and then report the committee's work back to the faculty. Some committees, such as the Trusteeship Committee and Audit, do not have a faculty representative due to their specific functions.

The Alderson Broaddus University [Board Orientation](#) ensures that the board considers the institution's constituency interests and that each individual is thoroughly oriented to understanding the institution as a whole. The orientation covers areas such as the mission statement, institutional organizational chart, board member responsibilities, and the history of ABU. The Trusteeship Committee is tasked with improving and updating the orientation session for future new members of the Board of Trustees.

**The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties**

The Board of Trustees has established a [Conflict of Interest Policy](#) to protect the University's interest when it is contemplating a transaction or arrangement that might benefit the private interest of an officer, employee, trustee, or any individual who stands in a fiduciary capacity to the University. The Board of Trustees believes that it is essential that all individuals standing in fiduciary relationship with the University fully and completely understand the responsibilities the individual has with respect to potential conflicts of interest. Each individual board member

receives a copy of the policy and also must sign an Annual Disclosure Statement regarding the conflict of interest policy. The policy is to supplement but not replace applicable West Virginia state laws governing conflicts of interest applicable to nonprofit and charitable organizations. [Article IV, Section 6](#) of the Charter and By-Laws of the Board of Trustees also discusses compliance of the Conflict of Interest Policy and the procedures stated therein.

**The governing board delegates day-to-day management of ABU to the administration and expects the faculty to oversee academic matters**

The [Charter and By-Laws](#) of the Board of Trustees, as explained in [Article IX, Section 4](#), clearly designates ABU's president the chief executive officer of the University and as such shall be responsible for the total work of ABU. The president shall report to the board at its regular meetings, set forth the state of the University, and offer appropriate recommendations. New board members are oriented as to the distinction between governing and managing during New Board Member Orientation. The faculty handbook defines the delegated authority from the Board of Trustees to the faculty in matters of academic standards and curriculum.

## Sources

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- Board of Trustees By-Laws
- Board of Trustees By-Laws (page number 6)
- Board of Trustees By-Laws (page number 10)
- Board of Trustees By-Laws (page number 11)
- New Board Member Orientation Handbook
- Resolution to Dissolve the Relationship with the West Virginia Baptist Convention
- West Virginia Baptist Convention Memorandum Regarding AB Relationship Change

## 2.D - Core Component 2.D

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

### Argument

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One of ABU's [core values](#) states, "The university values learning founded on high academic standards demonstrated by the open exchange of ideas, freedom and diversity of thought, and intellectual challenge and rigor. The university sustains such high expectations of the members of its community through the continuous improvement of learning and teaching."

As ABU is committed to the free exchange of ideas both inside and outside of the classroom, the institution subscribes to the principles of academic freedom set forth by the American Association of University Professors. While the full statement appears in the [Faculty Handbook](#), a summary of the general principles are outlined below:

As teachers, faculty members are entitled to full freedom in the classroom to discuss a full range of ideas that are related to their disciplines; however, they are to exert caution when discussing controversial issues that are not germane to the subject being taught.

As researchers, faculty members are accorded full freedom to conduct research and publish their findings. A caveat is that research and publishing should not deter from the faculty member's assigned duties. In addition, human subject research must be approved by the [Institutional Review Board](#).

As citizens, faculty members are accorded the right to speak without institutional censorship or discipline. Although this freedom is accorded, faculty members are asked to exercise restraint by respecting the opinions of others and to acknowledge that their personal opinions are not necessarily those of ABU.

These rights are accorded to all of the ABU community and not just to those leading classroom activities. According to the [Student Handbook](#), "Alderson Broaddus University is also committed to the moral and legal principle that every member the community enjoys academic freedom and the constitutional right to free speech. As members of the Alderson Broaddus community, students, faculty and staff share the responsibility to ensure that the rights of all are protected. Respect for these rights requires a tolerance for expressions of opinions that differ from one's own or that might be found abhorrent."

Therefore, students are also accorded academic freedom rights; however, these rights carry responsibilities. The [Student Handbook](#) identifies that the disregard of the individual rights of others is prohibited conduct and states, "Intentionally or substantially interfering with the freedom of expression of others on University premises or at University sponsored activities" would be subject to disciplinary action.

In matters of discipline, if a student feels that he or she has been unfairly treated, he/she will have the right to a hearing before the chief student affairs officer or a presidential designee. If the hearing finds the student responsible, he/she has the right to appeal before the Dean of Students. Procedures are outlined in the [Student Handbook](#).

Should an undergraduate or graduate student decide to challenge a [final grade](#), he/she should first communicate with the instructor. If the issue is not resolved to the student's satisfaction, then he/she may appeal to the chair of the school/dean of the college. A final appeal may be made to the provost/executive vice president for academic affairs. The provost's decision will be final in this regard. Students may only appeal a final grade based on a miscalculation of the score or the instructor's failure to credit work that was submitted. The policy is outlined in the [Student Handbook](#).

## Sources

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- Faculty Handbook 2016-2017
- Faculty Handbook 2016-2017 (page number 17)
- Institutional Review Board (IRB) Handbook
- Student Handbook 2015-2016
- Student Handbook 2015-2016 (page number 12)
- Student Handbook 2016-2017
- Student Handbook 2016-2017 (page number 51)
- Student Handbook 2016-2017 (page number 55)
- Undergraduate Catalog
- Undergraduate Catalog (page number 7)

## 2.E - Core Component 2.E

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

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

### Argument

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Consistent with ABU's mission, its students' success is partially determined by their being well-rounded and responsible citizens. Part of insuring that its students are responsible citizens is the employment of faculty and staff who also model this behavior. Therefore, all [faculty members are to subscribe](#) to the "Statement on Professional Ethics" as developed by the American Association of University Professors (AAUP).

ABU is diligent in assuring the integrity of scholarly activities conducted by its faculty, staff, and students. This is achieved in a variety of methods. Initially, all ABU students are required to fulfill [Liberal Studies Goal II-B](#): "Demonstration of basic understandings of the role of philosophical reflection and Christian commitment in world view and in the moral and ethical valuing and decision-making of the individual and society." This goal is bifurcated into two sub-goals for which all undergraduate students must complete three hours of study from each sub-group in order to graduate.

[Sub-Goal II-B1](#) emphasizes an understanding of Judeo-Christian moral principles that are consistent with ABU's having a historical association with the American Baptist Convention and the West Virginia Baptist Convention. [Sub-Goal II-B2](#) requires a more philosophical approach to modern ethical issues. The ABU catalog provides [course descriptions](#) for all courses that meet Liberal Studies Goal II-B.

### **The institution provides effective oversight to ensure the integrity of research and scholarly activity conducted by its faculty, staff, and students**

Although ABU is primarily a teaching institution, several disciplines require specific research projects that students must take dealing with research methods. These cover research integrity as well as discipline specific requirements. The following programs have a research component: biology, chemistry, elementary education-mathematics, environmental science, legal studies, marketing, mass communication, nursing, political science, psychology, public relations, and the STEM research minor. Course descriptions are found in the [ABU catalog](#).

In addition, ABU's "Institutional Review Board (IRB) is charged with the review of any research involving the use of human subjects conducted by an Alderson Broaddus faculty member or

student.” This is to safeguard the protection of human subjects in accordance with US Code 45 CFR 46. The general purpose and responsibilities of the [IRB](#) are stated in the Faculty Committee Handbook. Since animal research does not occur on ABU’s campus, there are no policies needed regarding non-human research subjects.

### **Students are offered guidance in the ethical use of information resources**

ABU’s information technology policy has its roots in [EDUCOM](#)’s “Using Software: A Guide to the Ethical and Legal Use of Software for Members of the Academic Community.” [ABU’s specific policy](#) has been continually updated to reflect current practice and changes in the information technology field. The “[Computing and Networking Resources Acceptable Use Policy](#)” address the following areas: institutional computing resources, private computers connected to the ABU network, passwords, access to the Internet and other outside resources, software, access to another person’s computer files, email, pornography, illegal file sharing, privacy, intellectual property, and the legal and ethical responsibilities of users. Violators of “[Computing and Networking Resources Acceptable Use Policy](#)” will be penalized with disciplinary action and may be subject to legal ramifications. This policy is published in the [Student Handbook](#).

### **The institution has and enforces policies on academic honesty and integrity**

ABU’s Academic Integrity Policy and [Honor Code](#) is published in the Student Handbook. In addition, the [Faculty Handbook](#) encourages faculty members to uphold academic integrity and create specific penalties for dishonesty by students. The [syllabus template](#) requires faculty to include a section on academic integrity that covers cheating, plagiarism, and other behaviors/actions that invoke consequences when violations occur. Specific penalties are also to be identified in the [syllabi](#). When faculty intend to use Feedback Studio (a.k.a. Turnitin) as a plagiarism checker, a notification to students is to be placed in the course [syllabus](#). Although penalties are determined by the individual faculty member, the [Faculty Handbook](#) encourages each instructor to discuss [academic integrity](#) and the penalties for violation on the first day of class.

Instructors are to deal [promptly, firmly, and fairly](#) with any violation of academic integrity. Violations should be reported to the chair of the school (if one exists), college dean, and to the provost/executive vice president for academic affairs. Students may appeal any charges by addressing these in writing to the faculty member. If sufficient resolution does not occur, the student may appeal in writing to the provost/executive vice president for academic affairs. If the issue still remains unresolved, the student may appeal to the deans' council for a final decision on the matter. Both the [Faculty](#) and [Student](#) Handbooks outline the [appeals procedure](#). These policies are applicable to both undergraduate and graduate students.

## **Sources**

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- Faculty Committee Handbook
- Faculty Committee Handbook (page number 11)

- Faculty Handbook 2015-2016
- Faculty Handbook 2015-2016 (page number 16)
- Faculty Handbook 2015-2016 (page number 50)
- Faculty Handbook 2016-2017
- Honor Code
- Liberal Studies Check Sheet
- Student Handbook 2015-2016
- Student Handbook 2015-2016 (page number 12)
- Student Handbook 2015-2016 (page number 53)
- Student Handbook 2016-2017
- Syllabus Template
- Undergraduate Catalog
- Undergraduate Catalog (page number 93)

## **2.S - Criterion 2 - Summary**

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

### **Summary**

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Alderson Broaddus University has developed policies and procedures in regard to governance, administration, personnel, academics, and auxiliary functions. The institution operates with the utmost integrity in its operations with policies and procedures to ensure ethical and responsible decision making and conduct. The Board of Trustees and current administration has been proactive with the current bondholder issue and are collaboratively pursuing arrangements to fulfill all financial obligations.

Likewise, ABU presents itself clearly and honestly to its constituents. The Board of Trustees maintains oversight of ABU and has delegated the responsibility of the day-to-day operations to its president and his/her assigns. ABU is committed to free expression of its faculty and its students in the areas of teaching and learning and promotes honesty and integrity in the pursuit of one's educational goals.

### **Sources**

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*There are no sources.*



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

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

### 3.A - Core Component 3.A

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

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

### Argument

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Alderson Broaddus University (ABU) has a long history of providing high quality education to its students. Ever mindful of the [mission](#), ABU has dedicated the necessary human, physical, and financial resources to ensure the highest quality education for all students.

#### Courses and Programs are Current and Appropriate to the Degree Awarded

ABU offers [degrees](#) that are common in higher education. Currently ABU offers 3 associate's degrees, 25 bachelor's degrees, 3 master's degrees including 2 programs which were granted Higher Learning Commission (HLC) approval on September 23, 2016, and 3 degree completion programs. Currently the institution is developing a doctor of optometry degree for which Stage One approval by the Accreditation Council on Optometric Education (ACOE) has been received. Each degree aligns with institutional priorities and is consistent with the mission. Each academic program goes through a rigorous [academic audit process](#) to ensure a high quality, contemporary, and affordable education. This audit process requires each academic major to complete a self-evaluation which is then reviewed by the audit task force. Items included in the audit report and evaluated by the audit task force include: enrollment history and projections, employment projections, program outcomes versus program inputs (faculty and resources), and consistency with the mission of ABU.

To allow everyone to have access to a high quality education, ABU has recently expanded its role in degree completion programs. Two longstanding programs, the RN-BSN and LPN-BSN

programs target adult learners in the health care field and further enhance ABU's reputation of providing high quality health care providers. More recently, ABU was asked by a local community college, Pierpont Community & Technical College (PCTC), to partner in providing opportunities for PCTC students to complete a bachelor's degree after graduation from PCTC. A degree completion program in [Petroleum Management](#) was the result of this partnership. Several other degree completion programs, including criminal justice and legal studies, are currently under development.

ABU's academic majors are administered through 6 different colleges: Business & Management; Education & Music; Health Sciences; Humanities & Social Sciences; Medical Science; and Science, Technology, & Mathematics. The organization of these colleges is consistent with academic structures found at other universities nationally. Each college is led administratively by a college dean who reports directly to the provost and executive vice-president for academic affairs.

### **ABU Articulates and Differentiates Learning Goals**

In addition to the [academic audit](#) process referenced above, each academic major also has clearly defined [program learning outcomes](#). The assessment process is led by an Assessment Group comprised of faculty, staff, and administrators. The Assessment Group guides each academic program in annually reviewing program learning outcomes and measures; gathering, reporting, and analyzing data; and monitoring any actions taken as a result of that [assessment data](#). A more specific description of the annual program assessment process is explained in Criterion 4, Core Component 4.B. Several academic programs also hold specialized accreditation through discipline specific accrediting bodies and undergo regular external reviews. Programs with specialized accreditation include nursing, physician assistant studies, teacher education, and athletic training. A more detailed discussion of each program with specialized accreditation and the most recent [accreditation reports](#) from each specialized agency are also included in Criterion 4.

Beginning in August 2013, under the guidance of the Assessment Group, each academic major underwent a process of review and if necessary modified its [program student learning outcomes](#) and defined the methods of assessment including performance standards. A process of [curriculum mapping](#) has also been completed to show how each program's student learning outcomes are achieved over the course of a student's education. Student learning advances from introductory levels, to reinforcement of concepts, and eventually to mastery of material. This building of knowledge is also illustrated through the numbering of courses, from 100 – 500 level for undergraduate programs and 500 – 800 for graduate programs. This process is consistent with other universities nationally.

The program learning outcomes, along with course specific learning objectives, are then clearly articulated to students in a variety of methods. The ABU website includes an assessment page which includes a listing of all program learning outcomes. Every course must also follow a [syllabus template](#). The template requires that course specific learning outcomes be clearly defined and also requires the students be informed of how a particular course fits in the overall major's academic program and contributes to the fulfillment of the program learning outcomes.

## **Program Quality and Learning Goals are Consistent Across All Modes of Delivery**

ABU has only one physical campus. However, ABU does offer several online courses, an RN-BSN program online, and on September 23, 2016 was granted HLC approval for an online Master's of Education: Teacher Leader program. Every course, regardless of delivery method, must meet the same learning outcomes. The [Online Programming Committee](#) reviews courses offered via distance delivery methods for consistency with learning outcomes and provides assistance and guidance to instructors. Every online course also utilizes the same course shell built within ABU's learning management system, Moodle. This shell is designed to enhance learning for the student by creating consistency in all on-line courses and providing easy access to campus resources including library resources, the online handbooks for both [students](#) and [faculty](#), honor code, and other components necessary for course delivery. All online courses that have been taught a minimum of two times are subject to a more intensive review based on the standards of the [Quality Matters rubric](#). This rubric evaluates both the electronic design and delivery in relation to the stated learning objectives and outcomes. The quality of distance education at ABU has earned it recognition from [Bestcolleges.com](#) as one of the best institutions in West Virginia for online learning.

## **Sources**

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- Academic Audit Report Template
- Annual Program Assessment Reports
- Best Online Colleges Article
- Complete List of Academic Programs
- Curriculum Maps
- Mission Statement
- Online Faculty Handbook
- Online Programming Committee Responsibilities
- Online Student Handbook
- Petroleum Management requirements
- Program Student Learning Outcomes
- Quality Matters Rubric
- Specialized Accreditations
- Syllabus Template

## 3.B - Core Component 3.B

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

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

### Argument

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Alderson Broaddus University (ABU) has been frequently recognized for the value of the education it provides. In 2015, ABU was ranked eighth in the nation for adding value to a student's degree by the prestigious international magazine *The Economist*, and was named one of the Best Regional Colleges in the South and a [Best Value College](#) by the *U.S. News and World Report*.

#### **General education program is appropriate to the mission, educational offerings, and degree levels**

In 2000, the Carnegie Commission reclassified ABU from a "Liberal Arts College" to a "Health Sciences-General" institution because of the proportion of graduates in the professional programs. Following this reclassification, ABU has maintained its long tradition of providing programs that are firmly rooted in the liberal arts. This is evidenced by the [Liberal Studies Program](#) which must be completed by all graduates. The [Liberal Studies Program Mission Statement](#) is to provide "students with a multidisciplinary foundation that complements their academic major. It is a framework for the acquisition and use of skills, knowledge, and values necessary for solving complex problems in a diverse society". Like all majors on campus, the Liberal Studies Program also has a set of clearly defined [student learning outcomes](#).

#### **The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements**

ABU's Liberal Studies Program was formulated around student learning goals that reflect some of the important understandings, abilities, and skills needed by citizens to make informed decisions. Organized into three categories, all bachelor degree students are required to meet these goals by completing the [Liberal Studies Program](#).

**Goal I-A: Demonstration of effective use of written and spoken English including the appropriate information literacy learning outcomes.**

**Goal I-B: Demonstration of basic skills in the use of math to solve problems encountered in a technological society.**

**Goal I-C: Demonstration of basic computer literacy in area such as word processing/database management/basic programming.**

**Goal II-A: Demonstration of ability to apply scientific method to investigation of the natural world and understanding of conclusions which result concerning the nature of the universe.**

**Goal II-B: Demonstration of basic understandings of the role of philosophical reflection and Christian commitment in world view and in the moral and ethical valuing and decision-making of the individual and society.**

**Goal II-C: Demonstration of basic understanding of humans as social, psychological, and political beings responsible for their own economic, social, and political structures and organizations.**

**Goal II-D: Demonstration of an understanding of Western historical tradition in a global context.**

**Goal II-E: Demonstration of understanding of the value and role of human expression as found in literature.**

**Goal II-F: Demonstration of an understanding of the value and role of aesthetic expression as found in the fine arts.**

**Group III Goals and Policy Statement:** Group III goals are process goals which will be accomplished through a student's career, especially within the student's major program of study. All courses in the curriculum have been designed with these goals in mind. Therefore, specific courses are not listed under each of the following goals.

**Goal III-A: Development of the ability to learn; development of information literacy and the ability to build knowledge bases for specified purposes; the overall development of lifelong learning skills.**

**Goal III-B: Development of basic skills in logical thinking, creative and critical thinking, and problem solving.**

Forty credit hours are required to complete the Liberal Studies Program for students pursuing a bachelor's degree. Since 2012, the University has undertaken a comprehensive review of all majors with the goal of modifying all programs so that students can realistically expect to graduate in four years and at the same time have the opportunity for academic exploration and the acquisition of additional knowledge and skills. To achieve this, the University has set a maximum of 120 credit hours to earn a bachelor's degree. Of those 120 credit hours, the University has a 40-40-40 guideline: 40 credit hours should come from the Liberal Studies, 40 from major specific courses, and the remaining 40 from electives and/or the pursuit of a minor. While it is not always possible for some majors to meet the 40-40-40 guideline, especially those with specialized accreditation, the emphasis on broad exposure and learning is a direct benefit to students.

The Liberal Studies Program for students pursuing an [Associate's degree](#) uses the same first two goals of the bachelor's degree program listed above. The total number of required credit hours is 32 credits reflecting the inherent difference in degree level.

The goals of the Liberal Studies Program are achieved by formal course work. Most discussion of the Liberal Studies Program in the past has centered on the goals themselves and which courses would fulfill the goals. Most of this discussion was dominated by faculty with very little input from students. This dramatically changed starting in the fall of 2015 when ABU's Assessment Group surveyed students to determine the value of the Liberal Studies Program Goal II statements and courses. This [survey](#) is given to students 3 times during their time at ABU: first as incoming [freshmen](#), again at the end of the 4<sup>th</sup> semester (aka [sophomore year](#)), and at the end of the 8<sup>th</sup> semester prior to graduation. The survey is designed to determine student perceptions concerning the Liberal Studies Program and how important each goal is in their education. Of the survey data compiled to date, students overwhelmingly believe that each goal is important to their education regardless of their chosen major. This data will continue to be gathered annually and analyzed by the Assessment Group. Preliminary results have been shared with campus constituents (Board of Trustees, President's Cabinet, Deans' Council, and Faculty Assembly). After a 4-year cycle of data collection, analysis will identify trends and common themes which can be used to inform any program modification.

**Every program engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work, and in developing skills adaptable to changing environments**

Group III goals of the [Liberal Studies Program](#) specifically address the issues of problem solving and creative and critical thinking. These goals are fulfilled through the successful completion of advanced courses within each degree program and experiential learning involving capstones, research projects, clinical or internship experiences. Curriculums are designed or modified with these goals in mind. Students are further exposed to communication skills, critical thinking, and cultural diversity through the Group I and II goals of the Liberal Studies Program and through the ISLOs discussed below.

**The education offered by the institution recognizes human and cultural diversity**

In addition to the [Liberal Studies Program](#) which is fulfilled through academic work, the University also has a set of campus wide [Institutional Student Learning Outcomes](#) (ISLOs). These outcomes represent the qualities that the University wants all graduates to achieve. The ISLO areas are:

1. Critical Thinking - Graduates will be able to acquire, analyze, apply, and evaluate information in order to solve problems.
2. Communication - Graduates will be able to express ideas through written, verbal, and visual forms appropriate to their intended audience.
3. Ethics - Graduates will be able to make decisions that are reasoned, informed, and respectful of others' views.
4. Diversity - Graduates will be able to interact with ideas and people from different perspectives, backgrounds, and cultures.
5. Civic Engagement - Graduates will have engaged in service with varied communities

The initial version of the ISLOs were developed by the Academic Assessment Task Force during the 2005-2006 year. Subsequently to that time, the University struggled to maintain focus on assessment initiatives and experienced instability in assessment leadership. In August 2013 following completion of the HLC Assessment of Student Learning Academy, the ISLOs were revisited, modified, and reenacted by the faculty during a professional development [assessment workshop](#). The revised ISLOs were approved by President's Cabinet in the fall of 2013. Many discussions have since ensued concerning how the ISLOs relate to the Liberal Studies Program. The ISLOs are a broader set of outcomes that are incorporated into a student's entire college experience. Many co-curricular groups on campus exist to support inquiry, practice, creativity, [diversity](#), and social responsibility. Student learning also occurs through co-curricular activities in student life, [student organizations](#) and Greek life, athletic participation, and much more. The following list is a sample of co-curricular groups with linkages to the curriculum (classes) that provide various forms of academic outreach to the campus and community at large:

- Alpha Beta Nu (outgrowth of Nursing Program)
- Baptist Campus Ministries (outgrowth of Ministry & Leadership)
- Battler Columns newspaper (outgrowth of Journalism classes)
- Campus Activities Board (campus wide group of students)
- Computer Club (outgrowth of Computer Science curriculum)
- Hu C. Meyers Society (outgrowth of Physician Assistants program)
- InFlux literary magazine (outgrowth of the Humanities)
- Mission trips (outgrowth of Ministry & Leadership)
- Phi Beta Lambda (Future Business Leaders of America - outgrowth of Business curriculum)
- Student Psychology Association (outgrowth of Psychology program)

The University is engaged in a process of continually assessing student learning outcomes and achievement in the five ISLO areas through its academic majors, liberal studies and co-curricular activities. The athletic department has implemented a [survey](#) to assess the contribution of athletic participation to student learning at ABU. The Office of Student Affairs has been working with the Assessment Group to create similar assessment methods for residence life and student

organizations. Ongoing review and analysis of both the Liberal Studies Program and the broader ISLOs will be continued by the Assessment Group, Deans' Council, and faculty.

In all programs, students are evaluated through capstone course activities which include research projects, research papers, presentations, clinical or internship experiences, and other learning activities that synthesize the skills they have learned through the courses in the major and Liberal Studies requirements. In some departments, such as Music, students are assessed for specific skills required for their professions. The School of Music requires a successful jury hearing prior to each senior presenting a senior recital. In clinical capstone courses, such as student teaching, seniors must be able to demonstrate multiple skills related to the requirements of that profession. Other disciplines, such as those in the College of Science, Technology & Mathematics, require actual research projects resulting in research papers and presentations. Each program has its own process for documenting that its graduates have mastered the required discipline specific skills as well as those skills acquired through Liberal Studies work. Ongoing assessment in the major provides the mechanism for continuous program improvement opportunities.

### **Faculty and students contribute to scholarship, creative Work, and the discovery of knowledge**

Although ABU is primarily a teaching institution, the opportunities for faculty and students to contribute to scholarly and creative works are numerous and diverse. Students are provided with opportunities to extend and apply knowledge through research, capstone experiences, experiential learning and production of creative musical and literary works. Some examples include:

- Students majoring in programs within the College of Science, Technology, and Mathematics conduct and present research at the annual STM Research Symposium.
- The College of Humanities & Social Sciences annually produces [\*Influx: A Literary Magazine at Alderson Broaddus University\*](#) a compilation of creative works including fiction short stories, poetry, and artistic creations by ABU students, faculty, staff, and alumni.
- Students enrolled in the Honors Programs must conduct and present research as a program requirement.
- Students in the School of Music deliver numerous concerts and recitals on the ABU campus and in the surrounding community and region. The School of Music also produces biannual [theater productions](#).
- Psychology students are required to design and conduct individual research projects as part of the capstone Psychology 550 course.

Faculty also contribute to research and the advancement of knowledge on a consistent basis. Faculty regularly present their scholarly activity to the campus community at the monthly Dr. Daniel R. Unger Faculty Friday Luncheon Series. Some examples and faculty achievements include:

- Associate Professor of Biology, Dr. Charlie Chen has received several instrumentation grants from the West Virginia IDeA Network of Biomedical Research Excellence (WV-



INBRE) to facilitate his cancer research on flavonoid-inhibiting tumor growth, parasite DNA, and ovarian cancer cells.

- Assistant Professor of English, Dr. Irina Rodmisteva has been selected to attend a joint Council of Independent Colleges and Center for Hellenic Studies summer seminar *Song Culture of Athenian Drams* in Washington DC.
- Assistant Professor of Environmental Science, Dr. Ross Brittain has published an article on the Northern Saw-whet owl in the *Journal of Raptor Research*.
- Dr. Jeff Del Col, Professor of Literature and Writing, had a poem published in the *DSCH Journal*. The poem is entitled “Memento Mori: Shostakovich’s Sonata for Piano and Viola, op. 147”.

Many instances occur of faculty and students collaborating to contribute to scholarship and advance knowledge.

- Assistant Professor of Nursing, Ms. Kim White and the senior nursing students actively support various community service projects around the area and region including: Women's Aid in Crisis (Elkins WV); Alzheimer's Awareness (Morgantown WV); homelessness (Philippi WV); and, bullying (Philippi WV).
- An ACA Colonel Lee B. Ledford Scholarship was awarded to student Jeremiah Goudy and Dr. Ross Brittain, mentor, in the amount of five thousand eighty dollars (\$5080); both attended the Appalachian College Association Annual meeting in Louisville KY where Jeremiah presented his research findings on the Louisiana Waterthrush.
- Under the direction of Dr. James Owston, Associate Professor of Communication, students enrolled in the Mass Communication program won a [Crystal Award](#) from the West Virginia chapter of the Public Relations Society of America for their video, including an original musical score, title "AB is You". The video was used by the ABU admissions office as a promotional video

A more complete list of [faculty and student achievements](#) in this area can be found in the evidence file.

## Sources

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- Assessment Workshop
- Diversity Organizations & Activities
- Economist College Rankings Article
- Faculty and Student Achievements
- Influx - A Literary Magazine at ABU
- Institutional Student Learning Outcomes.docx
- Liberal Studies Assessment Survey
- Liberal Studies Check Sheet
- Liberal Studies Checksheet - Associate Degree
- Liberal Studies Mission and Student Learning Outcomes

- Liberal Studies Survey Results - Freshmen
- Liberal Studies Survey Results - Sophomore
- Mass Communication Student Award
- Student Organizations
- Student-Athlete Senior Survey Results 2015-2016
- Theater Production of "MAME"
- US News & World Report 2017 College Ranking
- US News & World Reports College Rankings

## 3.C - Core Component 3.C

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

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

### Argument

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Alderson Broaddus University's commitment to its students begins with a process of hiring and retaining well-qualified faculty members who are dedicated to teaching and to fulfilling the mission of ABU.

#### **The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty**

The numbers of faculty persons and their ranks, and the degrees, certificates, and professional licenses which they hold offer one means for evaluating the University in regard to this core component. The [Faculty Status Table](#) provides a synopsis of faculty qualifications, status, and actions. Since 2009:

- The number of full-time faculty has decreased from 60 to 56.
- The number of part-time positions has increased from 15 to 23. This is indicative of ABU's dramatic enrollment growth and expansion into specialized programs that draw on the expertise of industry professionals to share their knowledge with students in the classroom.
- The FTE student enrollment has increased from 697 in 2008 to 1052 in 2016, an increase of **66%**.
- The student-to-faculty ratio has increased from 8 to 17. Although this increase may seem significant, the ratio is consistent with that of peer institutions. It allows the University to

maintain the small school benefits that many students desire while at the same time operating more efficiently, a necessity of all institutions today but especially of tuition driven institutions like ABU.

The data show that ABU is experiencing growth and stability in enrollment while also maintaining small class sizes taught by well-qualified professors dedicated to the University and its students. In comparison to the previous accreditation cycle, ABU is operating much more efficiently while maintaining academic rigor and quality of instruction.

### **All instructors are properly qualified**

The [Faculty Status Table](#) also depicts the numbers of faculty members within each of the four academic ranks during the period of 2009 to 2016 and the numbers of those with earned doctorates. During this time period, there has been a significant increase in the number of faculty members holding terminal degrees. Forty-three percent of the full-time faculty now hold terminal degrees, up from only thirty-three percent in 2009. This increase is due in part to the University's hiring practices and support of professional development among current faculty.

While the number of faculty with terminal degrees has increased, the data shows that the number of faculty holding the rank of full professor and associate professor has declined. While these facts may seem somewhat contradictory, this has been due in large part to an aging faculty. Since 2009, many faculty holding the rank of professor or associate professor have retired and been replaced by new faculty members who, while holding the proper credentials, start their academic careers as assistant professors and will need to demonstrate quality teaching before they can receive promotions and tenure. (The process for promotions and tenure are discussed below.)

ABU manifests that it values effective teaching in part by having established and consistently used a process of orderly and rational policies for:

- [hiring qualified faculty](#)
- recognizing faculty preparation, achievement, and service through assignment of faculty rank
- [promoting persons within those ranks](#)
- [granting tenure to faculty](#)

These policies and procedures are described in detail in the [Faculty Handbook](#). It is not necessary to summarize those policies here, except to note that the hiring of faculty and their initial appointments at particular ranks takes place through the interactions among the University's college deans, the Provost/Executive Vice President for Academic Affairs, and President. In addition, the Committee on Tenure, Promotion and Sabbatical Leaves, chaired by the Provost/Executive Vice President for Academic Affairs, is responsible for reviewing faculty applications for promotion in rank or sabbatical leaves and making recommendations for actions in response to these applications to the President of the University and the Board of Trustees. Policies pertaining to promotion, tenure, and sabbatical leaves have been consistently applied and the process appears to work for the benefit of the University and its students.

## **Instructors are evaluated regularly in accordance with established institutional policies & procedures**

The University engages in a robust system of faculty evaluation where it must be demonstrated that students have actually learned what ABU claims to teach them. Significant and sustained student learning outcomes assessment is currently taking place at Alderson Broaddus and is explained fully in Core Component 4.B.

In addition, the University evaluates effective teaching through additional means, including the following:

- a program of student evaluation of instruction
- a program of peer evaluation, which includes evaluation of instruction
- administration of the Student Satisfaction Inventory

Student evaluation of instruction is and has been one of the most enduring and long-standing teaching evaluation processes at the University. Although the University does not rely solely or even largely on student evaluations when assessing the effectiveness of instruction, student evaluations are an important component in a multi-faceted process. The [Student Evaluation of Instruction \(SEI\)](#) at ABU is

- stable and consistent over time in the use of instruments and the manner of administration
- anonymous, encouraging student candor
- completed in every class (with a few exceptions) creating a normal procedure with which students are comfortable
- [quantitative data](#) which is processed appropriately using widely-accepted procedures
- information made available to all concerned individuals (students excepted, of course), namely, the instructor and all supervisors
- presented in a manner which is well-understood and which allows meaningful comparisons among individuals and over time

This regularly administered and ongoing process of anonymous student evaluation of instruction for all faculty is described in the [Faculty Handbook](#). All classes (including multiple sections of the same course) are evaluated each semester with the following exceptions:

- Classes with three or fewer students enrolled are not normally evaluated, although evaluation of such classes can be requested by college dean or school chair
- Tenured faculty are required to have each class they teach evaluated at least once every two years
- Non-tenured faculty who have taught for four years must have every course evaluated at least once a year
- Non-tenured faculty who have taught for fewer than four years must have every course evaluated
- College deans or faculty persons may request evaluation of any course

Results of required student evaluations are provided to faculty persons and their supervisors. The process is designed to ensure student anonymity in order to encourage student participation and candor and prevent any acts of retribution by faculty.

Results of student evaluations take two forms:

- 1) Students complete an [instrument](#) administered for all non-exempted classes at the end of every semester. The Office of the Provost/Executive Vice President for Academic Affairs coordinates distribution and collection of the forms with the college deans. These [statistical summary reports](#), *not the actual forms themselves*, are returned to faculty persons and their supervisors a few weeks after the evaluation is administered.
- 2) The evaluation instrument affords the students the opportunity to provide qualitative written comments. In order to protect student anonymity, these comments are transcribed by college administrative assistants for distribution to faculty and supervisors. Original evaluation forms are then destroyed.

Also pertinent to evaluating and recognizing teaching, are the processes by which faculty are promoted and tenured. Such “career milestone” events require the faculty applicant to submit evidence of effective teaching. These processes discussed earlier can be found in the [Faculty Handbook](#).

#### *Outstanding Professor of the Year Award*

The Student Government Association (SGA) annually selects a faculty person to receive its Outstanding Professor of the Year Award. Presented at the University’s commencement ceremony in May, the award includes a \$1000 honorarium given to the recipient and a \$1000 allocation that the recipient designates for expenditure within his or her college. The SGA has made this presentation every year since 1998-1999. ([Outstanding Professor Award Recipients](#)) This award has become a coveted award among faculty, not only because of the honorarium and the opportunity it affords the recipient to make improvements in his or her college, but obviously because it bestows prestige for the recognition of teaching excellence. ([Outstanding Professor Award Criteria](#)) Because the recipient is chosen through a process administered by the SGA that requires nomination by students (alumni nominations are also accepted), the award represents an important and high-profile means of student evaluation of teaching beyond that provided by the ongoing process of regular student evaluation of courses. Furthermore, it rewards faculty involvement not simply in the classroom, but in respect to the totality of faculty interaction with students.

#### Peer Evaluations

ABU evaluates teaching and recognizes teaching effectiveness through a system of peer evaluation for all probationary faculty. [Peer evaluation rating forms](#) provide important information not provided by student evaluations. Tenured faculty may invite peer evaluations when not required. Information generated via this process is used in formal annual evaluations.

This information serves as an important body of evidence that complements other forms of evaluation.

### Student Satisfaction in Relation to Instruction at Alderson Broaddus University

Every other year, the College administers the [Student Satisfaction Inventory](#), a product of Ruffalo Noel-Levitz, which measures students' satisfaction with a wide range of college experiences. Information from the survey regarding students' satisfaction with instruction provides a broad, institution-wide measure of quality of instruction as it compares to national norms. Students consistently rate ABU above the national averages for private four-year institutions. This trend continued during the 2014 administration of the Student Satisfaction Inventory (SSI). [Areas of Strength](#) related to instruction which were identified in student responses to the SSI include:

- The content of the courses within my major is valuable
- The instruction in my major field is excellent
- Nearly all the faculty are knowledgeable in their field
- Faculty are usually available after class and during office hours
- Tutoring services are readily available

### **The institution has processes and resources for assuring that instructors are current in their discipline; it supports their professional development**

ABU actively supports [faculty development](#) through a number of means. These include the following:

- Faculty participation in off-campus activities (taking of courses, attendance at disciplinary/scholarly conferences, symposia, workshops, etc.) regulated and underwritten through the operations of the Committee on Tenure, Promotion, and Sabbatical Leaves (TPSL). This process is outlined in the *Faculty Handbook*. This is a competitive process requiring faculty to submit an application which is subsequently reviewed by a committee of peers. The application must specify how the activity will improve instruction, support completion of terminal degrees, and further the mission of ABU.
- Faculty participation in off-campus activities administered and underwritten through the college level "travel" accounts. These are small accounts controlled by the college deans. Funds are not designed to support completion of terminal degrees, but can be used to supplement monies allocated by TPSL or to assist faculty in participating in conferences, symposia, etc.
- Faculty enrollment in regular academic courses offered by the University and participation in on-campus workshops. ABU has a tuition remission policy that allows faculty members to enroll in regularly offered courses at the institution for no cost. Many faculty take advantage of this opportunity by enrolling in courses that have direct or tangential benefit to their delivery of instruction.

Additionally throughout the academic year, the University offers a variety of on campus opportunities for professional development including:

- Dr. Daniel R. Unger Faculty Friday Lecture Series
- Opening week workshops
- Distance learning and LMS workshops
- Guest lectures
- Dr. Robert Digman Distinguished Alumni Lecture Series

Most faculty, of course, engage in many "development" activities at their own initiative and expense.

Maintaining membership in the Appalachian College Association (ACA) significantly enriches the University's faculty development program in a number of important ways. The ACA provides opportunities for faculty and student development. ACA sponsored events or programs in which ABU personnel have participated include the following:

- Fellowships which enable faculty from member institutions to earn terminal degrees and engage in post-doctoral research
- The "Teaching and Learning Institute" held every summer, which focuses on pedagogical issues and assessment
- The ACA Summit, held annually in October, with disciplinary forums and interest sessions
- Salzburg Global Seminars
- Discipline-specific activities and technology-focused programs (e.g., NITLE Workshops)

A number of ACA programs are provided at very low or no cost to faculty. A good example is the Salzburg Global Seminar program, which, because of Mellon Foundation granting through the ACA, provides virtually all associated expenses, including travel. Because the ACA is comprised of institutions similar to ABU, its faculty development programs are closely-tailored to the needs of its constituent institutions. The variety of ACA offerings, encompassing various disciplines and interest groups, enriches ABU's faculty development efforts.

Alderson Broaddus University also maintains membership in the Council of Independent Colleges (CIC). Consisting of over 500 independent liberal arts colleges and universities, the CIC provides professional and educational development services for the presidents, administrators, deans, and faculty. Participation in CIC sponsored events by Alderson Broaddus personnel include:

- Regular attendance at the Presidents' Institute and Institute for Chief Academic Officers
- A professor of art attended the seminar, *The Odyssey*, co-sponsored by the Center for Hellenic Studies.
- A professor of English attended the seminar, *Song Culture of Athenian Dreams*, co-sponsored by the Center for Hellenic Studies



### **Instructors are available for student inquiry**

All faculty, and any staff member with teaching responsibilities, are required to maintain five (5) office hours per week. The *Faculty Handbook* policy also requires that office hours vary by day to accommodate diverse student schedules. For faculty who teach online, the [Faculty Handbook for Online Education](#) requires that faculty be available to students through a system of regular communication including email, live chats, and online office hours. A strength of ABU is the personal attention and close relationships formed between students and faculty. Again the [Student Satisfaction Inventory](#) reveals that students rank ABU's faculty above national norms in this area.

### **Staff members providing student support services are adequately qualified, trained, and supported in their professional development**

In order to meet the growing needs of the student body, ABU ensures that all staff members providing academic student support services are appropriately qualified upon hiring. ABU is also committed to and recognizes the importance of continued professional development of support staff. Personnel providing student support services are able to participate in tuition waivers, tuition reimbursement, conferences, certifications, and in-house training. The [curriculum vitae](#) of the student support staff provide evidence of the qualifications, skills and abilities, and related experience of each employee and how they pair with the duties and responsibilities of each position.

### **Sources**

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- Academic Support Personnel CVs
- Faculty and Student Achievements
- Faculty Handbook 2016-2017
- Faculty Handbook 2016-2017 (page number 21)
- Faculty Handbook 2016-2017 (page number 23)
- Faculty Handbook 2016-2017 (page number 33)
- Faculty Handbook 2016-2017 (page number 36)
- Faculty Status Table
- Online Faculty Handbook
- Outstanding Faculty Criteria
- Outstanding Faculty of the Year Recipient List
- Peer Classroom Evaluation
- Student Evaluation of Instruction Sample Report
- Student Evaluation of Instruction Survey
- Student Satisfaction Inventory Data

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

## Argument

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Alderson Broaddus is committed to the success of all students and provides support necessary to the diverse needs of the student body.

### **The institution provides student support services suited to the needs of its student populations**

Many of the support services provided by ABU are coordinated through the Academic Center for Educational Success (ACES). Under the direction of a doctorally prepared administrator, ACES assists students in developing or enhancing the general learning skills necessary to be successful in college. Services are provided individually and in groups, and can be targeted to students' specific needs. Current learning skills development assistance includes, but is not limited to:

- Test Taking Strategies
- Managing Test Anxiety
- Note-taking (including active listening strategies and textbook usage)
- Time Management
- Effective Study Techniques
- Memory Enhancement
- Learning Styles and Processes

ACES offers subject matter tutoring using a "Peer-to-Peer" tutoring model. Math tutoring is offered via a departmental lab. Writing skill tutoring is provided through the ACES Virtual Writing Lab staffed by a masters-degree level adjunct instructor. Tutors are students who have completed a specific course with a high level of mastery, are recommended by faculty, and are

oriented to the role by the ACES director. Peer tutors are employed to work 1-on-1 and in small groups within specific subject areas. Study Group Moderators are recommended by faculty and employed to guide study for students who commit to a weekly congregate study session. Study Group Moderators are students who are currently taking a specific course and are performing at high levels. Test Review Leaders are Tutors or Teaching Assistants who guide study specifically for an upcoming test. These sessions are open to students who are currently tutor-assisted as well as for those who do not require on-going assistance.

ACES also provides an Alternative Study Space on campus which includes the ACES Lab. ACES encourages congregate study but also has individual study spaces available. With 5 computer terminals, both individual and group tables, a separate small group study area, and a distraction-reduced study room. ACES Lab serves a variety of student study needs and is also available for study hour requirements, including offering certification of student-athlete study hours.

During the summer of 2016, ACES was relocated to a more centrally located space on campus for better student access. The [ACES Usage Report](#) depicts the activity and services performed through ACES since its inception in 2012.

ACES also supports students with disabilities, and coordinates provision of accommodations between students and faculty. In accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973 (Section 504), and the West Virginia Human Rights Act, Alderson Broaddus is committed to educating qualified students with disabilities. It is the policy of the University that no qualified student with a disability shall, on the basis of such disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity provided, sponsored, offered, or required by the University. ABU provides support services and reasonable accommodations at the request of learners with documented disabilities to give them equal access to learning opportunities. These services support special-needs students in developing independence and self-reliance. ABU's intent is to provide equal access to programs and facilities, and to support individuals with wide differences in their abilities to see, hear, speak, move, read, write, attend, organize, engage, and remember. The 504 Coordinator works closely with faculty. The [ACES Usage Report](#) gives a clear understanding of the number of students served annually. Accommodations commonly provided include extended test taking time, separate testing location, test readers and/or scribes, enlarged print, spell and grammar checkers, note-taking support, and accessible classrooms.

As ABU continues to expand its online course and program offerings, the need for both student and faculty support was quickly recognized. In response to this need, an Instructional Designer was hired in 2014 to serve as the main point of contact for anyone within the campus community needing assistance with online courses or the learning management system (LMS). The duties of the position have quickly expanded from offering support on an as needed basis to actively providing training sessions for faculty dealing with distance education and online delivery. Student support was further enhanced in the summer of 2016 when the Instructional Designer was relocated to a larger and more central location near the ACES learning center. In addition to the duties as outlined above, the Instructional Designer, also serves as the chief administrator of

the Moodle LMS, helps track and monitor online class activity, and completes reports detailing course activity.

ABU is also committed to meeting the needs of the students who have outstanding academic talent and seek academic excellence. The [Honors Program](#) was created to provide intellectual challenge and stimulation for academically gifted students who are strongly motivated toward academic success. It encourages independent scholarship, research and creative endeavors, and provides a public forum for the presentation of scholarly and creative activities by students and faculty. Since 2003, the Honors Program has [graduated](#) 44 students. These students have completed all the requirements, which include taking a minimum of three honor seminar courses, completing a community service project, and presenting a thesis or research project. A student must maintain at least a 3.4 cumulative grade point average in order to remain eligible for the Honors program.

### **The Institution Provides for Learning Support and Preparatory Instruction to Address the Academic Needs of Its Students**

The success in college of students who are under-prepared when they graduate from high school is a concern not only at ABU, but at universities across the nation. In addition to the support services discussed above, ABU offers preparatory or developmental courses in math, writing, and reading. [Placement](#) into developmental courses is based on the following:

- Math – Students with a math score of 20 or below on the ACT or 500 or below on the SAT must take DEVL 011 Developmental Math before taking a college level math course.
- English - Students with an English score of 17 or below on the ACT or verbal score of 390 or below on the SAT must take developmental DEVL 018 Developmental English before taking a Freshman composition course.
- Reading - Students with an ACT Reading score of 17 or below or verbal score of 440 or below on the SAT will be required to take DEVL 010 Developmental Reading.

If a student believes that his/her ACT or SAT score is not indicative of their abilities in Math, English, or Reading, students are provided with the opportunity to take a proficiency exam. Successful performance on the proficiency exam allows a student to “test out” of the developmental course and immediately enroll in the appropriate college level course.

In addition to the discipline specific preparatory courses, ABU also offers a General Studies (GNST) 101 course, College Success: Making the Transition to College Life. This is similar to many first year experience courses offered at other institutions. The ultimate goal of this course is to improve student success at ABU. Specific learning objectives for the course are to provide first-year students with an understanding of the tools for making a successful transition from high school to college, ensuring that they become active responsible members of the community, helping them acquire basic life survival skills, and providing an introduction to the learning processes and academic skills necessary to be successful in higher education. A sample [GNST 101 syllabus](#) is included in the evidence file.

Although it is not mandatory for all students, any student who is placed into 2 developmental courses discussed above is required to also enroll in GNST 101 College Success: Making the Transition to College Life. Students may also self-select to take the course. Assessment is on-going to determine if it would be advantageous to make the course a requirement for all first time in any college students.

### **The Institution Provides Academic Advising Suited to Its Programs and the Needs of Its Students**

The ABU [Faculty Handbook](#) emphasizes the importance that the institution places on Academic Advising. The handbook section 1.2G states:

*“After the first year of teaching, each full-time faculty member is expected to serve as an academic adviser for students majoring in his or her college or school. Faculty and selected staff members may also be asked to advise students who are undecided about their majors. Academic advisers are chiefly responsible for the following:*

- 1. Helping students plan their semester schedules and their long-term (usually four-year) schedules so that all requirements are met in a timely fashion.*
- 2. Counseling students about course sequencing and prerequisites, liberal studies and elective choices, course substitutions, and course withdrawals.*
- 3. Being available to counsel and register students for courses during the designated advance registration and registration confirmation periods.*
- 4. Maintaining records on each student so as to facilitate the possible transfer of a student from one adviser to another and to facilitate confirmation of students for graduation.*

*Although academic advisers have clearly delineated responsibilities, students are also responsible for knowing requirements and for meeting them satisfactorily for graduation.”*

To facilitate a successful process of academic advising, all advisors are given an [Advisor Handbook](#) and meet yearly with the Registrar at which time the advising process is reviewed. Faculty who are new to advising, attend a workshop which covers the following:

- Guidelines for Faculty Advisors
- Registration of Advisees
- Four Year Planning – online and 4Y Cards
- Basic Academic Information
- Services Related to Academics

The new advisors also receive instructions in using “Web Advisor,” the College’s computer registration system for advisors.

Students consistently rate the academic advising experience at ABU as one of the most positive aspect of their education. The Student Satisfaction Inventory, a product of Ruffalo Noel-Levitz, measures students' satisfaction with a wide range of college experiences. The students rank the various areas on a scale from 1 (not satisfied at all) to 7 (very satisfied). National averages and ABU averages are provided. Academic Advising has traditionally been an area that students are very satisfied with at ABU, and recent years are no exception. Students consistently indicated satisfaction with advising that exceeds the national norm. The students find their advisors approachable, caring, and helpful. A summary of [SSI results](#) can be found in the evidence file.

### **The Institution Provides to Students and Instructors the Infrastructure and Resources Necessary to Support Effective Teaching and Learning**

Alderson Broaddus has a variety of specialized performance spaces, laboratories, and clinical sites which provide the infrastructure, resources, and support needed for effective teaching and learning.

Since 2010, the University's natural science laboratories have continued to undergo slow but steady renovations. The physical infrastructure of the labs in Kemper-Redd Science Building remains generally sufficient but the recent growth of the institution since 2012 has put a strain on the scheduling of available lab space. However, ABU is currently applying for a grant from Dominion which if awarded will help to alleviate this strain. Computing Lab space has also seen a similar increase in demand and usage. This issue has been ameliorated by splitting one large space into two separate rooms and by purchasing 8 new desktop computers for the Computer Science lab with plans to purchase 4-8 more computers each year to remain up-to-date with technology. In the last two years, the Chemistry labs have been put into OSHA and RCRA compliance by creating a Chemical Hygiene Plan, appointing a Chemical Hygiene Officer and conducting a chemical inventory and disposing of all old, uncontained or unknown chemicals.

Notable equipment updates in the past few years includes the purchase of 5 new melting point apparatus and 7 new balances for the Chemistry labs, 25 copies of Minitab statistical software for student and faculty use, a new 44" large format color printer, and two high-end computers for processing massive GIS files in the AB Geospatial Laboratory. Additional equipment for preparing samples for chemical analyses includes a freeze dryer, an ultrasonicator, a grinding mill, a drying oven, and a new autoclave. The implementation of lab fees for students taking classes with laboratory components in Fall 2015 (\$30 per student for Chemistry labs and \$12 per student for all other labs), as well as small grants from Dominion (\$10,000), an Environmental Education grant (\$5,000), INBRE (\$20,000) and private donations totaling more than \$10,000 have been the major source of funds to implement these infrastructure and equipment updates.

The greatest challenge remaining for the natural science labs is to acquire more analytical instruments for the Chemistry labs. This analytical equipment will be necessary to maintain proper, up-to-date training in chemistry methods for our students, but instruments are expensive and funding for equipment has been difficult to find in recent years. We continue to search for options to acquire this equipment to stay current with industry standards with plans to add one major piece of equipment each year over the next five years.

The Gross Anatomy Lab, housed in Myers Hall, contains 12 human cadavers in a space large enough to allow student and instructional staff to function. Heating and ventilation of the lab are critical to the proper maintenance of the specimens and consist of a dedicated HVAC system and dehumidifier monitored by the Physician Assistant Studies program and maintained by the facilities staff. Additionally, an 18-seat pre-lab classroom with a wall mounted TV monitor provides space for work, study, and testing, and a 12-seat auxiliary meeting/conference room is included in the gross anatomy suite. This room is also equipped with audio-visual equipment with computer and TV monitor along with a Blu-ray 3D-CD/DVD player. It also has three human-sized bone skeletons along with different models such as Eye, Ear, Vertebral Column, Pelvic Girdle and Brain. Lighting in each area of the lab exceeds needs for the intended purpose. The Gross Anatomy Lab is also equipped with overhead attached computers with key pads and touch screen monitors equipped with anatomy digital software. This digital facility enables students to study even the smallest and minute anatomical structures that are not easily visible on cadaver bodies and in a much more detailed manner. The Lab is also equipped with a wash basin and Eye wash area as per the Occupational Safety and Health Administration (OSHA) requirements.

In response to the documented evidence of the positive aspects and importance of high fidelity simulation training in schools of health and medical sciences, Alderson Broaddus University instituted a High Fidelity Simulation Laboratory (HFSL). The HFSL is utilized by the faculty and students within the University's undergraduate Schools' of Nursing and Exercise Science, in addition to the University's graduate College of Medical Sciences. The HFSL consists of and is designed to resemble three, fully-equipped hospital patient rooms each containing a high fidelity human patient simulator (HPS). There is also a classroom/skills training space, a large meeting/multipurpose room, and a computer room with multiple workstations. The three HPS are modeled around a human-like skeletal structure and closely mimic the anatomical functions of the human body. Each HPS boasts an unsurpassed array of new and exciting levels of realism (like realistic bilateral chest movement, eyes that blink, skin that looks and feels real, and realistic breath, heart and bowel sounds). The technology found in each simulator not only mimics a patient's medical condition, but also responds to treatment administered by students (including oxygen, intravenous drugs and defibrillation) bringing about realistic clinical experiences. In order to make the use of each HPS an easier, timelier process, a simulations coordinator works closely with faculty to facilitate simulated clinical experiences/pre-programmed medical condition scenarios (for example, a patient with diabetic ketoacidosis and pneumonia).

The function of simulations in clinical education provides for the improvement and facilitation of student self-evaluation, self-confidence, and enhanced development of critical thinking and clinical judgment skills. The HFSL is also utilized to practice skills taught in the classroom; to develop clinical competencies; to develop cumulative course competency; and to train students in clinical management and teamwork. The HFSL prepares students for their actual clinical experiences and provides an opportunity for debriefing real-world clinical experiences.

In August 2016, a cardiac defibrillator was purchased for the HFSL. Over the next two academic years, the University plans to upgrade simulation software for the remaining two high fidelity human patient simulators (a pediatric and an adult emergency care simulator). In order to help

achieve maximum learning outcomes and for the continued enhancement of the HFSL, additional upgrades and/or new equipment will continue to be procured for the HFSL, as needed.

The skills laboratory, housed in Myers Hall, is furnished with electric patient beds, complete with bedside stands and over-bed tables. In addition, the room is equipped with a computer, LCD projector, overhead projector, blackboards, display charts of body systems, and bulletin boards. There are seven adult mannequins, two infant mannequins, two urinary catheter models, one abdominal dressing model, one central line model, one heart and lung sound machine, and two practice IV arms.

The School of Athletic Training and Exercise Science utilizes facilities in three instructional areas for the purpose of clinical instruction and evaluation. Instrumentation necessary for physical examination and the training of skills and procedures is available to provide simulation experiences. The athletic training facilities include seven treatment tables, a large rehabilitation room, a taping area and two hydrotherapy areas. The area also contains other training devices such as a HydroWorx pool, a HUMAC-NORM extremity system, cable column, electrical stimulation units, therapeutic ultrasound units, whirlpools, a hydrocollator, exercise bike, upper body ergometer, elliptical machine, various rehabilitation tools and instrumentation necessary for physical examination and the training of skills and procedures. These facilities meet the programs curricular needs in the education of athletic training and exercise science students in alignment with the program learning objective, goals, and mission.

The School of Physician Assistant Studies maintains two instructional areas for the training and assessment of physician assistant students. Methodologies used in training include history taking and physical examination, incorporated with clinical skills education in the programs established technical skills. The evaluation methods include standardized patients (SPs), Objective Structured Clinical Examination (OSCE), Clinical Practice Examination (CPX), Gynecological Teaching Associate (GTA) and Clinical Skills Assessment (CSA). The Clinical simulation room is an area with two clinical rooms, designed to simulate the clinical setting and experience. All necessary instrumentation for the examination of SPs, OSCE's, CPX, and GTAs are provided in the setting. The Physical examination / clinical skills laboratory classroom is designed with nine stations consisting of an examination table, with instrumentation for the training and conducting of physical examination and assessment. The laboratory also contains other training devices, such as Knee and Lumbar spine models for the training of technical skills and procedures. The combination of both facilities enables the program to train and assess the physician assistant student in alignment with the program learning objectives, goals, and mission.

Students in the music program have access to a variety of spaces in Paul Jones Hall and Wilcox Chapel. Performance space is available for creative performances and publication including:

- 9 practice rooms
- 7 faculty studios
- 1 vocal lab
- 1 electronic music lab
- 1 ensemble room



Withers-Brandon Hall houses an art studio, a recording studio (Battler Studio), facilities for psychological and social research, a crime scene laboratory, and facilities for student publication including the *Battler Columns* student newspaper office.

With the inception of the current [strategic plan](#) in 2012, there has been a push to include experiential learning in every major on campus. Eighty-seven percent (87%) of all majors include some form of experiential learning. This is accomplished in a variety of ways depending on the program including student teaching for education, clinical rotations for nursing and physician's assistant students, and internship for many other fields. The [Career Services Report](#) provides information on the number and types of internships experiences completed by ABU students as well as information on the services offered to students to help make them career-ready upon graduation.

The institution provides access to quality library resources necessary to support learning and teaching. Pickett Library's mission is closely tied to the University's mission and offers resources and services to help encourage scholarship and individual research activity, support critical thinking, and foster a lifelong desire to learn. The ABU library provides virtually all materials students need to complete class assignments and achieve success in college. Paid subscription academic databases, available anytime and anywhere on or off campus, account for 99% of the use of library resources. These Internet accessible full-text and audio resources include:

- Hundreds of electronic reference books
- Over 150,000 university and professional press books
- Over 11,000 full text journals, magazines and newspapers
- Over 126,000 CD music recordings

The ABU library is a member of the Appalachian College Association's (ACA) Bowen Library. The ABU Library pays an annual fee for shared library resources and services which are subsidized by a multi-million dollar grant from the Carnegie Foundation. The following core collection databases provided through the Bowen library are used regularly by ABU students:

- The *Gale Virtual Reference Library*: has several hundred academic encyclopedias
- The *JSTOR* database: has several thousand academic journals in a wide variety of academic disciplines
- The *ArtStor* database: hundreds of thousands of high resolution images including major works of art, architecture, and photography
- Basic eBook Collection: tens of thousands of academic books in all major subject areas

In addition, the library subscribes to the following databases that are purchased at discounted consortium prices:

- EBSCO's *Education Full Text (H. W. Wilson)* database
- EBSCO's *Psychology & Behavioral Sciences* database
- JSTOR's *Life Sciences* database
- JSTOR's *Global Plants* database
- *Lexis-Nexis Academic* database

- *Naxos Music Library* – 80,000+ digital online music recordings
- Additional 70,000+ EBSCO academic eBook Collection

The library is also a member of the ACA shared online catalog system which saves the library thousands of dollars every year.

The campus library houses additional resources:

- Course-related reserve materials
- Over 40,000 books
- Over 1,000 audio-visual items

The library staff is skilled and competent. Master's degree librarians provide subject-specific computer lab instruction on the use of library resources and are available days, evenings, and weekends to provide individual tutorial instruction and assistance to students.

### **The Institution Provides to Students Guidance in the Effective Use of Research and Information Resources**

ABU provides students with consistent and strong support in the effective use of research and information resources through the [Information Literacy Program](#). The University [mission statement](#) indicates that we will "... prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens." The information literacy (InfoLit) program requires students to learn basic general education skills that meet four of the five Institutional Student Learning Outcomes (ISLOs) and four of the Liberal Studies Program Goals.

### **Institutional Student Learning Outcomes ([ISLOs](#))**

***CRITICAL THINKING:*** *Graduates will be able to acquire, analyze, apply, and evaluate information in order to solve problems;*

Students acquire research skills to identify authoritative sources of information that present factual information and different points of view on a given topic. A library research assignment, evaluated by librarians, helps students learn how to identify and retrieve information that will be used to write a research paper. The databases used to complete the library research assignment include sources of information relevant to all subject areas in the undergraduate liberal studies curriculum, and the search methods required to complete the assignment allow students to do independent research across the curriculum using those databases.

***COMMUNICATION:*** *Graduates will be able to express ideas through written, verbal, and visual forms appropriate to their intended audience.*

The research papers completed in the ENGL 190 Freshman Composition and ENGL 200 Advanced Composition courses require students to summarize and synthesize information and to state in their own words what they have learned about their topic. The critical thinking skills

acquired by writing about and discussing the ideas and concepts presented in scholarly sources helps our students learn to make informed decisions.

***ETHICS:** Graduates will be able to make decisions that are reasoned, informed, and respectful of others' views.*

Students learn about academic integrity by understanding what constitutes plagiarism, and they also learn to consciously acknowledge the ideas and concepts developed by other individuals. Students learn that different viewpoints that challenge their worldview are an opportunity to reevaluate their decision making process and value judgments.

***DIVERSITY:** Graduates will be able to interact with ideas and people from different perspectives, backgrounds, and cultures.*

The research assignments for the InfoLit program include short stories and poems written by important literary figures who come from different ethnic, racial, and cultural backgrounds. The assignment helps students to understand how the lives of these authors and the time period that they lived in contributed to a widespread understanding of the diverse ideas and values of the society that we live in today.

Four of the [Liberal Studies Program](#)'s Goals are included in the Information Literacy (InfoLit) program.

**Goal I-A:** Demonstration of effective use of written and spoken English including the appropriate information literacy learning outcomes.

**Goal II-E:** Demonstration of understanding of the value and role of human expression as found in literature.

**Goal III-A:** Development of the ability to learn; development of information literacy and the ability to build knowledge bases for specified purposes; the overall development of lifelong learning skills.

**Goal III-B:** Development of basic skills in logical thinking, creative and critical thinking, and problem solving.

### **Brief History of the InfoLit Program**

Information literacy has been an integral part of the course curriculum since 2009-2010.

- In 2009 an Information Literacy Committee was established "...to promote, monitor, assess, and evaluate student acquisition of information literacy skills as part of the critical thinking component of the Intended Student Learning Outcomes (ISLOs) for the College."

The Association of College & Research Libraries' (ACRL) *Information Literacy Standards for Higher Education* was used to determine what library research skills and course learning outcomes would be incorporated into the college curriculum.

- In 2010-2011 the Information Literacy Committee reviewed the results of library research assignments and solicited faculty input regarding the program. As a result of faculty comments and suggestions the committee recommended that the program focus on introductory level courses. This was the last year that the Information Literacy Committee met for discussion and review of the program.
- Since 2011-2012 annual summary reports have been submitted to the Provost's Office and distributed to the Deans' Council. Ongoing assessment and minor adjustments to the program are included in the annual [summary reports](#). Detailed data on InfoLit Quiz scores, library research assignments, and research papers are archived in confidential files for assessment purposes.
- On February 23, 2015 the Faculty Assembly approved changes to the information literacy program ([Information Literacy proposal with attachments](#) & [InfoLit component of ENGL 190 & 200](#)).

ENGL 190 Freshmen Composition and [ENGL 200 Advanced Composition](#) were recognized as the two courses that would be used to meet the learning objectives of the InfoLit program. A large proportion of students complete ENGL 190 in the first or second semester of their freshman year and ENGL 200 by the end of their second or third semester.

Accredited programs with information literacy requirements have a course determined by the School Chair in which students demonstrate competence with library research methods in the respective Education, Nursing, and Physician Assistant specialized subject fields.

## Sources

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- 2011-2013 Strategic Plan - color
- Academic Advising Handbook
- Academic Center for Education Success (ACES) Usage Summary
- Course Placement Policies
- Faculty Handbook 2015-2016
- Faculty Handbook 2016-2017
- GNST-101, College Success, Syllabus 2015 Fall
- Honors Program
- Honors Program Enrollments 2003-2016
- Information Literacy - Composition Courses
- Information Literacy - ENGL-200 Syllabus
- Information Literacy - Program Modification Proposal
- Information Literacy - Summary Report
- Institutional Student Learning Outcomes.docx

- Liberal Studies Check Sheet
- Mission Statement
- Strategic Plan 2011-2013
- Student Internships
- Student Satisfaction Inventory Data
- Undergraduate Catalog
- Undergraduate Catalog (page number 20)

## 3.E - Core Component 3.E

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

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

### Argument

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Alderson Broaddus has a deep awareness that learning does not occur only in the academic classroom, but is a function of the entire university. This is evidenced clearly in the [Institutional Student Learning Outcomes \(ISLOs\)](#). Specifically, the outcomes of Community Engagement and Diversity are often achieved through service learning, student organizations, residence life, and participation in athletics.

#### **Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students**

A significant number of Alderson Broaddus students are student-athletes who compete on 22 different athletic teams. To assess how participating in athletics contributed to their college-going experience, the Athletic department developed a survey to be given to graduating senior student-athletes. The survey includes questions such as "To what extent did Athletic Department programming help you academically?" and "Which had the greatest impact on your academic performance – travel time commitment, class attendance, flexibility of professor, competition schedule, or practice/conditioning?". The survey was piloted with one team during the 2014-2015 academic year. After some minor revisions to some of the questions, the survey was sent to all graduating senior student-athletes in 2015-2016. [Complete results](#) can be found in the evidence file. The coaches and Assessment Group have already reviewed the data and plan to continue administering the survey in future years.

In addition to athletics, students are offered numerous opportunities to enhance their learning. Alderson Broaddus students have the ability to participate in a variety of [student organizations](#) and clubs including:

- 10 social organizations
- 8 academic organizations
- 2 religious life & fellowship organizations
- 2 service organizations
- 8 Greek organizations.

A full listing including descriptions of each organization can be found beginning on page 23 of the [ABU Student Handbook](#).

**The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission**

Students in many majors at Alderson Broaddus are required to complete internships or practicums as part of their academic programs. These are opportunities that not only expose students to real-world hands-on experiences in their chosen fields but also fulfill vital roles at the [internship sites](#). The contributions of ABU students to many of these internship locations has resulted in an increased demand for student placements.

Community engagement and providing service to others has been a long tradition at Alderson Broaddus. These efforts continue today through classroom projects, program internships, and the activities of many student organizations and athletic teams. The University is fortunate to have a VISTA Outreach Coordinator who works with the campus and surrounding community to facilitate outreach opportunities and make connections between campus groups and service needs. According to [Student Service Activity Records](#) maintained by the VISTA coordinator during the 2015-2016 academic year, students at ABU completed over 1800 hours of volunteer service. Future plans include determining a method of maintaining better records of community engagement and service performed by faculty and staff. While we have the VISTA Coordinator to maintain this data for student activities, we have no similar centralized location for collecting this information from faculty and staff. While we recognize the immense contributions of ABU's staff and faculty in the larger community, a more formalized system for collecting this data is needed.

As a faith-based institution, Alderson Broaddus is deeply committed to serving others. Each year, a mission team composed of ABU faculty, staff, and students travels to [Nicaragua](#) during spring break and works closely with AMOS Health & Hope, a Christian public health and policy mission group. During the ten-day trip, ABU representatives help to provide water filters and train households on how to use them to obtain clean drinking water, offer first aid training workshops, and lead Bible school for local children. Each year in May, the mission team travels to [Camden, NJ](#) where it partners with UrbanPromise to work with inner city youth.

## Sources

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- Institutional Student Learning Outcomes.docx
- Mission Trips - Camden
- Mission Trips - Nicaragua
- Student Handbook 2016-2017
- Student Internships
- Student Organizations
- Student Service Activities Record 2015-2015
- Student-Athlete Senior Survey Results 2015-2016

## 3.S - Criterion 3 - Summary

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

### Summary

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

Alderson Broaddus University has many procedures in place to ensure that it delivers a high quality education. This begins with a standardized and rigorous hiring process for faculty who are effectively supported in professional development, actively engaged in curriculum development, and evaluated according to established and consistent policies. The use of a uniform syllabus template, active assessment procedures, and a process of program review ensures that all courses and programs are at the appropriate levels and are consistent across all modes of delivery.

Student learning and effective teaching are supported through a variety of services – academic advising, tutoring, disability support, libraries, financial aid, scientific and computer laboratories, clinical practice sites, etc. The staff who operate each of these services are appropriately trained and supported in professional growth and development.

Alderson Broaddus provides a rich learning environment for students which is heightened by robust co-curricular activities including experiential learning, student organizations, and athletics.

### Sources

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*There are no sources.*



## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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

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

### Argument

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Alderson Broaddus University ensures the quality of its education programs through regular program audits, policy evaluation, maintenance of specialized accreditation, and examination of the success of its graduates.

#### **The institution maintains a practice of regular program reviews**

The Strategic Plan established the requirement that each academic program undergo an academic audit. The academic audit replaced the annual program review process. A list of six criteria were developed and an Academic Audit Task Force was assembled. The [Academic Audit – Summary Report](#) details the process and recommendations, including how criteria were developed, tested and used to measure program demand, performance, quality, resource utilization and

sustainability. The audit process facilitates critical reflection and was designed to ensure continuous improvement through growth and change.

To date, thirty-two undergraduate programs have undergone academic audits over the course of the three-year period. The process continues to be used to monitor academic programs on a continual basis according to an audit schedule. The initial phase of the academic audit process yielded a series of recommendations in three categories: (1) programs to be continued; (2) programs to be placed into dormancy (with the intent of monitoring the demand for these programs and providing the opportunity to resurrect them should a need arise); and, (3) programs eliminated or to be eliminated (including programs that will no longer be available for student enrollment) beginning with the fall 2014 recruitment cycle. Subsequent academic audits yielded two additional recommendations. The identification of programs needing curricular adjustment and the initiation of any new academic programs to replace those recommended for phase out.

The academic audit is being transitioned into an ongoing 5-year *cycle of program review*. Beginning in 2016-2017, five programs annually are scheduled for review. Based on the academic audit criteria, ongoing program reviews will also include program assessment data and a productivity report.

### **The institution evaluates all the credit that it transcripts and assures the quality of the credit it accepts in transfer**

Alderson Broaddus University transfer policies support the mobility and flexibility that 21st Century learners have come to expect. The [Undergraduate Catalog](#) documents institutional policies relevant to transfer credit. Alderson Broaddus University accepts transfer credit from regionally accredited colleges and universities in the United States. Once a student has been accepted to ABU, the Registrar evaluates official transcripts to determine the number of transfer credits a student will receive. Academic credit will be awarded for all qualifying courses.

In order to be awarded credit for a specific Alderson Broaddus University course, the transfer course will be evaluated using the course description, the level of the course, the information covered in the course, and the date when the course was taken. Evaluations may involve consultation with the appropriate academic discipline for review by the designated chairperson or college dean before a final evaluation is made. Students may, in some instances, be requested to provide further information concerning the course if an initial evaluation of the credit cannot be determined. University credit cannot be awarded based on dual credit courses listed on a high school transcript. To receive the credit for a dual credit course, the student must provide an official University transcript. Academic credit is not granted for:

- Courses in which the student has earned an “F”
- Foundational courses
- Workforce or occupational courses
- Recreation courses
- Graduate level courses
- Life experience

The courses which have been transferred will appear with the credits listed and grades earned on the student's Alderson Broaddus University transcript. The grades will not be calculated into the Alderson Broaddus University grade point average. The institution only provisionally accepts transfer credit from unaccredited colleges and universities. A student transferring from such an institution must earn a 2.00 cumulative GPA in twenty-four credits of work attempted at Alderson Broaddus University. After this is achieved, the credit will be entered into the student's permanent record. Students transferring to Alderson Broaddus University with a bachelor's degree who are now pursuing a second bachelor's degree are not required to meet the University's [Liberal Studies Program Check Sheet](#) except for courses meeting Goal II-B-1 and Goal II-B-2.

In 2015, the University entered into an [articulation agreement](#) with a local community college in acceptance of transfer credits for courses successfully completed at that institution. The articulation agreement specifies that the transfer policies outlined above will apply to the evaluation of work completed and accepted for transfer credit.

**The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs**

The faculty of ABU maintain and exercise authority over the content and rigor of courses and are charged with specific responsibilities with relation to curriculum and academic requirements. As written and affirmed in the [Faculty Handbook](#), members of the faculty are responsible for the following:

- Recommending policies to implement the programs of the University as defined in its statements of purpose and objectives.
- Determining the University curriculum and course structure
- Setting the standards for academic admission, retention, and graduation; and reviewing and recommending to the Board of Trustees candidates for degrees
- Through the committee structure of the University under the guidance of appropriate administrative officers, aiding in the development and direction of programs in such areas as health, religious life, scholarships and student aid, social life, student publications, convocations, and student discipline

Additionally, faculty and other staff with teaching responsibilities are expected to engage in teaching that is of high quality, creative and imaginative in presentation, and be prepared and organized to meet the needs of students and the demands of the subject matter; helps to fulfill the purpose and objectives of the University; and maintains the intellectual integrity of their academic disciplines.

As detailed in Core Component 3.D, the institution provides students with access to many learning support resources. These include the Academic Center for Educational Support (ACES), library services including reference and research databases from the Pickett Library, skills-based laboratory facilities, performances spaces, and writing and math labs. Many faculty conduct after hours review sessions with students.

The minimum faculty qualification is a masters degree with concentration in the area of instructional assignments, or a reasonably related area. In cases of extraordinary instructional needs, persons with less than minimal professional preparation are employed at the rank of instructor. The University encourages and supports professional development through graduate study and other forms of scholarly growth among its faculty. The ABU Faculty Development Program exists to:

- support faculty efforts to improve the quality of instruction
- increase effectiveness of instruction and improve the public and professional image of the University
- increase the percentage of terminal degrees
- encourage long-term commitment to the institution
- provide an opportunity to engage in meaningful professional development

In preparation for implementing the HLC guidelines for determining minimum qualifications for faculty by September 2017, the institution through the Tenure, Promotion, and Sabbatical Leave Committee is engaged in a review of its existing policy and will complete any necessary adjustments.

### **The institution maintains specialized accreditation for its programs as appropriate**

The following Alderson Broaddus University programs are accredited by [specialized accrediting agencies](#):

**Nursing** - The nursing baccalaureate program is accredited by Accreditation Commission for Education in Nursing (ACEN) and is approved by the West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN).

- Accreditation Commission for Education in Nursing, Inc. (ACEN) 3343 Peachtree Rd NE, Suite 850 Atlanta, GA 30326; 404-975-5000; [www.acenursing.org](http://www.acenursing.org)
  - Next review in 2019
- State of West Virginia Board of Examiners for Registered Professional Nurses (WVBOERN) 101 Dee Drive Charleston, WV 25311; 304-558-3596; [www.wvrnboard.com](http://www.wvrnboard.com)
  - Next review in 2022

**Education** - The teacher education program is accredited by the Teacher Education Accreditation Council (TEAC) and the West Virginia Department of Education (WVDOE).

- Teacher Education Accreditation Council (TEAC) One Dupont Circle NW Suite 320 Washington, DC 20036; [www.teac.org](http://www.teac.org)
  - Next review in 2018
- West Virginia Department of Education (WVDOE) 1900 Kanawha Boulevard East Charleston, WV 25305; [www.wvde.state.wv.us](http://www.wvde.state.wv.us)
  - Next review in 2018

**Athletic Training** - The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

- Commission on Accreditation of Athletic Training Education (CAATE) 6836 Austin Center Blvd. Suite 250 Austin, TX 78731-3193; www.caate.net.
  - Next review in 2018

**Physician Assistant Studies** - The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the Physician Assistant Studies Program sponsored by Alderson Broaddus University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) 12000 Findley Road Suite 275 Johns Creek, GA 30097; 370-476-1224; www.arc-pa.org
- Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*.
  - Next review in 2023

### **Affiliations**

Alderson Broaddus University is a member of the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Appalachian College Association, the International Council on Education, the West Virginia Association of Colleges for Teacher Education, the American Association for Teacher Education, the Association of Christian Higher Education of the American Baptist Churches/USA, and the West Virginia Independent Colleges and Universities, Inc.

The University is recognized by the American Association of Women, the American Association of University Professors, and numerous other learned and professional societies. State departments of education have approved the institution for the training of teachers for elementary and secondary schools.

### **The institution evaluates the success of its graduates.**

ABU uses multiple measures to evaluate the success of its graduates. The Office of Career Services [polls graduates](#) six months after completion of their program to determine employment and continuing education rates. ABU's graduate employment statistics have been tracked since 2012 with an excellent response rate from graduates.

From 2012 to 2015, the number of graduates employed in their field has ranged from 55% to 69%, graduates employed in another field has ranged from 11% to 20%, and graduates continuing their education (as defined by graduate school admission and/or other means of post-graduate educational opportunities) ranged from 8% to 21%. Reported unemployment rates have remained low, ranging from 5-9%, in line with the national average according to the Bureau for

Labor Statistics for the month of November of each year surveyed. ABU graduates are prepared to compete in the job market through academic courses, internships, and experiential learning. Alumni are currently working in a variety of jobs for numerous companies and also participating in special programs such as the Peace Corps.

Alderson Broaddus University was ranked number 8 in the nation by [\*The Economist\*](#) for the best return on investment. Using the US Department of Education's college scorecard, this ranking indicates the value of an Alderson Broaddus University education.

## Sources

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- Academic Audit Summary Report
- Articulation Agreement
- Economist College Rankings Article
- Faculty Handbook 2016-2017
- Graduate Survey Results
- Liberal Studies Check Sheet
- Specialized Accreditation Status – Athletic Training
- Specialized Accreditation Status – Nursing
- Specialized Accreditation Status – Physician Assistant Studies
- Specialized Accreditation Status – Teacher Education
- Specialized Accreditations
- Undergraduate Catalog 2015-2016
- Undergraduate Catalog 2016-2017

## 4.B - Core Component 4.B

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

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

### Argument

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Alderson Broaddus University completed the [HLC Academy for Assessment of Student Learning](#) in summer of 2013. Prior to completion of the academy, the University struggled with maintaining consistency of leadership and the approach to assessment processes. Beginning in July of 2013, several events occurred which have served to stabilize and strengthen the assessment methods of the University. To continue on the momentum gained during the academy, the Assessment Group participated in an HLC sponsored assessment workshop. This provided the opportunity for the Assessment Group to formulate the assessment plan currently being implemented. Additionally, the position of Associate Provost was created with this individual assigned, among other duties, the responsibility for creating a comprehensive assessment system.

#### **The institution has clearly stated goals for student learning and effective processes for assessment**

In alignment with its mission, Alderson Broaddus University has identified five [institutional student learning outcomes \(ISLOs\)](#): critical thinking, communication, ethics, diversity, and civic engagement. The institution strives to have every student fulfill the ISLOs through program specific academic work, co-curricular participation, and completion of the Liberal Studies Program.

In order to demonstrate the acquisition of broad knowledge and intellectual concepts, the Liberal Studies Program specifies goals for student learning. The [Liberal Studies Program](#) student learning goals fall under three specific groups, with goals in Group I and II centered on the student's ability to:

- demonstrate effective use of written and spoken English
- use mathematics to solve problems encountered in a technological society
- demonstrate computer literacy

- apply the scientific method to investigate the natural world
- consider the role of philosophical reflection and Christian commitment in decision making
- demonstrate an understanding of humans as social, psychological, and political beings
- demonstrate knowledge of Western historical tradition in a global context
- consider the value and role of human and aesthetic expression

Further, Group III goals, or process goals, are accomplished throughout a student's college career within the student's selected major program of study. Goal III-A specifies that students should develop the ability to learn, develop information literacy skills and build knowledge bases for specified purposes. This goal focuses on the overall development of lifelong learning skills. Similarly, Goal III-B emphasizes the development of basic skills in logical, creative and critical thinking, as well as problem solving. All courses in the Liberal Studies Program curriculum have been designed with these goals in mind; therefore, the checklist is aligned to courses offered and all bachelor degree seeking students are required to meet these goals through completion of the liberal studies program.

Each academic program also has clearly defined [student learning outcomes](#). Following completion of the July 2013 HLC assessment workshop, the Assessment Group developed a model for assessment of student learning outcomes. In August of 2013, a professional development workshop was held with faculty to review existing program level student learning outcomes. Faculty were guided through cross-checking program learning outcome with the mission statement of the program. The Assessment Group held follow-up meetings with each program to assist in revising and modifying learning objectives to reflect outcome and action oriented statements.

### **The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs**

The University continually assesses student learning and achievement in these identified areas through its academic majors, liberal studies coursework, and co-curricular activities using multiple assessment methods. As part of the University's comprehensive assessment system, each academic program is expected to submit an annual [assessment report](#). The report describes the assessment measures used for each identified learning outcome, the results of the measures, and any actions taken by the program. The completed [annual assessment reports](#) are then compiled and shared publicly on the ABU website.

In addition to traditional assessment strategies, such as standardized tests and multiple-choice exams, programs utilize other authentic measures of assessment to ensure student acquisition of learning outcomes. Current assessment methods across programs include, but are not limited to the following: case analyses, lab practicums, interviews, internship evaluations, student-driven projects, exit interviews, portfolios, research papers and presentations. For example, the College of Science, Technology, and Mathematics (STM) utilizes senior research projects and acceptance of papers at peer-reviewed meetings and journal publications to assess the students' ability to follow and independently perform the scientific method in the biology degree program. By performing research projects and presentations, students demonstrate the ability to follow and



independently perform the scientific method, with some students gaining recognition through presentation at local/national scientific conferences.

Recognizing the largest co-curricular impact on the development of students at ABU is through participation in athletics, the assessment group in collaboration with the athletic department, specifically the Senior Associate Director of Athletics, developed a [survey](#). Designed to assess the contribution of participation to the overall experience of receiving an education at Alderson Broaddus University, this survey was piloted in 2015 with one athletic team. The survey was administered again in 2016 to all graduating senior athletes with a response rate of 37%. The Athletic Department and Assessment Group have reviewed the data and shared the results with all interested stakeholders. The survey will continue to be administered and analyzed for trends. Conversations are ongoing with the Office of Student Affairs to create similar assessment measures.

### **The institution uses the information gained from assessment to improve student learning**

All programs are required to annually submit an [Assessment Reporting Form](#) which analyzes student learning outcomes, methods of assessment, and assessment results to inform decision-making regarding program performance and curricular improvement and reports any decisions and actions to the Assessment Group. Cumulative findings from the [annual assessments reports](#) are posted on the institution's webpage for public dissemination.

Because the comprehensive assessment system was implemented in 2013, only three years of consistent assessment data is available to most programs. This has made it difficult to identify trends and implement changes whereby student learning can be re-evaluated. The current plan calls for reviewing data after a four-year cycle, imposing any necessary curricular changes, and then re-evaluating. However, some preliminary conclusions and adjustments have been effected. Examples include the following:

- the addition of two courses to the criminal justice curriculum because assessment data revealed that students were not achieving target outcome of "analyzing legal concepts and procedures to make rational decisions."
- the increased promotion of career and graduate education opportunities for students majoring in biology to help students "successfully acquire employment in a biology related field or gain acceptance into post-undergraduate research or educational positions." Data revealed that only 37% of graduates had achieved this outcome.

### **The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members**

To further establish a continuous assessment process and campus-wide culture of assessment, the Assessment Group held a series of professional development workshops during the 2013-2014 academic year, as well as in the summer of 2015. After consultation with the institution's HLC liaison, Dr. Karen Solomon, during the Assessment Workshop held in July 2013, the Assessment Group decided to revisit the institutional student learning outcomes (ISLOs). A 2-day

professional development workshop was conducted in August 2013 with the entire faculty and members of the staff with instructional responsibilities. During this [workshop](#), groups evaluated the previous ISLO statements and worked on creating more contemporary and relevant guiding principles for graduates of Alderson Broaddus University.

During the second day while working in their respective academic disciplines, participants were instructed by a member of the Assessment Group and education faculty on the proper techniques for writing learning outcome statements. Program faculty were then charged with reviewing existing mission statements and program learning outcomes, cross-checking them with the curriculum to determine relevancy, and revising as needed. Throughout the remainder of the year, the Assessment Group met with individual program faculty to solidify program student learning outcomes and select at least one outcome to be assessed before the end of the 2013-2014 academic year.

During faculty assembly workshops at the start of the 2014-2015 academic year, the Assessment Group met with each college individually to discuss reporting assessment results and gather feedback from faculty. Suggestions included a method of sharing assessment reports across disciplines and colleges and the creation of a more detailed assessment reporting form. This feedback has been incorporated into the current assessment system.

To continue the conversation on assessment, a third professional development workshop was held in April 2015 for a task force comprised of representatives from each of the five undergraduate colleges and instructional staff members. The objective of this workshop was to:

- provide participants with background information on assessment initiatives at the University
- identify an assessment reporting instrument that is useful in diagnosing strengths and weaknesses
- creating methodologies to capture measures for improvement
- provide training on how to report assessment data

The culmination of this workshop was the [Assessment Reporting Form](#) currently being utilized as part of the comprehensive assessment system.

As part of the master plan for instituting the assessment system, a fourth professional development workshop was held in May of 2015. The focus of this session was to create [curriculum maps](#) by aligning courses to the Institutional Student Learning Outcomes and to program student learning outcomes. Courses in the curriculum were designated as either introducing, reinforcing, or mastering one or more student learning outcomes. This exercise also served to identify any gaps between the existing curriculum and fulfillment of the outcomes.

The comprehensive assessment system is evolving according to a deliberate strategy. To date, the majority of programs are conducting continuous assessment of student learning. To further the implementation of the assessment system, a May 2017 Assessment Day Poster Session is being planned. During this event, programs will be expected to share their experiences with colleagues and report findings and actions taken based on assessment data.

## Sources

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- Annual Program Assessment Reports
- Assessment Reporting form
- Assessment Workshop
- Curriculum Maps
- HLC Academy for Assessment of Student Learning
- Institutional Student Learning Outcomes.docx
- Liberal Studies Check Sheet
- Program Student Learning Outcomes
- Program Student Learning Outcomes
- Student-Athlete Senior Survey Results 2015-2016
- Undergraduate Catalog 2015-2016

## 4.C - Core Component 4.C

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

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

### Argument

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The reorganization of the admissions department to the enrollment management division took place prior to the start of the 2011 academic year. The reorganization of the enrollment division included admissions, athletics, financial aid, and marketing and communications. Following unprecedented success in enrollment, attention has now turned to focus on student retention and completion. As can be expected, the large enrollment classes since 2012 have produced a change in many of the student demographics within the institution including gender, ethnicity, and geographic origin (national and international). Initially, the University assumed that these multiple variables had negatively impacted retention rates. An [ongoing study](#) has been undertaken to isolate trends in these changing demographics and the implications for retention; however, patterns have yet to emerge. The University continues to monitor retention rates and continues to implement and evaluate aggressive strategies aimed at retaining students.

#### **The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable**

Alderson Broaddus University defines retention as the percentage of first time students who are seeking bachelor's degrees and who are returning to the institution to continue their studies the following fall (first-year to second-year); subsequent annual retention rates measure the students who return to the institution compared to their entering cohort.

Persistence at ABU is defined as the percentage of students who return to the institution compared to their previous year cohort. For first year students, retention and persistence rates would be equivalent.

Although the [five-year average](#) for retention is 58%, year-to-year rates since 2014 have been below 56%. The University's [goal](#) is to incrementally increase the retention rate at a realistic and attainable level beginning with a goal of retaining 57% of the first time freshman cohort entering in the fall of 2016. The goal for second to third year persistence is 78% with the goal for third to fourth year persistence set at 92%.

The graduation rate is operationalized as the number of students who complete their degree programs within 150% of the expected time to completion (typically six years for schools, like Alderson Broaddus, that award predominantly bachelor's degrees). ABU's goal for the 6-year graduation rate is 50%.

To achieve these [retention and persistence goals](#), the University continues to work on identifying at risk variables, early identification, and specific short, medium, and long term action steps to improve retention as outlined in the [Retention Initiative Plan](#).

**The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

To gather and analyze data on retention and persistence, a standing Retention Committee has been established and meets regularly each semester, with the charge of developing ways to increase retention and persistence. The committee, chaired by the Vice President for Enrollment Management, is comprised of a cross-section of faculty, staff, administrators and students. After reviewing the historical retention rates of the institution and given the significant shift in student population demographics, revised [retention and persistence goals](#) have been established.

ABU utilizes a multitude of data collection methods to inform decision making as it relates to retention and persistence. In January 2016, a new Vice President for Enrollment Management was appointed. Under this new leadership, the Retention Committee has transitioned into a two-fold focus on factors influencing attrition and those influencing retention. Collectively, the following three surveys have been used to systematically collect data to inform decisions regarding retention and student satisfaction.

The [College Student Inventory \(CSI\)](#) is administered to all incoming freshman during preregistration and new student orientation days. The CSI identifies at-risk students using non-cognitive indicators of success. The [100 item](#) inventory analyzes student attitudes across 17 different scales. [Reports](#) of the CSI are reviewed with students by their academic advisors. A new initiative to broaden the utilization of the CSI reports has been to share summaries of student-athletes with the appropriate coaches. In August 2016, a professional development workshop was held to assist faculty and staff in interpreting the [CSI reports](#) and determining what specific strategies should be implemented for the student's success.

The [Student Satisfaction Inventory \(SSI\)](#) is administered to students biannually, most recently in 2014. Since student satisfaction has been shown to be a key indicator in retention, information reported in the SSI assists the institution in determining what unique qualities of ABU are significant in a student's decision to return and persist.

Another initiative implemented under the new leadership designed to further assist in collecting and analyzing relevant data was the development of an in-house [Freshman Fall Retention Survey](#). Students self-reported their level of satisfaction concerning items specific to ABU. The survey also examined any change in student perceptions from the beginning to the end of the semester.

### **The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data**

The University provides a broad range of learning resources and support services to assist in the successful completion of degree programs. A number of specific initiatives, which have been undertaken in the 2011-2016 period, focused on improving student retention. These include the formation of a Retention Committee, the initiation of Retention Alert, the development of a First Year Experience course, faculty development workshops focused on retention, the expansion of the Academic Center for Educational Success (ACES), the establishment of a Career Services office, and the extension of Counseling Services.

#### **Retention Alert**

Retention Alert was added to the Battler Portal, the ABU portal system, in the fall of 2014. Retention Alert was a replacement for a previous "early warning" system and was designed to improve communication between faculty, advisers, coaches, and appropriate support staff regarding student issues. Currently, the system allows faculty and advisers to report on 11 indicators related to retention and persistence as well as any actions taken to communicate with and assist the student. Once an alert is created, it is routed to the student's advisor, as well as the appropriate student support services.

#### **First-Year Experience Course**

During the 2008-2010 period, a Freshman Experience course was implemented in each academic department on campus. In some cases, new courses were developed, and in others, the Freshman Experience outcomes were integrated into a course already offered in the fall of a student's first semester on campus. This effort, however, lacked consistency and direction and did not yield the desired results.

Utilizing current research relating to the challenges faced by first-semester students ([Student Success Strategies](#)) and the design of first-year experience programs ([Administration of the First-Year Seminar](#)), a task force was formed in the fall of 2010. Including representatives from both academic and student affairs, the task force collaborated to develop a 2 credit hour first-year experience course, General Studies 101 (GNST 101) which was offered in the fall of 2011. Based on [data](#) indicating that students were more likely to persist after completing the course, GNST 101 - [College Success: Making the Transition to College Life](#) was increased from a 2-credit to a 3-credit course. This action was approved by the Deans' Council and Faculty Assembly in the Spring of 2015 and implemented in the Fall 2015 semester.

#### **Retention Workshops**

During faculty workshops in August 2014, a professional development activity was conducted. Faculty breakout sessions focused on faculty recommendations and suggestions for simple, easy to implement strategies to help students make connections in their classroom. Faculty were divided into five groups each with the charge to develop strategies that could be enacted to help students:

- build and encourage relationships
- raise expectations
- promote active, engaged learning
- integrate student support into learning experiences
- ensure that students know where they stand (feedback)

[Results](#) were posted and shared with faculty and were reviewed periodically during Faculty Assembly meetings.

### **Academic Center for Educational Success (ACES)**

Given the high numbers of students enrolled in developmental courses, ABU provides a multitude of learning support services to provide these students with the best opportunity to succeed. To this end, ACES, formerly the Learning Resource Center, was restructured in 2011. The center offers:

- Services for students with disabilities.
- General learning skills development including test taking strategies, managing test anxiety, note-taking (including active listening strategies), time management, effective study techniques, memory enhancement, and learning styles and processes.
- Subject matter tutoring including one-on-one and small group tutoring within specific subject areas, study group moderators, and test review leaders.
- Alternative study space.

[Student utilization](#) of ACES has consistently increased since the restructuring in 2011 precipitating the relocation of the center in the summer of 2016 to a more centrally located and accessible location. The [commentary](#) provided by students concerning the support services they found most helpful to their success overwhelmingly indicate the positive impact of ACES on student achievement.

### **Career Services**

In 2011, the University established a Career Services Office to provide students and alumni with assistance and resources to prepare for and transition into their chosen career field. The office provides personalized services and programs to assist students in developing the skills necessary for entry into rewarding careers and in receiving a high return on their educational investment. Services offered include the following:

- Guidance in choosing or changing a major
- Resume and cover letter development

- Interview preparation
- Identifying internship and job shadowing opportunities
- Graduate school application assistance
- Assistance with the job search process
- Annual Job Fair and Graduate School Fair
- Annual Etiquette Dinner event

Usage data is provided in the [Career Services Flash Report](#).

## **Counseling Services**

Not all of the challenges faced by students are academic in nature. Recognizing the fact that student well-being is impacted by many issues, the Personal and Career Counseling Services Office was restructured in 2011 to create two separate offices, Career Services as discussed above and the ABU Personal Counseling Services Office. Designed to provide support to members of the ABU community in managing emotional and mental health issues, Counseling Services seeks to help restore individuals to their optimal functioning allowing them to contribute in a positive manner. Specifically, the following services are offered:

- Counseling Center located near the center of campus in Burbick Hall. Office hours are M-F, 9:00am-4:30pm, with flexible scheduling available if normal hours do not fit needs.
- A Licensed Professional Counselor (LPC) on staff to provide experienced counseling services for a variety of emotional health needs.
- No charge for counseling sessions and no set limit on the number of sessions a client may need.
- Confidential Services– No information is given to parents, faculty, staff, coaches, etc. unless a release of information is signed (\*required disclosures may apply in cases of ongoing child abuse, etc.).
- Referrals to other facilities if off-campus services are preferred, or if medication management is the primary goal. Crisis management is available on campus.
- Programming activities and presentations throughout the year, including: Anxiety, Depression, Eating Disorder Screenings, Sexual Assault/Stalking, Grief and Loss, Therapy Dog Visits, etc.

## **The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.**

Good practices utilized at Alderson Broaddus University reflect informed decisions based on reliable and valid data. Operational definitions of retention, persistence, and completion have been established using metrics appropriate to ABU's mission and student population. To assess the level of achievement in these areas, the institution collects and analyzes data using nationally normed and recognized tools, specifically the College Student Inventory and Student Satisfaction Inventory to name two examples.

The institution uses IPEDS data and reviews the US Department of Education's College Scorecard to serve as benchmarks in comparison to other like-minded institutions, including



fellow members of the [Appalachian College Association](#). The institution historically used carefully selected criteria to identify peer and aspirant institutions to establish additional category for comparison purposes. Criteria included endowment, location, religious affiliation, headcount, student ACT and SAT scores, and academic program offerings.

Under a newly appointed Vice President for Enrollment Management, ABU has an active Retention Committee inclusive of many stakeholders including faculty, staff, administrators, and students. The further addition of the Institutional Researcher as a sitting member of the committee serves to strengthen the ability to interpret data and communicate information to the campus community.

Although the institution recognizes that the retention rate has been declining over the past three years, it has remained stable. The reorganized and revitalized Retention Committee has created a series of short, medium, and long-term [action initiatives](#) designed to incrementally increase retention going forward.

To improve the analysis on student retention, persistence, and completion of programs, ABU developed an Office of Institutional Research. Since its inception, the institutional research office has evaluated reasons for withdrawal, probation, and retention. In addition, the institutional research office evaluated the reasons for freshmen retention and found students wanted better Wi-Fi and enhanced food options. To alleviate these two issues, the University expanded its broadband capability and added the SubConnection to food options in the student center.

## Sources

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- 2015 IPEDS ACA Report
- Academic Center for Education Success (ACES) Usage Summary
- Administration of the First Year Seminar
- Career Services Flash Report 2012-2016
- College Student Inventory Questions
- College Student Inventory Sample Report
- College Student Inventory Summary Report
- Faculty Development Retention Workshop
- First Year Experience Retention Data
- Freshmen Fall Retention Survey Final Report
- GNST-101, College Success, Syllabus 2015 Fall
- Retention and Persistence Data & Goals
- Retention Initiative Plan 2016 - 2019
- Strategic Plan 2011-2013
- Student Satisfaction Inventory Data
- Student Success Strategies
- Student-Athlete Senior Survey Results 2015-2016

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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Alderson Broaddus University maintains, accepts, and demonstrates responsibility for the quality of its educational programs. Processes to appraise academic quality are continuous, intentional, strategic, and inclusive. The University understand the responsibility to student learning and has achieved full accreditation status for its programs with specialized accreditation. Recently ABU has been approved by the Higher Learning Commission to offer two additional masters degree programs and has received Stage One approval by the Accreditation Council on Optometric Education in pursuit of the institution's first doctoral program.

After completing the HLC Academy for Assessment of Student Learning, the University participated in an additional HLC workshop on student assessment and built on this momentum to develop a comprehensive assessment system. The Assessment Group has made profound progress in establishing a culture of assessment of student learning.

In the face of a dramatic shift in student demographics and the growth in enrollment, the University recognizes that previous retention goals no longer fit the new enrollment model. New clearly defined goals for retention and persistence have been established that are ambitious but attainable. A reorganized and revitalized Retention Committee has implemented a series of action steps to incrementally improve student retention and persistence. To achieve the stated goals, the institution will monitor each of these steps to determine success or the need for modification.

### Sources

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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

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

### Argument

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Through careful prioritization of institutional needs, Alderson Broaddus University continues to provide sufficient human and financial resources to fully accomplish its mission.

#### **The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations**

Alderson Broaddus University (ABU) possesses the resources and infrastructure necessary to provide our students with the highest quality education, preparing them to succeed in their chosen disciplines and to fulfill their roles as well-rounded and responsible citizens. In the face of enrollment and financial challenges experienced during the 2011-12 academic year, the University made the bold and necessary move to invest in a growth strategy. Total headcount enrollment has increased 66% from 632 students in Fall 2010 to 1,052 students in Fall 2016. Enrollment growth has necessitated further investment. The primary investments were made in starting new athletic programs, adding additional staff and resources to admissions, and building and improving facilities necessary to support the enrollment growth.

The functional categories which experienced the most growth reflect these investments which include supporting the cost of additional students on campus (Table 1). The overall budget

increased by 88.25% from FY2011 to FY2015, with the largest growth occurring in Student Services (188.95%) and Auxiliary (291.83%) categories. Research was the only functional category with a decrease in expenditures during this time period and presents an area with opportunity for future investment to inform future increases in efficiency. The largest combined categories, comprising 24.7% of the total budgetary expenditures, continues to be in instructional and academic support services. The student-to-faculty ratio has increased from 8:1 to 17:1 demonstrating the institutional capacity to accommodate the enrollment growth. The University has been able to maintain the small school benefits that many students desire while at the same time operating more efficiently, a necessity of all institutions today, but especially of tuition driven institutions like ABU.

**Table 1.** Expenses and percent total by functional category for FY2011 and FY2015, as well as the percent change from FY2011 to FY2015.

<b>Functional Category</b>	<b>FY 2011</b>	<b>% Total FY 2011</b>	<b>FY 2015</b>	<b>% Total FY 2015</b>	<b>% Difference</b>
Instructional	\$5,197,821	34.73%	\$6,135,647	21.78%	18.04%
Academic Support	\$614,818	4.11%	\$821,344	2.92%	33.59%
Student Services	\$2,355,852	15.74%	\$6,807,193	24.16%	188.95%
Institutional Support	\$2,565,226	17.14%	\$4,117,011	14.61%	60.49%
Public Service	\$35,094	0.23%	\$51,746	0.18%	47.45%
Fund Raising	\$500,152	3.34%	\$584,431	2.07%	16.85%
Auxiliary	\$1,696,279	11.33%	\$6,646,507	23.59%	291.83%
Maintenance	\$1,790,951	11.97%	\$2,810,381	9.98%	56.92%
Research	\$208,996	1.40%	\$196,978	0.70%	-5.75%
<b>TOTAL</b>	<b>\$14,965,189</b>		<b>\$28,171,238</b>		<b>88.25%</b>

Careful guidance for the recent expansion at ABU was provided through the [Strategic Plan](#), which set forth the objective of modernizing facilities and teaching spaces with appropriate technology. Renovations to Funkhouser Auditorium and the Joan Burbick Lecture Hall in

Withers Brandon Hall met this objective. In order to support the courses and programs offered via distance delivery, ABU has created an Online Programming Committee and hired an Instructional Designer whose primary purpose is to support faculty as they build and implement online courses. These expansions have resulted in improved student services and recruitment of qualified faculty. To support instruction and student learning, ABU maintains a highly qualified faculty. Since 2010, the number of faculty with terminal degrees has increased from 30.5% to 36.1% in 2016. Through the academic audit, ABU has reallocated resources to support growing programs based on market demands and 21st century needs.

## **Fiscal**

The operating expenditures at ABU increased 88.25% from \$14.97 million in FY2011 to \$28.17 million in FY 2015, coinciding with our 66% increase in student enrollment during this same time period. ABU accommodated the increase in enrollment by completing the following capital projects:

- construction of four new residence halls (two suite style, two apartment style)
- renovations to auditoriums and classroom space
- renovations to three older residence halls
- construction of a new multi-purpose stadium
- renovations to coliseum arena and natatorium
- initiation of a capital campaign

To fund these capital improvements, the University borrowed over \$37 million dollars in Series A, B, and C municipal bonds in 2012 at an interest rate of 7.75%, of which \$29 million was new debt. This funding allowed ABU to meet the needs created by the significant and rapid enrollment growth. To continue to support and maintain program quality in the future, the University is in negotiations to refinance its long-term debt and to secure new financing for two additional renovation and construction projects.

## **Financial Aid**

In 2015, 96% of all undergraduates at ABU received financial aid, averaging \$16,597 each. Pell Grants were awarded to 48% of ABU undergraduates, and they received a total of \$2,103,929. For the First-Time Full-Time (FTFT) undergraduates enrolled at ABU, 100% of them were awarded financial aid totaling \$5,451,162 for an average of \$15,755. Overall, 53% of the FTFT students received Pell Grants totaling \$737,001.

The ABU Discount Rate, defined as the total institutional financial aid for undergraduate and graduate students divided by tuition and fee revenue, rose from 41.3% in 2009-10 to a peak of 54.6% in 2012-13. In 2013-14 the Discount Rate dropped slightly to 53.2%. ABU recognizes that the Discount Rate needs to be reduced and is evaluating the following five strategies for achieving a target of 49%:

- The gap, the minimum amount paid per student, was increased from \$1,700 to \$2,000 for 2016-17; an additional increase is being evaluated for 2017-18

- Increasing tuition, fees, room and board while keeping ABU aid the same for returning students
- Both the gap and cost increase will be evaluated annually relative to discount rate as an adaptive management strategy
- Research the current ABU awarding model to determine if changes could be made to construct a more effective leveraging strategy
- Targeting enrollment with the goal of increasing the yield of students from families who can provide a higher expected contribution

## **Human Resources**

Alderson Broaddus University employs 243 individuals to carry out the mission of the institution. To support the recent growth at ABU, necessary positions were added in key areas. These include a Director of Career Services, an Associate Provost, an Instructional Designer, additional positions in Admissions, a Controller, a Business Office Manager, residence life personnel, and coaching staff. There are 56 full-time faculty and 28 adjunct faculty at ABU. Twenty-six (36.1%) of the faculty have earned doctorates and/or terminal degrees in their respective fields.

ABU's day-to-day operations are managed by the President's Cabinet, consisting of a broad representation from across campus, including the President, all vice presidents from each functional area as depicted on the [organizational chart](#), the Associate Provost, the President of the Student Government Association, a faculty representative, and executive assistant to the President.

## **Physical Infrastructure**

To provide the infrastructure necessary to grow the institution, ABU has followed its Campus Master Plan by completing construction of its [Multi-Sport Complex](#) in 2012. The construction of four new residence halls was completed in 2014 to provide the necessary housing for the increased enrollment on campus. Renovations were also completed on [Funkhouser Auditorium](#) and the Joan Burbick Lecture Hall in [Withers Brandon](#) to modernize and increase seating capacity in academic spaces.

In 2013 following increasing costs and dissatisfaction with performance from the third-party provider of facilities services, the University made a decision to return these services within the institution. This decision resulted in the hiring of skilled tradesmen improving the flexibility and responsiveness to address deferred maintenance needs.

## **Technological Infrastructure**

In response to the growing demand for internet connectivity, the University increased the bandwidth available on campus from 100 to 400 Megabits/second, with no increase in costs. This allows faculty the necessary capacity to include high-end technology in their instruction, and allows students to access sources of instruction (e.g., Moodle) and entertainment (e.g., Netflix). In 2015, ABU created a Bring Your Own Device (BYOD) policy option for technology use on

campus by employees. This policy allows the use of devices and platforms of personal choice. As a result, the Office of Information Technology is more efficient in serving and supporting campus technology needs.

To support expansion into online education, the University has adopted a new and more flexible learning management system and hired an instructional designer to support faculty and student use of the system.

Wi-Fi is available in all buildings and students have access to computer labs in the three primary instruction buildings and the library. Additional technological improvements include the development of a smartphone application to provide students campus information in real-time. ABU follows the [Quality Matters](#) protocol to ensure that online courses and programs maintain the highest academic integrity and rigor. The University has been recognized by [BestColleges.com](#) for the quality of its distance education for its fully-online RN to BSN degree completion program. Recently, ABU has received HLC approval for its plans to implement a fully online Masters of Education: Teacher/Leader.

**The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other area**

In FY 2011, ABU spent \$5,197,821 on instruction and \$614,818 on academic support (Table 1 above), for a total of \$5,812,639. In FY 2015, the expenditures on instruction increased 18% to \$6,135,647 and for academic support increased by 34% to \$821,344. The functional category with the largest expense in FY2015 was Student Services at \$6,807,193, which has increased 189% since FY2011. The fact that Student Services is the largest expenditure on campus shows the dedication ABU has toward providing its students with the necessary facilities, tutoring and counseling to help them succeed. The Allocation Process is guided by the [Strategic Plan](#) and [Campus Master Plan](#) (see Core Component 5.C) under the governance of the budget process (see below) and the formal decision-making structure (e.g., Committees, Faculty Assembly, President's Cabinet and Board of Trustees).

**The goals incorporated into mission statements or elaborations of mission statements are realistic**

The mission of Alderson Broaddus University is to provide our students with the highest quality education, striving to prepare students to succeed in their chosen disciplines and to fulfill their roles in a diverse society as well-rounded and responsible citizens. Also central to the University's identity are the [Core Values](#) of high academic quality, service, life of learning, diversity, and personal growth and development. The mission is exemplified in both opportunity and action in a multitude of ways including:

- weekly chapel services
- the inclusion of an ethically informed curricula
- the performance of [public service](#)
- annual [mission trips](#)
- Go-Give community service scholarships

- Do-Good weekends
- [student services organizations](#)
- service learning opportunities

All of the ABU faculty participated in developing the [Institutional Student Learning Outcomes](#) (ISLOs) and also updated the individual [Program Learning Outcomes](#) (PLOs) in 2013. Each of the undergraduate programs at ABU has developed their PLOs complete with mission statements designed to ensure that students are achieving the requirements necessary to meet the institutional [mission](#).

The [strategic plan](#) was designed in 2011 with 3 overarching priorities for the institution, 5 objectives associated with these priorities and 9 actions to actualize the goal. Periodic assessments of the outcomes have been completed to determine [progress toward goal achievement](#) or to identify the need to make adjustments in the action steps and/or outcomes. As of September 2016, two-thirds of the objectives have been achieved with the remaining third identified as ongoing strategies until fully achieved. Only one of the original objectives has not been achieved (i.e., improve retention to 70% or better) and has been revised to better reflect an ambitious yet attainable goal based on the demographics of the current student body.

### **The institution's staff in all areas are appropriately qualified and trained**

Dr. Tim Barry became President of ABU in December of 2015. President Barry received a Doctorate of Education in Adult Continuing Education from Northern Illinois University and began his higher education administration career in admissions at Briar Cliff University. President Barry has served as the President of St. Edmond School System in Fort Dodge, Iowa and Mount Marty College and was a former member of the Board of Directors of the Council of Independent Colleges. Prior to coming to ABU, Dr. Barry completed an assignment with The Registry of College and University Presidents as interim vice president of advancement at Elmira College. He has over 45 years of Higher Ed experience.

Members of the President's Cabinet include a well-rounded cross section of disciplines and experience:

- Provost, Executive Vice President for Academic Affairs, Dr. Joan Propst: B.S. Alderson-Broaddus College; M.S.N. West Virginia University; Ed.D. West Virginia University. Over 34 years of Higher Ed experience
- Vice President for Enrollment Management, Dr. Eric Shor: B.S., Western Michigan University; M.S. Northeastern State University; Ed.D. Capella University. Over 20 years of Higher Ed experience
- Vice President for Administration, Bruce Blankenship: B.S. West Virginia University; M.Div. Midwestern Baptist Theological Seminary. Over 22 years of Higher Ed experience
- Interim Vice President for Finance, Dennis Stark: B.S. Illinois Wesleyan University, M.B.A. Harvard University/Harvard Business School. Over 14 years of Higher Ed experience



- Associate Provost, Dr. Andrea Bucklew: B.S. West Virginia University; JD West Virginia University. Over 16 years of Higher Ed experience
- Athletic Director, Dennis Creehan: B.S. Edinboro University, M.S. Duquesne University, M.Ed. University of Pittsburgh. Over 35 years of Higher Ed experience
- Faculty Representative, Dr. Bob Buckingham: B.S. Ferris State College; O.D. Ferris State College; Ph.D. Western Michigan University. Over 15 years of Higher Ed experience
- Executive Assistant to the President & Secretary to the Board of Trustees and Governors, Ms. Julie Spruill. Over 9 years Higher Ed experience
- Student Government Association President, Matthew Peloquin

ABU hires faculty at four levels; Instructor, Assistant Professor, Associate Professor, and Professor and full formal preparation is attained through an earned doctorate, except in disciplines where a masters degree is considered terminal. The ABU faculty qualifications policy is located in the [Faculty Handbook](#) (pp. 20-24). The minimum preparation required to teach at ABU is a masters degree with a concentration in the area of instructional assignment or reasonably related area. Persons with less than minimal professional preparation may be employed at the rank of Instructor in cases of extraordinary instructional need.

The criteria for achieving tenure are available to all faculty in the Faculty Handbook. Among [full-time faculty](#), ABU has 3 Instructors, 40 Assistant Professors, 10 Associate Professors and 3 Professors. More than 36% of ABU's faculty have earned doctorates and/or terminal degrees in their respective disciplines. New full-time and adjunct faculty receive an orientation to the institution and a series of ongoing educational sessions throughout their first semester to acquaint them to academic policies, services, and the roles and responsibilities of their positions. Each new full-time faculty is assigned a seasoned faculty mentor to provide continuing support and information from a colleague. The [mentoring program](#) is intended to ensure that each new faculty member has at least one person to serve as a resource.

Staff members are appropriately qualified and receive support in professional development. The curriculum vitae of academic support staff provide evidence of the qualifications, skills, abilities and related experience of each and how they align with the responsibilities of the positions.

Faculty and staff undergo annual training at the beginning of each academic year in FERPA, Title IX, Cleary Act, and other federally mandated training. The Director of Facilities oversees all safety training for the maintenance personnel on a regular basis.

Faculty are required to attend annual faculty workshops at the beginning of each academic year to ensure they have received updated training on instruction, policy changes, and other institutional information. The Instructional Designer also offers multiple workshops for faculty to facilitate full implementation of Moodle, and there are regular lecture series (the Dr. Daniel Unger Lecture Series and the Dr. Robert Digman Lecture Series) as opportunities for faculty to learn about scholarship from among their colleagues. Faculty also have taken advantage of opportunities for professional development through the Appalachian College Association (ACA) and the Council of Independent Colleges (CIC), and opportunities for scholarly development through internal faculty development funding.

**The institution has a well-developed process in place for budgeting and for monitoring expense.**

Alderson Broaddus uses a process of strategic planning to formulate the annual budget. An estimate of net student revenues for the coming year is drafted by the Vice President for Finance and CFO for review by the Board of Trustees at its annual winter retreat, based on the proposed tuition and fee levels and a projection of new and returning students. The total budget parameters are set by the President's Cabinet for distribution to all budget managers.

Each budget manager submits an operating (non-personnel) budget proposal for their areas of responsibility. Budget managers work with employees in their respective areas to plan the annual operating budget needs based on goals of the unit. If a budget manager is aware of a need that will not fit within the proposed parameters, special requests can be submitted for consideration. Each budget manager meets with the respective vice president and reviews the proposed budget before it is presented to the Vice President for Finance and CFO.

Capitalized equipment and/or renovation requests are also submitted by each budget manager for consideration of funding. Requests for personnel budget changes are submitted to the respective vice president, who reviews these with the President. The Vice President for Finance and CFO then compiles the revenue projections and budget requests into a comprehensive budget proposal for the coming year, negotiating any changes with budget managers and the respective vice president as needed. Final budget adjustments are made in September after the fall enrollment numbers are confirmed. The final budget is then taken to the full Board of Trustees for action during the annual fall meeting.

ABU's budget information is electronically available through a computerized system. Individual budget managers are responsible for maintaining and monitoring their respective budgets throughout the year in concert with the respective vice president.

**Embedded Report on Finances**

Following a January 2016 panel analysis of the institution's [Financial Indicators Report](#), ABU was asked to submit a Monitoring Report on Finances. In consideration of the upcoming planned comprehensive visit, the alternative recommendation was made to include the report with the visit. The panel analysis report requested further information on the following seven specific factors.

*1. Assuring that the tuition discount rate is reduced as noted in the financial recovery report received by the Commission on December 11, 2015, the institution should indicate precise plans to reduce the rate to specific percentages over the next several years.*

With hindsight, the University believes that it should not have kept tuition constant for three consecutive years. It was increased 5.2% in fiscal 2015 and another 5% for fiscal 2016. The ABU Discount Rate, defined as the total institutional financial aid for undergraduate and graduate students divided by tuition and fee revenue, rose from 41.3% in 2009-10 to a peak of 54.6% in 2012-13.

In the 2015-2016 academic year, institutional aid was not adjusted for returning students. As noted in the HLC Financial Indicators report of December 2015, the estimated tuition discount rate for 2015-2016 was expected to decline to 50.5% from 53.5% as reported in 2014-2015. The actual tuition discount rate for 2015-2016 was 50%.

Under the direction of a new Vice President for Enrollment Management, five strategies for further reducing the Discount Rate to a target of 49% are in various stages of implementation:

- The gap, the minimum amount paid per student, was increased from \$1,700 to \$2,000 for 2016-17; an additional increase is being evaluated for 2017-18
- Increasing tuition, fees, room and board while keeping ABU aid the same for returning students
- Both the gap and cost increase will be evaluated annually relative to discount rate as an adaptive management strategy
- Research the current ABU awarding model to determine if changes could be made to construct a more effective leveraging strategy
- Targeting enrollment with the goal of increasing the yield of students from families who can provide a higher expected contribution

*2. Much of the operational recovery for the institution depends upon meeting budget goals in the next several years. Therefore, the monitoring report should provide a year-to-date comparison of budgeted and actual net tuition revenue to fiscal 2016, indicating tactics to deal with any negative variances (if applicable).*

For the 2015-2016 academic year, tuition and comprehensive fees were increased 5.2% and by an additional 5% for the 2016-2017 year. The [Five Year Recovery Plan](#) projects a similar increase for the remaining four years. Coupled with expense control of no more than a 2% increase per year, the bottom line increases steadily. The net losses of \$5 million in 2015 (audited) and \$2.6 million in 2016 (un-audited) included depreciation and unpaid interest. Net losses are also projected for fiscal 2017, 2018, and 2019 in the amounts of \$2.1 million, \$1.3 million, and \$400 thousand respectively. By the fifth year, fiscal 2020, a net gain of \$500 thousand is projected.

To further enhance net gain, the University has developed a list of potential expense and revenue initiatives some of which have been implemented in varying degrees. These initiatives include new graduate programs, further reductions in variable expenses, personnel changes, an increase in the credit card surcharge, aggressive donor solicitation, and more international student recruitment.

[Year-to-date comparisons](#) to same period fiscal 2016:

- Tuition and fees recorded for the first semester were \$12.7 million compared to \$13.5 million last year. Notwithstanding a 5% increase in tuition, revenue declined because enrollment was modestly lower. Gross room and board income was \$3.8 million compared to \$3.9 one year earlier. Net student revenue shows as \$13.1 million compared to \$10.7 for the prior year. When the balance of scholarships and awards for the first

semester are booked this quarter, net tuition revenue for the first six months will be marginally less than the \$6.9 million for last year.

- Total expenditures for the first quarter this year were \$4.6 million compared to \$5.7 million for the same period last year. The primary reason expenses are less is that extraordinary costs related to the bond default were much lower this year.

ABU is negotiating a forbearance agreement with the Series A bondholders. As part of that process, the University developed a [Five Year Recovery Plan](#). The “[Dashboard Report](#)” shows not yet audited income and expense numbers for 2015-2016, the budget for this 2016-2017 year, and forecasts for the succeeding four years. The change in net assets improves from minus \$2.4 million in 2017 to a positive \$1.8 million in 2021. Cash flow improves more as a result of an expected provision allowing ABU to pay only \$500,000 of this year’s interest obligation of \$2.7 million. In succeeding years, the obligation will increase to \$900,000 (year 2), \$1.7 million (year 3), \$2.5 million (year 4), and \$3.2 million (year 5). To accomplish these results, tuition and comprehensive fees are projected to increase 5% each year, institutional financed student aid (discount rate) declines below 50%, and expense growth is to be limited to 2% per year. To account for any potential negative variances, the Five Year Recovery plan was subjected to a [stress test](#) and has shown that the institution has sufficient alternatives to remain financially viable.

At the same time as negotiations are proceeding with the bondholders, ABU is working with an alternative lender to secure financing large enough to allow payoff of existing debt at a negotiated settlement amount and to provide sufficient new money to cover the capital costs of opening the College of Optometry in the former Broaddus Hospital Building and to build an apartment house for graduate students, faculty, and staff. It is anticipated that the annual debt service of the new loan will be less than the present loan. When fully occupied the apartment house is expected to generate \$1 million of net revenue, and when fully enrolled the College of Optometry is expected to generate over \$3 million of net revenue. This additional net income is expected to provide a minimum debt service coverage ratio of 1.3:1.

*3. Related to the previous point, the report should provide an explanation of material (10% or more) year-to-date negative expense and auxiliary revenue variances.*

Through September 30, 2017, there were no variances greater than 10% in any income or expense category. There are no categories expected to have variances greater than 10% for the year.

*4. Based upon the actual budget results at the time the monitoring report is submitted, the report should include updated budgets through FY 2020 indicating eventual operational recovery.*

ABU is negotiating a forbearance agreement with the Series A bondholders. As part of that process, the University developed a [Five Year Recovery Plan](#). That exhibit shows unaudited income and expense numbers for fiscal 2016, the budget for fiscal 2017, and forecasts for the succeeding four years. The change in net assets improves from minus \$2.4 million in 2017 to a positive \$1.8 million in 2021. Cash flow improves more than Net Gain as a result of an expected provision in the agreement allowing ABU to pay only \$500,000 of this year’s interest

obligation of \$2.7 million. In succeeding years the obligation will increase to \$900,000, \$1.7 million, \$2.5 million, and \$3.2 million. To accomplish these results tuition was increased 5% each year, institution financed student aid declines below 50%, and expense growth is limited to 2% per year.

*5. As the institution understands that freshman retention rates have not performed as expected, the monitoring report should indicate how the institution plans to increase freshman retention, along with quantifiable metrics that will provide benchmarks to determine success.*

Although the [five year average](#) for retention is 58%, year-to-year rates since 2014 have been below 56%. The University's goal is to incrementally increase the retention rate at a realistic and attainable level beginning with a goal of retaining 57% of the first time freshman cohort entering in the fall of 2016. The goal for second to third year persistence is 78% with the goal for third to fourth year persistence set at 92%.

To achieve these retention and persistence goals, the University continues to work on identifying at risk variables, early identification, and specific short, medium, and long term action steps to improve retention as outlined in the [Retention Initiative Plan](#). Additional details concerning the University's goal and plans for retention are discussed in Core Component 4.C.

*6. Bond service debt is currently substantial in terms of actual dollars and as reflected by the 7.75% interest rate. The institution referred to having made some progress to ameliorate the high cost of interest. The monitoring report should provide a more granular discussion of that progress, efforts to refinance, and other activities devoted to reducing interest payments, interest rates. Such considerations should be reflected in the year-to-date FY 2016 and future budgets.*

At the same time negotiations are proceeding with the Series A bondholders, Alderson Broaddus has identified an opportunity to borrow sufficient funds to pay-out present debt and borrow a similar additional amount to cover the costs of opening the College of Optometry and building an apartment house for graduate students and other possible renters. These projects are expected to produce revenues in excess of expenses with the potential of producing earnings of approximately \$1 million.

This alternative financing opportunity would refinance current debt as well as provide the \$12.5 million needed to complete the renovations of the former Broaddus Hospital building and additional capital expenditures necessary to support planned growth in graduate education programs. ABU intends to enroll its first class in the College of Optometry in the fall of 2019 and to graduate its first students in the spring of 2023. After modest losses in the years before students arrive, the new College will turn profitable in fiscal 2020 and reach full potential in fiscal 2023.

With \$60 million of debt, ABU's balance sheet will continue to be highly leveraged. However, a thirty-five year term, a fixed interest rate of only 2.5%, and new profitable graduate level programs, will give it a brighter future than it ever has had.

*7. Audited financial results have historically been available in the Spring following completion of the previous academic year. The report should include audited results from the 2014-2015 year.*

The University's audits continue to have an unqualified opinion, but the most recent one dated [June 30, 2015](#) did include an "Emphasis-of-matter Regarding Going Concern." This came about because the University failed to make a required debt service payment on its College Facilities Refunding and Improvement Revenue Bonds, Series 2012A, resulting in a notice of default. The University is currently in the final stages of negotiating with representatives of the Series A bondholders to obtain a multi-year Forbearance Agreement.

## Sources

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- 1658 20100222 Continued Accreditation - Team Report
- 1658 20100222 Continued Accreditation - Team Report (page number 12)
- 2011-2013 Strategic Plan - color
- Academic Audit Summary Report
- Academic Support Personnel CVs
- Alderson Broaddus University Organizational Chart
- Assessment Reporting form
- Best Online Colleges Article
- Best Online Colleges Article (page number 6)
- Bring Your Own Device Policy
- Campus Master Plan 2012 - Part 1
- Campus Master Plan 2012 - Part 2
- Campus Master Plan 2012 - Part 2 (page number 9)
- Campus Master Plan 2012 - Part 2 (page number 17)
- Campus Master Plan 2012 - Part 3
- Campus Master Plan 2012 - Part 3 (page number 9)
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- Church Relatedness
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- Curriculum Maps
- Dashboard Report
- Faculty Handbook 2016-2017
- Faculty Handbook 2016-2017 (page number 21)
- Faculty Status Table
- Financial Audit\_2014-15
- Financial Indicators Report
- Financial Stress Test
- Financial Year to Date Comparison

- Five Year Recovery Plan
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Mission Trips - Nicaragua
- New Faculty Mentoring Program
- Program Student Learning Outcomes
- Quality Matters Rubric
- Retention and Persistence Data & Goals
- Retention Initiative Plan 2016 - 2019
- Strategic Plan 2011-2013
- Strategic Plan Update
- Student Organizations
- Student Service Activities Record 2015-2016

## 5.B - Core Component 5.B

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

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

### Argument

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The organization of Alderson Broaddus University allows for the inclusion of many constituencies in decision making processes. The president, as the Chief Executive Officer, manages the daily operations of the University in collaboration with the members the President's Cabinet as discussed in Core Component 5.A. The Board of Trustees maintains oversight through a process of communication and informed decision making.

#### **The governing board is knowledgeable about the institution; it provides oversight**

Alderson Broaddus University's Board of Trustees [meets](#) three times per year, with special meetings called by the Chairperson of the Board or with a written request by at least four members of the Board. The agenda and minutes of each meeting of the Board of Trustees are made available to the membership in advance of scheduled meetings. Approved minutes of prior meetings are accessible to the Board members and campus community through the Alderson Broaddus University portal.

The Board of Trustees was restructured in 2013, as explained in Core Component 2.C, to consist of 20 members plus the President, *ex officio* with full voting rights except in matters related to presidential compensation, performance, and benefits. The Board is the official governing body with responsibility for directing, managing and controlling all business and affairs of the University ([Bylaws](#)). ABU also has a [Board of Governors](#) to aid the Board of Trustees in matters requiring deliberations; however, the Board of Governors serves without voting privileges. The current President maintains regular and consistent communication with the members of the Board of Trustees and Governors through Board Letters. This communication provides updates regarding all functional areas of the institutions, the president's travel schedule and outcomes, as well as confidential matters requiring Board notification.



The Board of Trustees is responsible for 12 key functions of the University as defined in the [By-Laws](#) and provides the structure for oversight of the institution's financial and academic policies and procedures. The Board of Trustees also convenes seven standing committees and special ad hoc committees and task forces appointed with specific responsibilities at the time they are established. The committee structure allows for the review and recommendations of matters pertaining to their functions and provides for general advisory supervision within Alderson Broaddus University. Committees and their respective functions include:

- *Executive Committee*
- *Business, Finance & Properties*
- *Academic & Student Affairs*
- *Advancement & Investment*
- *Trusteeship*
- *Recruitment & Retention*
- *Audit*

The Board of Trustees and Governors has and continues to meet all of ABU's fiduciary and legal responsibilities. The Board exercises these obligations by providing for the financial requirements of the institution. During the fall meeting, the annual budget of ABU is reviewed and approved. At each meeting thereafter, financial updates are provided by the chief financial officer allowing the Board of Trustees to fulfill their fiduciary responsibilities.

The [2013-14 Audit](#) expressed concerns of recurring decreases in net assets, with a working deficit of \$1,800,000 as of June 13, 2014, raising doubt about ABU's ability to continue as a going concern (p. 7). The 2014-15 Audit also noted that the University failed to make a required debt payment on its College Facilities Refunding and Improvement Revenue Bonds, Series 2012A, resulting in a notice of default (p. 4). As of June 30, 2015 the net assets of ABU were \$21,875,746 (p. 5). ABU's assets were \$68,716,437, the bulk of which (>\$50,000,000) were in the form of net property and equipment. ABU's liabilities were \$46,840,691, with debt representing more than 82% of the liabilities. In 2014, the net cash used in operations was a loss of \$3,920,385, but that loss was reduced to \$1,998,865 in 2015. In July 2015, the Department of Education required an irrevocable letter of credit for \$1.9 million through June 2016, which was agreed to on September 9, 2015 with the Chairman of the Board providing \$1 million to collateralize the letter of credit. Two members of the Board of Trustees also loaned ABU \$1.2 million in November 2015, which was repaid in January 2016, to provide short-term working capital.

In October 2015, a five-person team of Board members began deliberations with representatives of the bondholders to negotiate a standstill agreement as discussed in Core Component 2.A. Throughout the negotiations of the standstill agreement and the subsequent long-term forbearance agreement, the Board members have been actively involved participants. The Board of Trustees entered ABU into a standstill agreement with the bondholders through June 8, 2016, preventing the bondholders from exercising its rights with the default. ABU is negotiating a long-term forbearance agreement with the bondholders that will allow the University to continue to carry out the mission of the institution and meet its financial obligations to the bondholders over a renegotiated time frame.

## **The institution has and employs policies and procedures to engage its internal constituencies**

The ABU community is fully engaged in the governance of the institution through a variety of mechanisms. All levels of faculty, students, staff, and administration have direct representation on President's Cabinet. The president is the [Chief Executive Officer](#) of ABU and is assisted in institutional governance by a cabinet composed of the provost/executive vice president, vice presidents, associate provost, athletic director, a faculty representative, the president of the Student Government Association, and an administrative assistant. The president, hired by the Board of Trustees, exercises overall leadership in matters pertaining to the governance of the institution. By way of delegation to the vice presidents, board policies are implemented and day-to-day management of the University is accomplished. Functional offices within the division of each vice-president serve to manage the diverse daily operations of the University.

Members of the Board of Trustees, administration, faculty, and staff participated during the summer of 2011 in the creation of the [Strategic Plan](#). This plan was crafted during an intensive 8-week time period and poised the University for rapid growth and expansion in three areas: enrollment, campus vibrancy, and academics.

Faculty participate in the governance of the institution through involvement in the school and/or college decision-making structure as explained in Criterion 5.B.3, through monthly Faculty Assembly meetings, and committee appointments. The specific responsibilities of the seven regular faculty committees are detailed in the [Faculty Committee Handbook](#).

- [Committee on Committees](#)
- [Committee on Student Affairs](#)
- [Deans' Council](#)
- [Honors Program Advisory Committee](#)
- [Institutional Review Board](#)
- [Online Programming Committee](#)
- [Tenure, Promotions, and Sabbatical Leaves Committee](#)

Additionally, [four faculty members](#) serve as representatives to the Board of Trustees' Committees on Academic & Student Affairs, Advancement & Investment, Business Finance & Properties, and Recruitment & Retention. Additional ad hoc committees may be formed as necessary for specific issues.

Student collaboration and involvement in university governance occurs in a multitude of ways. There are 12 social organizations, eight academic organizations, two religious/fellowship organizations, two service organizations and eight Greek organizations to help students become and stay engaged on campus. First and foremost, among these student organizations is the Student Government Association (SGA), which serves as the voice of the students and is comprised of student representatives elected annually to facilitate a greater student experience while at ABU. The SGA President serves as a member on the President's Cabinet to ensure that the student voice is heard by the Administration. For example, student representatives served on

the Search Committees for the recent hiring of the Interim President and Interim Chief Financial Officer.

### **Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes**

As specified in the [Faculty Handbook](#) (pp. 9-14), primary responsibility for developing and implementing the educational mission of the institution is delegated by the Board of Trustees to the president in cooperation with the faculty. Any significant changes to academic programs (e.g., changes in required courses, credits, new classes, new programs, etc.) are developed through the process of shared governance and are initiated by the faculty in the School or College under which the program resides. Once the School/College approves of the proposed academic changes, the proposal is moved for approval to the Deans' Council. Following approval by the Deans' Council, action on all proposals is taken during the monthly Faculty Assembly meeting. Programmatic changes including the inception of a new academic major are taken to the Board of Trustees for final approval.

Since 2012, ABU has undergone an intensive academic audit to improve its programs and create new programs based on the work of Dr. Robert C. Dickeson. Using Dr. Dickeson's book, *Prioritizing academic programs and services: Reallocating resources to achieve strategic balance* (2010), six criteria were considered in the analysis of all academic programs. The audit task force was comprised of representatives from administration, faculty and staff. Decisions of the task force were based on reports prepared by the faculty teaching in the respective programs. The results of the [Academic Audit](#) yielded outcomes in five categories: programs to be continued, programs where curriculum adjustments are recommended, programs to be continued with further monitoring and in consideration of adjustments to be made in the 2015-2016 academic year, programs to be phased out, and programs currently under development.

Student feedback is solicited and considered when decisions are made concerning academic requirements. The Process for Addressing Concerns Regarding Instructional or Evaluation Practices Arising During a Course from the Faculty Handbook provides students with a constructive process to provide general feedback and to resolve specific issues that arise during a course. An additional method of student contribution to instruction includes systematic [course evaluations](#) at the conclusion of each semester. Results of these evaluations are used to improve instruction and inform faculty regarding pedagogy and methods of evaluation. Lastly, the Student Government Association president serves as the student representative to the Faculty Assembly.

## **Sources**

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- 2011-2013 Strategic Plan - color

- Academic Audit Summary Report
- Board of Trustees By-Laws
- Board of Trustees By-Laws (page number 6)
- Board of Trustees By-Laws (page number 7)
- Board of Trustees By-Laws (page number 8)
- Board of Trustees By-Laws (page number 10)
- Faculty Committee Handbook 2016-2017
- Faculty Committee Handbook 2016-2017 (page number 6)
- Faculty Committee Handbook 2016-2017 (page number 7)
- Faculty Committee Handbook 2016-2017 (page number 8)
- Faculty Committee Handbook 2016-2017 (page number 9)
- Faculty Committee Handbook 2016-2017 (page number 10)
- Faculty Committee Handbook 2016-2017 (page number 11)
- Faculty Committee Handbook 2016-2017 (page number 12)
- Faculty Committee Handbook 2016-2017 (page number 13)
- Faculty Handbook 2016-2017
- Independent Auditor's Report
- Student Evaluation of Instruction Survey

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

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

### Argument

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Alderson Broaddus University engages in deliberate and informed planning processes. These processes guide all aspects of organizational functions and considers internal and external constituents' needs and services. Recent enrollment growth is the result of implementation of the [Strategic Plan](#). The 2016-2018 [Transition Plan](#) includes short and long-term objectives for each administrative functional area.

#### **The institution allocates its resources in alignment with its mission and priorities**

The [Mission](#) of ABU guides discussions and brings focus to deliberations and decisions by being referenced in meetings with various constituents. To fulfill the mission of providing students with the highest quality education, ABU consistently prioritizes and allocates resources to enhance instructional and academic support activities. For fiscal year 2015, 24.7% of the total budget was expended in these two areas, more than any other functional category (Core Component 5.A Table 1). Ongoing communication with the Board regarding management decisions forms the cornerstone of the checks-and-balance system assuring mission alignment. This is evident in the inception of the Strategic Plan and in the creation of the 2016-2018 [Transition Plan](#) currently under development.

ABU has also invested in learning spaces through renovations in Funkhouser Auditorium, Whitescarver Hall, Myers Hall, and the Joan Burbick Lecture Room in Withers Brandon Hall. Using the budget process and formal decision-making structures to ensure that resources are allocated in a manner consistent with the mission documents and Strategic Plan, the [Campus Master Plan](#) was created to support achievement of strategic plan initiatives and remains a priority for ABU's future. The Campus Master Plan lists several projects to improve campus facilities:

- New Multi-Sport Stadium

- New Physical Plant
- Natatorium Renovation
- Coliseum Addition
- New Student Housing (residential village)
- Re-purpose the former Broaddus Hospital facility
- New Coffee Shop
- Burbick Renovation
- Kemper-Redd Renovation
- Paul Jones Renovation

Since 2012, the University has invested in the hiring of a Director to establish the Office of Career Services. This office assists students, graduates, and alumni in applying to graduate school, obtaining internship experiences, securing full-time employment upon graduation, and also tracks the success of our graduates once they leave the University. In 2014, the University hired an Instructional Designer to support expansion into distance education. This position was initiated to support faculty development in the design and delivery of online and hybrid courses. Since the inception of this position, the duties have been broadened to include student support services.

**The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

Three of the University's five [institutional student learning outcomes](#) (ISLOs) Ethics, Diversity, and Civic Engagement align with the mission's focus on creating well-rounded, responsible citizens able to fulfill their roles in a diverse society. The ISLOs are further integrated into co-curricular activities through the work of a WV VISTA Outreach Coordinator to track and coordinate community engagement hours, and the addition of a dedicated position within the Office of Student Affairs to strengthen diversity awareness and education.

As the recently completed [academic audit](#) process is transitioned into an ongoing system of program review, assessment data will be incorporated into the program review decision making process. Data related to student interest in majors, minors, and concentrations, external demand for programs and courses, and achievement of student learning outcomes are considered as decisions are made concerning program modification, continuation, or termination. Other examples of planning and budgeting decisions based on assessment of student learning include the addition of a lab fee to support the purchase of consumable supplies in biology, chemistry, and environmental science labs and the hiring a simulation laboratory manager to provide ongoing maintenance to high fidelity simulator models.

Due to recent budget constraints, it has been difficult to fund all of the identified needs of the institution. Through a strategic planning process, needs are identified and prioritized. Where possible, funds are made available for high priority needs based on a reallocation of resources from areas of low need and low demand.

**The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups**

The planning processes for ABU are holistically inclusive of both internal and external groups. With the intention of re-branding Alderson-Broaddus College to Alderson Broaddus University in 2012, many constituents were involved and their perspectives considered. A task force was created comprised of members from both internal and external groups with a vested interest in this change. Work on this transition included members of the West Virginia Baptist Convention, local legislative and civic leaders, alumni, students, staff, faculty, and the public at large. A [series of questions](#) were developed and shared with these groups soliciting feedback to guide the institution during the transition.

As the University plans for a future doctoral program in optometry, many external constituents have been [invited to campus](#) and consulted including business and community leaders, local health care providers, and federally qualified health centers. The overall economic impact to the region of this and other university initiatives is a consistent priority for ABU.

The Strategic Plan was developed by a Strategic Planning Task Force comprised of internal constituents who engaged in a series of fact-seeking dialogues with local community constituents. Their feedback contributed greatly to action steps in the planning process.

Many other planning and decision making processes at ABU routinely include the participation and viewpoints of both internal and external constituents. The following examples are provided to demonstrate how academic and athletic programs actively seek these perspectives. The Physician Assistant Studies program uses an advisory board to review curriculum for currency with contemporary practices. The School of Nursing meets with [communities of interest](#) in the advisory committee every year to discuss strengths and weaknesses of the program, and seek feedback regarding employer perspective of graduate performance. The [Educational Personnel Preparation Advisory Committee](#) (EPPAC) is composed of public school and higher education teachers and administrators who provide advice and feedback in matters pertaining to the preparation and licensure of students enrolled in the School of Teacher Education. With the increase in the number of student-athletes since 2011, ABU's [Student-Athlete Advisory Committee](#) (SAAC) became a more important voice on campus. SAAC collaborates with all departments and sanctioned entities of the University, more specifically with the Alderson Broaddus University Athletic Department, to provide the voice of ABU student-athletes. SAAC strives to prepare student-athletes for educational and leadership opportunities that emphasize citizenship through the promotion of involvement in the University and community.

**The institution plans on the basis of a sound understanding of current capacity. Plans anticipate possible fluctuations**

The low enrollments and lack of growth experienced prior to the initiation of the current strategic plan in 2011 resulted in years of operating budgets which did not adequately account for funding capital needs, depreciation, and excess revenues that could lead to building cash reserves. The enrollment growth that began in Fall 2012 has significantly increased net revenues to the institution. As would be expected, the net revenue growth since the 2012 FY has mirrored the enrollment. The University has experienced even greater growth among its resident students. As a result, the University believes that it has nearly reached its capacity for resident, undergraduate students. It must move aggressively in the development of graduate programs. Two such

programs, masters degrees in anatomy and education, have recently received Higher Learning Commission approval. The first students will enroll in these programs in Fall 2017.

As its first doctoral program, the University is currently pursuing a Doctor of Optometry program. The program has applied for and received stage one approval of three stages in the accreditation process from the Accreditation Council on Optometric Education. The University is currently in the process of raising the necessary funds to initiate this program and has received donor support in excess of \$5 million in commitments. Support from local, state, and federal officials has been very strong for this program. While there are many milestones to be met before this program commences, enrollment could begin as early as Fall 2019. Based on the [pro forma](#) for the College of Optometry, net profit (after expenses) is projected to exceed \$3 million when the program is fully enrolled.

The University recognized a need to better manage and analyze its financial position. As a result, and to position the institution for sound financial management in the future, the University in addition to hiring a new chief financial officer (CFO) as referenced in Core Component 2.A, established two new positions within the Business Office: a controller who is charged with supervising the financial affairs of the institution and an office manager who has responsibility for the day-to-day operations of the office. These positions have been filled with highly qualified individuals with the experience and credentials required to carry out the responsibilities.

While the enrollment growth has exceeded expectations, retention rates in the freshmen cohorts have not performed at the historic levels. The enrollment growth resulted in a dramatic shift in student demographics including gender, ethnicity, and geographic origin (national and international). Multiple variables may have contributed to the declining retention rates. An [ongoing study](#) by the Office of Institutional Research has been undertaken to isolate trends in these changing demographics and the implications for retention; however, patterns have yet to emerge. The University continues to monitor retention rates and continues to implement and evaluate strategies aimed at retaining students. Retention strategies are continually being implemented and evaluated. Faculty and staff are all engaged in retention efforts. Admissions staff and coaches are becoming more astute in determining the fit with the institution of prospective students.

### **Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization**

Alderson Broaddus University has been vigilant in forecasting for the future. In anticipation of a decline in the number of graduating high school seniors in West Virginia and the surrounding states since 2010, the University aggressively instituted recruitment strategies to broaden its target base including:

- The hiring of an international admission officer to direct efforts toward recruiting students from outside the United States
- The development of additional graduate programs designed to respond to projected industry shortages



- The implementation of fully online programs to better serve a nontraditional audience of learners
- The opportunity for practicing associate and diploma nurses to achieve a baccalaureate education to meet market demands
- The dedication of one admission counselor to graduate student recruitment
- The implementation of behavioral engagement software in recruiting prospective students
- The use of software to streamline the scheduling of campus visits and gather feedback following the visit
- Improved and more consistent use of social media to support recruitment efforts

In response to the growing demand for internet connectivity, the University increased the bandwidth available on campus from 100 to 400 Megabits/second, with no increase in costs. This allows faculty the necessary capacity to include high-end technology in their instruction, and allows students to access sources of instruction (e.g., Moodle) and entertainment (e.g., Netflix). In 2015 ABU created a [Bring Your Own Device](#) (BYOD) policy option for technology use on campus by employees. This policy allows the use of devices and platforms of personal choice. This option allows the Office of Information Technology to more efficiently serve and support campus technology needs.

To support expansion into online education, the University has adopted a new and more flexible learning management system and hired an instructional designer to support faculty and student use of the system.

The University has provided students with an immersion global experience since 1965 through participation in the ABU [Semester in Europe](#) program. Headquartered in Salzburg, Austria, the program has provided an experiential educational opportunity to over 800 students. Students have the opportunity to live and learn while exploring foreign countries, gaining historical knowledge, and acquiring cultural awareness.

## Sources

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- 2011-2013 Strategic Plan - color
- Academic Audit Report Template
- Admission Statement to Board of Trustees
- Best Online Colleges Article
- Bring Your Own Device Policy
- Business and Community Leaders Visit to ABU
- Campus Master Plan 2012 - Part 1
- Campus Master Plan 2012 - Part 2
- Campus Master Plan 2012 - Part 3
- Career Services Flash Report 2012-2016

- College Student Inventory Summary Report
- Educational Personnel Preparation Advisory Committee (EPPAC)
- Institutional Student Learning Outcomes.docx
- Mission Statement
- Nursing - Communities of Interest
- Optometry Pro Forma
- Questions to Ponder – College to University
- Semester in Europe
- Strategic Initiatives for Plan to Restore Payments of Debt Service
- Strategic Plan 2011-2013
- Student Athlete Advisory Committee
- Transition Plan

## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

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

### Argument

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Alderson Broaddus University uses a variety of performance indicators in analysis of its operations. Through its regular meetings, the Board of Trustees reviews key indicators such as student recruitment and enrollment, retention, graduation rates, finance and receives updates on the Strategic Plan in order to monitor institutional performance.

#### **The institution develops and documents evidence of performance in its operations**

Multiple indicators are available and monitored as needed to address specific questions and matters related to institutional operations. The following four examples highlight the regularity whereby indicators are used to monitor operations.

The Office of Enrollment Management generates weekly [flash reports](#) on the number of applications, total on campus visits, total admits, and total active deposits. These data points are trended with previous year comparisons and used to prioritize work flow assignments.

The Chief Financial Officer prepares monthly cash flow reports which are used by members of the President's Cabinet to inform functional units of the institution's current financial status. This allows for close monitoring of institutional expenditures.

Retention rates are monitored by the Retention Committee on a semester-by-semester basis. In addition to informing constituents of current retention rates, the Retention Committee, comprised of faculty, staff, and students, has developed a series of short, medium, and long-term [strategies](#) designed to improve future rates of retention.

Data concerning graduation rates is collected annually and made publicly available. Graduation rates are also calculated for each major and reviewed by college deans as a means as assessing student success in each program. [Six months post-graduation](#), graduate of the most recent class are contacted by the Office of Career Services to determine employment within the major field, employment outside the field, and continuing education (i.e. graduate school or other professional development opportunities).

#### **Learning from Operational Experience**

There are many instances where data-driven decisions have been made to improve operations. Examples include the following changes which have been made based on operational data:

- During fall 2015, ABU developed and implemented a [Retention Survey](#) to learn more about factors influencing a student's decision to remain at the University. One of the factors identified that students wanted to see improved dining choices. During the summer 2016, a renovation of student dining options was completed. This included the creation of the [SubConnection](#) and the relocation of the Jazzman coffee shop.
- A second concern expressed by students in the retention survey was the speed of Wi-Fi connectivity. In response and as previously noted, the University has increased bandwidth across the entire campus from 100 to 400 megabits/seconds. Speeds to the residence halls are increased during the non-class hours allowing for improved streaming.
- In October of 2012, Alderson Broaddus University began working with a third-party vendor, Comcourse, to provide support in the development of the online RN-BSN degree completion program. By the fall of 2014, it was apparent that the vendor was unable to deliver the quantity of students agreed upon in the contract. A decision was made to initiate an internal system to support distance education which resulted in the hiring of an instructional designer. Contractual services with Comcourse were subsequently dissolved.
- In the fall of 2013 following increasing costs and dissatisfaction with performance from the third party provider of facilities services, the University made a decision to return these services within the organization.
- Based on the increased demand for and utilization of the Academic Center for Educational Success (ACES), the Career Services Center, and the Instructional Designer, all three offices were relocated during the summer of 2016 to a more centrally located facility. Having those three offices in the same suite has also improved accessibility of services to students specifically those with physical disabilities.

With the re-branding of Alderson-Broaddus College to Alderson Broaddus University in 2013, many operations were restructured and streamlined to improve effectiveness and sustainability. Based on the grass roots work of a faculty focus group and affirmed by the academic leadership, the former academic affairs divisions were transformed into 6 colleges complementing the creation of a university culture on the campus. Subsequent to the restructuring, the position of Associate Provost was created to stabilize the leadership in the work of accreditation and assessment.

A recent addition to institutional effectiveness has been in the creation of an office for Institutional Research. This initiative will allow the University to continue to analyze data and operations and make informed decisions to improve capabilities and performance.

## Sources

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- Academic Audit Summary Report
- Admission Statement to Board of Trustees
- Admissions Flash Report for 2016 Fall
- Career Services Flash Report 2012-2016
- Freshmen Fall Retention Survey Final Report
- Retention and Persistence Data & Goals
- Retention Initiative Plan 2016 - 2019
- Strategic Plan 2011-2013
- SubConnection-2016
- Weekly Flash Report Example

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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Alderson Broaddus University's resources, structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The challenges of the bond debt make it more difficult for ABU to fulfill its mission and respond to future challenges and opportunities, but we have been highly adaptable over the last few years and learned to adjust to the ebb and flow of triumphs and hurdles.

Under the leadership of President Barry and the Board of Trustees, ABU is planning for the future by restructuring current debt, pursuing additional funding for capital projects, initiating new masters degree programs, and developing a College of Optometry. A Transition Plan is currently under development which will guide operational actions until the selection of a permanent president in two years. The Offices of Enrollment Management and Academic Affairs have created efficient strategies focusing on student recruitment and retention as well as responding to market-driven 21st century demands for academic programs.

Criterion 5 provides evidence that ABU's resources, planning and institutional effectiveness are appropriate to meet the mission; however, recent challenges have served to make the institution more resilient, creative, and adaptable to future demands. Careful monitoring and evaluation of resources and processes will allow the institution to meet future opportunities.

### Sources

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*There are no sources.*