

Assurance Argument
Alderson Broaddus University

10/3/2018

1 - Mission

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

1.A - Core Component 1.A

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

The institution's mission guides the operations in all facets of the organization. The University's mission, supported by statements of vision, identity, church relatedness and by the Institutional Student Learning Outcomes, 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

The University's [mission](#) and supporting documents include the [identity statement](#), [vision statement](#), [church-relatedness statement](#), and [institutional student learning outcomes](#). These documents can be found on the AB web page (ab.edu/about-abu/abu-mission). Also, these documents are published in numerous AB publications, and the Mission is posted throughout the University. The mission and foundational 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. The foundational documents clearly and broadly define the institution's purpose, 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:

- prepare graduates for success and service to humanity;
- embody its Christian heritage by caring for each student in a faith-based learner-centered environment;
- be renowned as a leader in health-related and professional higher education;
- educate students in the tenets of civic engagement, communication, critical thinking, diversity, and ethics to provide the foundation of a liberal arts education;
- enhance the quality of life and economic viability of the region.

Church-Relatedness Statement for Alderson Broaddus University states:

Alderson Broaddus University affirms our commitment to our historical and continuing relationship with the American Baptist Churches USA and the West Virginia Baptist Convention. We fulfill our educational mission as a faith-based learning community through an ethically informed curriculum from a Christian perspective. Alderson Broaddus University seeks to provide a caring community, reflective of the diversity present in society and in 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. As part of this commitment, we support religious freedom and respect diverse expressions of faith.

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:

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

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

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

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

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

Institutional planning under president Dr. Tim Barry began in January 2016 through a series of retreats involving the President's Cabinet and Deans' Council. The President's Cabinet members at that time included the President, Provost/Executive Vice President for Academic Affairs, 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/EVPAA, the Associate Provost, the deans of the various colleges, the registrar, and a faculty representative.

Dr. Barry was originally contracted to serve for only one year and the primary planning efforts under this initial year were focused on addressing the financial concerns precipitating the resignation of the previous president. When Dr. Barry's contract was extended by the Board of Trustees [for an additional year](#), a [Transition Plan](#) was implemented. This plan was developed to provide the initiatives to be accomplished in the 2016-2017 and 2017-2018 academic years. The plan detailed the actions to be taken, identified the responsible individuals, established the timeline for accomplishment, and reported the current status of the initiative. The Transition Plan served to maintain the strategic direction of the institution until permanent leadership was to be selected.

In the fall of 2107, President Dr. Tim Barry initiated a series of open dialogue meetings. Named the ["Greystone Conversations."](#) this project involved 20 separate meetings of 10 individuals each with Dr. Barry. In total, ninety-nine percent (99%) of all faculty and staff participated, along with 55 students, and all members of Cabinet. During these sessions, questions concerning the University's mission and future direction were discussed. Feedback gathered from the Greystone Conversations was used during the summer of 2018 to revise the University's Vision and Church Relatedness statements and to eliminate the Core Values which were determined to be redundant and duplicative of goals enumerated in the Institutional Student Learning Outcomes. These changes created better alignment between all documented statements of purpose. The current versions of the Vision and Church Relatedness Statements were [endorsed and affirmed](#) by the Board of Trustees on September 5, 2018.

When the Board of Trustees [additionally extended Dr. Barry's contract](#) until June 2020, the direction of institutional planning was refined by a strategic planning task force. This task force comprised of administration, faculty, staff, and trustees met during the spring of 2018 to create a new strategic plan. Again drawing on the feedback from the [Greystone Conversations](#) initiative, the task force created the 2018 [Strategic Decision-Making Model](#). As the name indicates, this model includes a focus on not just planning, but on making strategic decisions by identifying priority goals and then placing emphasis on making decisions in alignment with those goals. This Strategic Decision-Making Model provides a blueprint for the University to align the financial, human, and physical resources necessary to attain the identified priorities. By clarifying the long-term priorities, this plan will give clarity and consistency to the strategic decisions of the faculty, staff, and administration. The 2018 Strategic Decision Making Model was [endorsed and approved](#) by the Board of Trustees on September 5, 2018.

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 and foundational documents. To create or modify a program or course, the faculty of the college proposing the addition or change submits 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 if applicable, 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 University's mission. A regular [schedule of 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 AB's students in matters consistent with the mission of the institution. 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 prospective 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 AB.

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 establishes priorities and engages in strategic decision-making to ensure the fulfillment of the mission. As a part of the budgeting process, the President's Cabinet routinely reviews strategic initiatives and proposed budget implications for alignment with the mission. The development of the most recent [2018 Strategic Decision-Making Model](#) will serve to support the University's mission and growth. The alignment of planning and budgeting priorities is further discussed in Core Component 5.C.1.

Sources

- ABU Transition Plan
- Academic Program Review Calendar
- Academic Program Review Template
- Board Minutes Sept 5 2018
- Board Reaffirmation of Mission Documents
- Church Relatedness.pdf
- Core Values
- Curriculum Change Template
- Greystone Conversations presentation
- Identity Statement
- ISLOs.pdf
- Mission Statement
- President_Barry_Extension
- Strategic Plan.pdf
- Vision Statement.pdf

1.B - Core Component 1.B

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

The mission of Alderson Broaddus University defines the purpose of the institution to internal and external constituents through a variety of publications and media. This documents clearly provide guidance for decision making and operation 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 central focus of its operation and planning. The mission statement and other foundational documents, including the [identity statement](#), [vision statement](#), [church-relatedness statement](#), [institutional student learning outcomes \(ISLOs\)](#), and [strategic decision-making model](#), are available both through electronic media and in a variety of print materials produced by the University. The mission documents are published on the University's website (<http://ab.edu/about-abu/abu-mission/>), in [university catalogs](#) and [student handbooks](#), and publicly posted in university buildings. To provide prospective students with an understanding of our mission, [recruiting publications](#) also include references to mission documents. [Hundreds of applicants](#) who visit AB every year and incoming freshmen are informed about the mission during campus recruiting visits, [new student registration days](#), and new student orientation.

As previously stated in Core Component 1.A, the [results](#) of the Greystone Conversations show faculty and staff's strong commitment to understanding and implementing the mission.

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 and 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 reflected in the mission statements of the various majors. Evidence of this alignment may be found in the [Academic Program Student Learning Outcomes](#).

The [Faculty Handbook](#) addresses policies regarding faculty personnel, teaching, and institutional matters. It provides guidelines 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](#). In particular, the [Statement of Professional Ethics](#) directly ties faculty obligations to the mission of the University. The faculty [continuously](#) engage in numerous [activities and events](#) in support of the mission including dedicated time to service.

In support of the religious and ethical values of the University, faculty engage in co- and extracurricular activities and events on campus and in the University's various programs for public relations and outreach. Nearly every faculty member is assigned to a committee. By working on various [committees](#), 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 majoring in their disciplines for the purpose of [academic advising](#). The advising begins once the student arrives on campus and continues throughout the student's time at AB.

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. This has been validated and affirmed by various external publications ([Best Online College](#), [Economist College Ranking](#); US News & World Report College Ranking [2016](#), [2017](#), [2018](#)). To present the institution accurately and honestly to the public, President Barry holds regular meetings with [AB students and employees](#) and [alumni](#). He regularly communicates with the campus community by providing three State of the University addresses annually (fall, winter, and spring) and by recording Fireside Chats that provide important updates on University activities and are posted for all constituents to be able to view at any time (https://youtu.be/8S6esYf_rbg).

Sources

- 2018 2019 Faculty Handbook.pdf
- 2018 2019 Faculty Handbook.pdf (page number 11)
- 2018 2019 Faculty Handbook.pdf (page number 12)
- 2018 2019 Faculty Handbook.pdf (page number 17)
- 2018 2019 Faculty Handbook.pdf (page number 21)
- 2018 2019 Faculty Handbook.pdf (page number 24)
- 2018 2019 Faculty Handbook.pdf (page number 28)
- 2018 2019 Faculty Handbook.pdf (page number 35)
- 2018 2019 Faculty Handbook.pdf (page number 38)
- 2018 2019 Faculty Handbook.pdf (page number 50)
- 2018 2019 Faculty Handbook.pdf (page number 55)
- 2018 2019 Faculty Handbook.pdf (page number 57)
- 2018-2019 Undergraduate Catalog.pdf

- 2018-2019 Undergraduate Catalog.pdf (page number 6)
- 2018-2019 Undergraduate Catalog.pdf (page number 7)
- AB at a Glance brochure
- Alumni Council Meeting Agenda and Minutes
- Bestcolleges.com article
- Board Reaffirmation of Mission Documents
- Church Relatedness.pdf
- Core Values
- Faculty and Student Good News 2016 2017
- Faculty and Student Good News 2017 2018
- Faculty_Committee_Handbook_2018 2019.pdf
- Flash Report June 2018
- Greystone Conversations presentation
- Identity Statement
- Instructions for Dispositions and Tech Skill Checksheets Jan 2017.pdf
- ISLOs.pdf
- Majors Requiring Experiential Learning.pdf
- Mission Statement
- New Student Registration Day.pdf
- President's Speaking Engagements
- Professional Dispositions Checklist.pdf
- Program Student Learning Outcomes
- Program Student Learning Outcomes (page number 24)
- Strategic Plan.pdf
- Student Handbook.pdf
- Student Handbook.pdf (page number 5)
- Student Handbook.pdf (page number 7)
- The Economist Article
- US News and World Report 2017 College Ranking
- US News and World Report.pdf
- US News and World Reports College Rankings 2016
- Vision Statement.pdf

1.C - Core Component 1.C

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

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

The institution addresses its role in a multicultural society

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 AB mission documents.

The [Mission Statement](#) clearly states it is the function of the University to:

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

The [Institutional Student Learning Outcomes](#) (ISLOs) 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.

The commitment to fulfill these goals begins with promoting recognition of the dignity and worth of each individual and with educating students about diverse cultures within and outside of the US. This commitment is exhibited in academic coursework that expands students' understanding of their world ([Appalachian Literature](#) and [Ethnic Literature in the US](#)) as well as extra-curricular events ([Diversity Events](#) and [Safe Zone Training](#)). [Campus organizations](#) bring together students of diverse national, ethnic, racial, and religious backgrounds, as well as students of different sexual orientations. (<https://ab.edu/student-organizations/>)

A study of the 2016 Integrated Post-secondary Education Data System (IPEDS) by the Appalachian College Association (ACA) found that AB has more than double the diverse population in comparison with other ACA schools. Specifically:

- [17% of AB's student population is African American \(vs. the average of only 8% for the other 34 ACA schools\)](#),
- 66% of AB's students come from other states, and
- 5% come from other countries (<https://nces.ed.gov/collegenavigator/?q=Alderson+Broaddus&s=WV&id=237118>).

Students at Alderson Broaddus experience a multicultural and diverse society on the campus that is greater than they would experience elsewhere in the region. As indicated by [fall 2017 data](#), AB has a Black/African American population of 23%. Through exposure and interaction with students and ideas from a variety of cultures and backgrounds, AB students are better prepared for working and living in a global society upon graduation.

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 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 Office of Student Affairs supports [many student organizations](#) associated with diversity. For example:

- [Gay-Straight Alliance](#)
- [Black Student Union](#)
- [International Students Organization \(ISO\)](#)
- [Power of Women \(POW\)](#)
- [Baptist Campus Ministries \(BCM\)](#)
- [Fellowship of Christian Athletes \(FCA\)](#)

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

In response to a growing population of international students, the AB Student Government Association (SGA) has created an international student liaison position. This individual attends all meetings of the SGA to convey the needs of the international student population. Currently, students from 18 countries attend Alderson Broaddus.

Two programs allow AB students to travel outside the United States and gain a first-hand experience of other cultures. The AB Mission Team organizes regular [mission trips to Nicaragua](#), and the [Semester in Europe Program](#) gives student an opportunity to live and study in Austria and travel throughout Europe. The AB [Honors Program](#) requires its members to gain exposure to cultures outside the US through international travel or working with international students on campus. As confirmed by [student reflections](#), these experiences have a transforming effect on participating students.

In addition, several academic programs have a [foreign language requirement](#) which provides not only conversational knowledge of other languages but an understanding and appreciation of the cultural underpinnings instrumental to those languages as well.

Sources

- 2017-2018 Student Organization Roster
- 2018-2019 Student Organizations Roster
- Appalachian Literature Syllabus
- Core Values
- Ethnic_Literature_Syllabus
- Honors Program
- Honors Program (page number 4)

- IPEDS ABU-ACA 2017Report
- IPEDS ABU-ACA 2017Report (page number 5)
- ISLOs.pdf
- Majors Requiring Foreign Language
- Mission Statement
- NCES_Demographics_WV_4-Year_Institutions.pdf
- Nicaragua Mission Trip
- Nicaragua Mission Trip student reflections
- Safe Zone Training presentation
- Semester in Europe
- Spring 2018 Diversity Schedule
- Student Handbook.pdf
- Student Handbook.pdf (page number 29)
- Student Handbook.pdf (page number 30)
- Student Handbook.pdf (page number 31)
- Student Organizations

1.D - Core Component 1.D

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

Alderson Broaddus University embraces its role of civic engagement and public service. With roots in Appalachia, AB serves as an academic, cultural, and religious resource to the region, also 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 [Mission Statement](#), [Vision Statement](#), and the [Institutional Student Learning Outcomes](#) recognize the University's 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 that AB will "prepare graduates for success and service to humanity." One of the AB Institutional Student Learning Outcomes states that "Graduates will have engaged in service with varied communities." In addition, AB's [Honor Code](#) endorses the development of responsible citizenship among its campus community.

Students' service to the local community is evidenced by the obligation of all student organizations to participate in community service projects. Each year, the Office of Student Affairs offers two special events open to all students and draw large student participation, [Do Good Weekend](#) in the Spring and [Day to Serve](#) in the Fall. In addition to organizing fundraisers in support of causes, student organizations work with local groups on regular bases. [Examples](#) of [each](#) can be found in the evidence file. During the 2017-18 academic year, AB students participated in approximately [1400 volunteer hours](#) on campus or within the local community.

In addition, outreach activities extend to the international level with the AB Mission Team. During spring break, an [annual excursion](#) to Central America is held in collaboration with AMOS, a Christian nonprofit organization located in Nicaragua. In spring 2018, nine students, two faculty and one staff member participated in providing education and health care counseling alongside local community officials in a remote community in Nicaragua.

Several [athletic teams](#) are actively involved in community services, and all members of the [AB Honors Program](#) as well as the Silver Key Honor Society make value contributions to community service. In the spring of 2018, Honors Program and Silver Key students worked together on a [service project for the local animal shelter](#).

Since 2016, the University has been offering Go Give Scholarships to students with high financial need. Students receive additional institutional funding in the amount of \$4500 annually and are required to volunteer an average of 90 minutes per week for a total of 45 hours for the academic year. The AB Offices of Financial Aid and Student Affairs partner with [community members](#) throughout the local region to provide students with a variety of opportunities to complete their volunteer hours. This partnership allows our students to not only receive additional funds for their education but also to make connections in the local community, learning and networking beyond the classroom. With 226 participating students (about 25% of all students), the [total number of hours](#) accomplished during 2017-18 academic year is almost 5990.

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.

Even in the midst of financial challenges, AB has maintained a firm commitment to its educational responsibilities. In 2011, AB had the highest tuition and comprehensive fees among all institutions, private or public, in West Virginia. To reverse the national rise in tuition, the University froze tuition and comprehensive fees for a period of three years. As a result, AB re-positioned itself from the highest to one of the lowest priced private institutions in WV. This initiative earned AB recognition in 2016 when [The Economist](#) magazine ranked the institution as 8th nationally for the best return on investment. [LendEDU](#) has also recognized AB as #67 among 150 small private colleges with the least amount of debt per borrower. Most recently, Alderson Broaddus was named tenth (10th) nationally and first in West Virginia by U.S. News & World Report in its [Best Value Schools 2019](#) rankings.

Recognizing the national student loan debt crisis, AB instituted a partnership program with Loan Repayment Assistance Program (LRAP) to relieve the burden of debt to its students. In 2018, the University initiated the [AB Advantage](#) program designed to help AB graduates with loan repayment if their yearly income is below a minimum threshold, adjusted annually for inflation. The University plans to continue this initiative in the [2018-2019 academic year](#).

Further information concerning the University's budget allocations in support of educational responsibilities can be found in Core Component 5.A.

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

In support of the [Mission](#) and [Vision](#), AB works in partnership with its external constituents and communities of interest to further their needs in a number of ways. The University, as a major employer and consumer of goods, has a substantial economic impact on the north-central West Virginia region. As revealed in the [Economic Impact](#) study, the University's growth has positively influenced the economic viability of the region; resulted in an employment growth of 61%; and, contributed to a 62% increase in overall population through student enrollment.

Numerous opportunities for developing working relationships and strengthening AB's support of the local community and other external constituents include, but are not limited to the following:

- Student teaching
- Student internships
- Do Good Weekends and other community service events
- Go Give Partnerships
- Town and Gown Task Force

- Barbour County Chamber of Commerce
- Community representation on the AB Institutional Review Board (IRB)
- Academic advisory councils
- AB 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

- 2018-2019 Student Organizations Roster
- AB Advantage
- AB Giving
- AB Times Special Report
- Athletic Teams Service Projects
- Colors Against Cancer_Press Release
- Community Service Hours 2016-17
- Core Values
- Day of Service
- Do Good Day flyer
- Economic Impact Study 16-17
- Go Give Hours 16-17
- Go Give Hours 17-18
- Go Give Partners 17-18
- Honors Program
- Honors Program (page number 4)
- Honors Program Report 2017-18
- Honors Program Report 2017-18 (page number 4)
- Hykes_Press Release
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- Lendedu Avg Student Debt_Press Release
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- Solak's Heroic Effort Press Release
- Strategic Plan.pdf
- Strategic Plan.pdf (page number 7)
- Student Handbook.pdf
- Student Handbook.pdf (page number 8)
- Student Handbook.pdf (page number 10)
- Student Psychology Association
- Survey on Volunteering Executive Summary
- The Economist Article
- US News and World Report.pdf
- Vision Statement.pdf

1.S - Criterion 1 - Summary

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

Summary

The University's [mission](#) is clear, articulated publicly, and guides the institution in its operations and strategic planning. The University communicates its purpose to the public through its web site, publications, news releases, recruitment materials, and media marketing presentations, presenting itself accurately and honestly. As a [faith-based institution](#), AB embraces Christian values, including moral integrity, service, trust, justice, and compassion, maintaining a [relationship with the West Virginia Baptist Convention and the American Baptist Churches, USA](#).

Furthermore, the University's academic programs are aligned with the mission and foundational documents. Each academic program is consistent with the University's mission and includes 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. By encouraging individual students and [numerous student organizations](#) to support and appreciate the integration and diversity within the student body, AB gives students multiple opportunities to develop leadership and citizenship skills through participating in [service and community engagement projects](#).

The institution lives its [mission](#) and [Institutional Student Learning Outcomes](#) through the work and service of its employees and students, and maintains relationships with its external constituencies and communities of interest. AB engages with its external constituents in [open communications](#) and [partnerships](#) that provide mutual support and positively impacts the [economy](#) of the region.

Sources

- 2017-2018 Student Organization Roster
- AB Times Special Report
- Church Relatedness.pdf
- Community Service Hours 2016-17
- Core Values
- Economic Impact Study 16-17
- Go Give Partners 17-18
- Identity Statement
- ISLOs.pdf
- Mission Statement

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

As with all institutions of higher education, 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 goal of becoming increasingly efficient.

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 personal, 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 five individuals to conduct financial business for the University: President James T. Barry, Treasurer John Ebert, VP for Finance & CFO Dennis E. Stark, Controller Jeff Rogers, and VP for Administration Bruce Blankenship.

While the University audits continue to have an unqualified opinion, the most recent dated [June 30, 2017](#) included an "Emphasis of Matter Regarding Going Concern." This concern originated from the University's inability to make required debt service payments on its Series 2012A Bonds, which resulted in a default with bondholders in the fall of 2015. This default has created recurring losses and an unrestricted net asset deficiency. Following the default, the University negotiated with the Series A bondholders to enter into a [Forbearance Agreement](#) based upon a five-year financial recovery plan. To date, all obligations of the University under the Forbearance Agreement, including required payments, have been met.

Additionally, the University has submitted an application to the United States Department of Agriculture (USDA) for a Community Facilities loan to refinance AB's existing debt. With the approval of this loan from the USDA, which includes a negotiated discounted [settlement](#) amount with the bondholders, the University would experience an improvement of its net asset position of approximately \$19 million, as well as a reduction of the annual cash flow requirement of approximately \$1.8 million, due to lowering the interest rate on its outstanding debt. Alternative financial plans, should the USDA loan not be approved, are explained in Core Component 5.A.

To assist in financial planning, Alderson Broaddus retained Mr. Michael Boisvert, President of Longhouse Capital, as an independent registered advisor. He worked with senior management on the Forbearance Agreement, USDA application, and negotiations with existing bondholders for a [settlement agreement](#). Terms of the USDA loan include a lower principal amount and interest rate, thereby creating additional funds to cover operating expenses.

Alderson Broaddus has a number of fiduciary policies 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.

To provide guidance in financial decision-making as it relates to sustaining cash flow, maintaining liquidity, and acquiring capital assets, the Board of Trustees implemented a [debt policy](#). The debt policy sets forth guidelines applicable to issuance of debt, subject in all cases to approval of the University's Board of Trustees.

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 foundation support or grant funding is reviewed by the Advancement Office on an ongoing basis. When necessary, the Gifts and Grants Review Board is consulted. This approval process ensures proper acknowledgement of donors and gift receipting; provides for appropriate solicitations that are keeping with the mission and priorities of AB; and, prevents 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.

In 2015 following the conclusion of a rigorous academic audit (based on a set of criteria adapted from Robert C. Dickeson's book *Prioritizing Academic Programs and Services*), all academic programs are now subject to a program review process. Program reviews are completed on [five-year cycles](#) and require submission of a [report](#) growing out of the same criteria that were set in place by the academic audit. The ongoing cycle of program review also includes program assessment data and a productivity report. The annual program review process facilitates critical reflection and was designed to ensure continuous improvement through growth and reallocation of resources. A more thorough description of the academic audit process and outcomes is found in Core Component 4.A.

Academic integrity is further assured through published policies and procedures in the [Student](#)

[Handbook](#) and the [Faculty Handbook](#) accessible online to all interested parties. The [Faculty Handbook](#) further 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 to 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 [academic integrity](#), [honor code](#), [appeal processes](#), [FERPA policies](#), and [social media/intellectual property policies](#). The University catalogs provide students with further integrity policies including [class attendance](#) and [student concerns regarding problems](#) arising during a course of instruction.

Personnel

To better serve AB's internal constituents, human resource functions were reorganized under the leadership of a Director for Human Resources. This office is responsible for employee policies 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.

Interim Appointments

Since 2015, Alderson Broaddus has contracted with The Registry for College and University Presidents to secure an Interim President, Dr. James "Tim" Barry, and Interim Chief Financial Officer (CFO), Mr. Dennis Stark. As the University's financial standing has stabilized and a replacement CFO has been mentored, Mr. Dennis Stark's contract will end on November 30, 2018 with the new permanent CFO, Mr. Jeff Rogers, who currently serves as the AB Controller, assuming the role.

At the present, the AB Board of Trustees is in discussions with The Registry to negotiate a method of naming Dr. Barry as permanent president with an additional three to five year contract extension. See Core Component 5.A for further discussion.

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 AB website. (<https://ab.edu/campus-security/>)

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 [Annual Security Report](#) is compiled and posted annually on the AB website in compliance with the Cleary Act. (<https://ab.edu/campus-security/>)

Sources

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- 2018 2019 Faculty Handbook.pdf (page number 52)
- 2018-2019 Undergraduate Catalog.pdf
- 2018-2019 Undergraduate Catalog.pdf (page number 17)
- 2018-2019 Undergraduate Catalog.pdf (page number 18)
- 2018-2019 Undergraduate Catalog.pdf (page number 21)
- Academic Program Review Calendar 2016 to 2021
- Academic Program Review Template
- Annual Security Report
- Board Minutes Fall 2017
- Board Minutes Fall 2017 (page number 3)
- Bondholder Settlement and Mutual Release Agreement
- Budget_Model_3.pdf
- Bylaws
- Bylaws (page number 6)
- Debt Policy
- Drug_Testing_Policy_Final
- Employee_Handbook
- Employee_Handbook (page number 7)
- Employee_Handbook (page number 27)
- Employee_Handbook (page number 29)
- Employee_Handbook (page number 32)
- Employee_Handbook (page number 40)
- Financial Audit Fiscal 2017
- Forbearance Agreement
- Graduate Catalog.pdf
- Handbook for Student Athletes
- Student Handbook.pdf
- Student Handbook.pdf (page number 7)

- Student Handbook.pdf (page number 8)
- Student Handbook.pdf (page number 10)
- Student Handbook.pdf (page number 13)
- Student Handbook.pdf (page number 17)

2.B - Core Component 2.B

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

Alderson Broaddus University's Office of Marketing and Communication proactively presents information about the institution to its constituents. Academic programs and requirements, the names and qualifications of faculty, the offices and staff members responsible for running the University, the costs to students and all organizations which have offered accreditation to AB are available on the website (ab.edu). The website is the primary site for AB's official documents, such as the undergraduate and graduate catalogs, the Student, Faculty, and Employee Handbooks, and the costs of attending AB. To make the website easier to navigate, to update the visual appeal, to correct broken links, and to improve access to key documents and information, the University embarked upon a year-long process of creating a new website on a dedicated server. The new website became active in summer 2018.

To respond to student concerns about the timeliness and accuracy of information on the AB athletics page (www.gobattlers.com), the University coordinated with its content management service, SIDEARMSPORTS, to generate a complete redesign of the athletics page in order to make information more quickly accessible. The redesigned webpage, which became active in fall 2018, includes a no-scroll homepage and a streamlined menu of options. The accuracy and timeliness of information has improved due to designating an additional staff member with responsibility for updating content.

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" (<https://ab.edu/academics/degrees-majors-minors/>) and in the [undergraduate](#) and [graduate](#) catalogs. These documents are updated annually and are publicly available 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-time and adjunct, and their credentials are listed in the [graduate catalog](#) and cited in the faculty roster, Members and officers of the Board of Trustees and Governors and all employees of the institution, except facilities staff, are listed in both [catalog publications](#). In addition, a faculty/staff directory is available on the AB website. (<https://ab.edu/about-abu/directory/>)

Cost to Students

Tuition, fees, and housing costs are available on the AB website under "Financial Aid" (<https://ab.edu/financial-aid/price-of-attendance/>). Dining plans are found on the Sodexo AB webpage. (<https://abdining.sodexomyway.com/index.html>) To assist families in determining the total cost of attendance, the AB website includes a net price calculator. (<https://ab.edu/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, AB's controlling body is the Board of Trustees. Information regarding AB's relationship and how it supports these entities is found on the AB website under "About AB" and in the AB catalog.

Accreditation

A list of accreditation bodies is maintained on the AB website (<https://ab.edu/about-abu/accreditation/>) and within the [undergraduate](#) and [graduate](#) catalogs.

Sources

- 2018-2019 Undergraduate Catalog.pdf
- 2018-2019 Undergraduate Catalog.pdf (page number 8)
- 2018-2019 Undergraduate Catalog.pdf (page number 191)
- 2018-2019 Undergraduate Catalog.pdf (page number 196)
- Graduate Catalog.pdf
- Graduate Catalog.pdf (page number 8)
- Graduate Catalog.pdf (page number 54)

2.C - Core Component 2.C

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

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.

The Board of Trustees consists of 21 seats including the AB 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 AB

The board's deliberations reflect priorities to preserve and enhance the University. The [Bylaws](#) direct the board to be responsible for the overall governance, program and policies of AB. The board is specifically responsible for electing members of the board, establishing bylaws for the University, hiring and evaluation of the University president, approving educational plans, providing appropriate staffing, establishing policies and procedures of AB, 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 AB.

The Board meets three times per year, two business meetings and an annual retreat. Each of these meetings include:

- A review of dashboards with key indicators that provide a snapshot of institutional activity and status
- A board educational session related to current issues in higher education
- Financial literacy discussions
- Accreditation status
- Academic and athletic program updates

During fall meetings budgets are reviewed and approved and faculty tenure appointments are deliberated. Spring meetings consist of the approval of graduates, faculty development funding and faculty promotions. Annual retreats allow time for more in depth [education](#); discussions concerning accreditation, finances, and enrollment; review of the Mission and foundational documents; board

policy review; and other pertinent planning and process deliberations. The Board has identified specific [goals](#) for the 2018-2019 academic year that encompasses key board responsibilities.

The governing board reviews and considers the reasonable and relevant interests of AB'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:

- Executive Committee
- 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 all committees except Executive, Trusteeship, and Audit due to their specific composition and functions. The responsibility of the faculty representatives is to attend committee meetings and serve as a conduit of information to the faculty.

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 process covers areas such as the mission statement, institutional organizational chart, board member responsibilities, and the history of AB. The Trusteeship Committee is tasked with regularly improving and updating the [orientation session](#) for future new members of the Board of Trustees.

The Board takes seriously its commitment to AB and its constituents and continues to increase its knowledge of governance, contemporary issues of higher education, and accreditation requirements. Board Chair Rebecca Hooman attended the annual HLC conference during spring 2018 and discussions have been held to identify other board members to attend in future years. Each board member has been provided with a subscription to the Chronicle of Higher Education and a copy of committee guidebooks published by the Association of Governing Boards of Universities and Colleges (AGB). For the coming year, the Board has an ambitious but attainable [educational plan](#) to further enhance board training and development.

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. Terms of the policy require that Board members not vote on any matters related to potential conflicts of interest.

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. New Board members are oriented to the [hallmarks of an effective trustee](#) which include:

- placing AB above all other philanthropic endeavors
- always remaining dedicated to the best interests of AB
- disclosing any potential conflicts of interests

To provide guidance in financial decision-making as it relates to sustaining cash flow, maintaining liquidity, and acquiring capital assets, the Board of Trustees implemented a [debt policy](#). The debt policy sets forth guidelines applicable to issuance of debt, subject in all cases to approval of the University's Board of Trustees.

Due to the University's default on long-term bond payments and resulting low credit standing, obtaining traditional lines of credit is currently unrealistic. Like most small, private, tuition-driven institutions, cash flow is minimal at certain times of the academic year (e.g. summer). Given this situation, trustees on occasion provide short-term lines of credit to the University. This is guided by the terms of the [Debt Policy](#).

The governing board delegates day-to-day management of AB 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 AB's president the chief executive officer of the University and as such shall be responsible for the total work of AB. 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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- 2018 2019 Faculty Handbook.pdf (page number 11)
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- Board Orientation Handbook
- Board Orientation Handbook (page number 44)
- Board_of_Trustees_Goals
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- Bylaws (page number 6)
- Bylaws (page number 10)
- Conflict_of_Interest_Policy
- Conflict_of_Interest_Policy (page number 3)
- Debt Policy
- Debt Policy (page number 3)
- Trustee_Education_Plan.pdf

2.D - Core Component 2.D

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

Argument

As AB 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 is outlined below:

As teachers, faculty members are entitled to full freedom in the classroom to discuss a 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.

The [Faculty Handbook](#) is updated annually and is vetted by the Tenure, Promotion, and Sabbatical Leave committee, the Deans' Council, and Faculty Assembly.

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 AB.

These rights are accorded to all of the AB 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 chief student affairs officer, another presidential designee, or by a student conduct board. 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.

Sources

- 2018 2019 Faculty Handbook.pdf
- 2018 2019 Faculty Handbook.pdf (page number 17)
- 2018-2019 Undergraduate Catalog.pdf
- 2018-2019 Undergraduate Catalog.pdf (page number 19)
- Faculty_Committee_Handbook_2018 2019.pdf
- Faculty_Committee_Handbook_2018 2019.pdf (page number 11)
- Graduate Catalog.pdf
- Graduate Catalog.pdf (page number 13)
- Student Handbook.pdf
- Student Handbook.pdf (page number 55)
- Student Handbook.pdf (page number 64)

2.E - Core Component 2.E

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

Consistent with AB's [mission](#), student 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. These guidelines are published in the [Faculty Handbook](#) and were reviewed for currency and applicability during spring 2018.

AB 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 AB undergraduate 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 AB's association with the American Baptist Convention, USA and the West Virginia Baptist Convention. Sub-Goal II-B2 requires a more philosophical approach to modern ethical issues. The [AB Undergraduate Catalog](#) provides course descriptions for all courses that meet Liberal Studies Goal II-B. These courses are listed below.

[PHIL-190 Intro to Philosophy](#)

[PHIL-210 Ethics](#)

[PHIL-240 Environmental Ethics](#)

[PHIL-290 Applied Logic](#)

[PHIL-391 Ethics of Health Care](#)

[RELG-280 Religions of the World](#)

[PHIL 320/RELG-320](#) Philosophy of Religion

The institution provides effective oversight to ensure the integrity of research

Although AB is primarily a teaching institution, many disciplines require specific research projects that require students to take additional courses in research methods. These cover research integrity as well as discipline specific requirements. Examples of programs that include a research component are: [biology](#), [chemistry](#), [elementary education-mathematics](#), [environmental science](#), [marketing](#), [mass communication](#), [nursing](#), [political science](#), [psychology](#), [public relations](#), and the [STEM research minor](#). Course descriptions are found in the [AB catalog](#).

In addition, AB'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 guarantee that human subjects are protected in accordance to the 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 AB's campus, there are no policies needed regarding non-human research subjects.

Students are offered guidance in the ethical use of information resources

AB'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." EDUCAUSE, the successor to EDUCOM, has no plans to update this policy as it is still relevant despite its 1987 date. AB's specific policy has been continually updated to reflect current practice and changes in the information technology field. The AB "[Computing and Networking Resources Acceptable Use Policy](#)," updated on May 2, 2018, addresses the following areas: institutional computing resources, private computers connected to the AB 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. Both institutionally owned resources and bring your own device (BYOD) computers are addressed. 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 additionally published in the [Student Handbook](#).

The institution has and enforces policies on academic honesty and integrity

AB's Academic Integrity Policy 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 for students. Specific penalties are also to be identified in syllabi. Faculty using Feedback Studio by TurnItIn as a plagiarism checker are to notify students in the 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 case of academic dishonesty. Violations should be reported to the school chair (if one exists), the college dean, and to the provost/executive vice president of 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 of academic affairs. If the issue still remains unresolved, the student may appeal to the Deans' Council for a final decision on the matter. The [Student Handbook](#) outlines the appeals procedure.

Sources

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- Lib Studies Check Sheet
- Mission Statement
- Student Handbook.pdf
- Student Handbook.pdf (page number 7)
- Student Handbook.pdf (page number 8)
- Student Handbook.pdf (page number 45)

2.S - Criterion 2 - Summary

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

Summary

Alderson Broaddus operates with integrity in regard to governance, administration, personnel, academic and auxiliary functions. AB presents itself thoroughly to its constituents in printed publications, marketing materials, and the University website by providing information on academic programs, faculty and staff, costs to students, control and accreditation relationships, etc.

The faculty, staff, and students exhibit behavior consistent with AB's mission by being well-rounded and responsible citizens. The University is committed to the free exchange of ideas both inside and outside the classroom. Policies are in place to guide both faculty and students in academic integrity, the pursuit of truth, and responsibility in teaching, learning, and research.

The Board of Trustees maintains oversight of the University and has delegated the responsibility of day-to-day operations to the president and his designees. The Bylaws of AB empower the trustees with responsibilities to meet governance and fiduciary obligations. The Bylaw provisions, Conflict of Interest Policy, and Debt Policy provide the governing board with autonomy to make decisions in the best interests of the University and its students, and to ensure integrity of its operations.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

Alderson Broaddus University (AB) has a long history of providing high quality education to its students. Ever mindful of the [mission](#), AB 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

AB offers [degrees](#) that are common in higher education. Currently, AB offers 4 associate's degrees, 26 bachelor's degrees including 3 degree completion programs, and 3 master's degrees. Each degree aligns with institutional priorities and is consistent with the mission. Each academic program undergoes a rigorous [program review process](#) to ensure a high quality, contemporary, and affordable education. This review process requires each academic major to complete a self-evaluation on a five-year cycle which is then reviewed by the Deans' Council. Items addressed in the program review report and evaluated by the Deans' Council include: program history, enrollment trends, graduation and employment rates, program inputs and processes, assessment of student learning outcome data, and alignment with the mission of AB.

To allow everyone to have access to a high quality education, AB 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 AB's reputation of providing high quality health care providers. More recently, AB partnered with a local community college, Pierpont Community and Technical College (PCTC), in providing opportunities for community college students to complete a bachelor's degree in several fields. A degree completion program in [Petroleum Management](#) was the result of this partnership with other programs currently under development including criminal justice and legal studies.

AB's academic majors are administered through 5 different colleges: Business; Education & Music; Health, Science, Technology & Mathematics; Humanities & Social Sciences; and Medical Science. 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.

AB Articulates and Differentiates Learning Goals

In addition to the [program review](#) process referenced above, each academic major has clearly defined [program learning outcomes](#). The assessment process is coordinated by the Assessment Group comprised of faculty, staff, and administrators. The Assessment Group serves as a task force for guiding 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. Three academic programs, i.e. nursing, physician assistant studies, and teacher education, also hold specialized accreditation through discipline specific accrediting bodies and undergo regular external reviews. 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 conducted a process of reviewing and, if necessary, modifying its [program student learning outcomes](#) and defining the methods of assessment. In May 2014 during a campus wide assessment workshop, a process of [curriculum mapping](#) was completed to show how each program's student learning outcomes are achieved during the course of a student's educational program and culminate in the measure of graduate achievement of [Institutional Student Learning Outcomes](#). 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 100-499 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 AB website includes an assessment page (<https://ab.edu/assessment/>) which includes a listing of all program learning outcomes and [annual assessment reports](#). Every course must also follow a [syllabus template](#). The template requires that course specific learning outcomes be clearly defined and also requires that 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 and/or Institutional Student Learning Outcomes.

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

Although AB has only one physical campus, the University offers several online courses, and two online programs, the RN-BSN and the graduate degree in education. Learning outcomes are the same in every course section, regardless of delivery method. To assure consistency of learning outcomes and academic quality, several processes are utilized. A comparison of syllabi reveals the same student outcomes and consistency in assignments and participation between face-to-face courses and online courses. A uniform course evaluation form is utilized for both online and face-to-face courses which provides relevant data for comparison.

The [Online Programming Committee](#) reviews courses offered via distance delivery methods for alignment of learning outcomes and provides assistance and guidance to instructors. Every online course utilizes the standardized course shell designed according to the [Quality Matters Rubric standards](#), built within AB's learning management system (LMS), Moodle. This shell is designed to enhance learning for the student by creating consistency in all online courses and providing easy

access to campus resources including library resources, help desk resources, institutional policies including the 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 design and the course delivery in relation to the stated learning objectives and outcomes. Results of the QM review are shared with the faculty and appropriate Dean with the expectation that directives for course modifications are completed before the next time the course is offered.

Faculty teaching fully online courses are [certified in Quality Matters](#) either before or immediately following the implementation of the course. AB's Instructional Designer and Online Administrator/Associate Provost hold Quality Matters certifications as a [QM Peer Reviewer](#) and [QM Coordinator](#), respectively. The quality of online education at AB has earned recognition from [Bestcolleges.com](#) as one of the top rated institutions in West Virginia for online learning. Additionally, the Instructional Designer and Associate Provost/Online Administrator have presented at regional as well as national conferences including

- [The Quality Matters Regional Conference](#) "Accreditation, Regulation, and Compliance - Oh My". New York, NY. April 21, 2017
- [The West Virginia Statewide Technology Conference](#). Morgantown, WV. July 20, 2017
- [QM Connect](#), "Unplugged: Using the QM Rubric Offline", Annual Quality Matters Conference on Quality Assurance in Online Learning. St. Louis, MO. October 30 - November 2, 2018.

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3.B - Core Component 3.B

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

Alderson Broaddus University (AB) has been recognized for the value of the education it provides. In 2015, AB was ranked eighth in the nation for adding value to a student's degree by the prestigious international magazine [The Economist](#), and as recently as 2018 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

Alderson Broaddus University was reclassified by the Carnegie Commission in 2000 from a "Liberal Arts College" to a "Baccalaureate - Diverse Fields" institution because of the proportion of students enrolled in professional programs. However, AB has maintained its long tradition of educating students in the tenets of civic engagement, communication, critical thinking, diversity, and ethics to provide the foundation of a liberal arts education. This is evidenced by the [Liberal Studies Program](#) which must be completed by all graduates. The Liberal Studies Program is designed 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](#). These outcomes are aligned with and support the [mission](#) of AB by preparing students for responsible citizenship in a diverse society.

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

AB'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. In 2012, the University conducted 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 and allows them to pursue several areas of interest.

The Liberal Studies Program for students pursuing an [Associate's degree](#) uses the same first two goal categories 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. Previous discussion of the Liberal Studies Program was dominated by faculty with very little student input. Discussions focused on the goals themselves and which courses would fulfill the goals. In fall 2015, this changed dramatically when AB's Assessment Group surveyed students to determine the value of the Liberal Studies Program Goal II statements and courses. Since then, this survey has been given to students 3 times during their enrollment at AB: first as incoming freshmen, again at the end of the 4th semester (sophomore year), and at the end of the 8th 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, results indicate 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) and will be considered as the Liberal Studies Program is evaluated at the conclusion of academic year 2019.

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. Data from the [Liberal Studies Student Survey](#) indicate a high level of achievement of the Group III goals of problem solving and creative and critical thinking.

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

The initial version of the ISLOs were developed by the Academic Assessment Task Force during the 2005-2006 year. Subsequent 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. During the 2017-2018 academic year, the Assessment Group completed the process of [mapping](#) the Liberal Studies Program to the broader ISLOs. The Liberal Studies Program is one of three key parts of fulfillment of the ISLOs. The Liberal Studies Program when paired with the outcomes acquired through a student's major and his/her participation in co-curricular activities, allows each student the ability to successfully fulfill the ISLOs. [Assessment workshops](#) have become regular events that take place at least annually to assist faculty and staff in honing their assessment skills, conducting regular reviews of assessment data, and making necessary improvements to curriculum and programs.

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 Religion & Philosophy)
- Battler Columns newspaper (outgrowth of Journalism classes)
- Campus Activities Board (campus wide group of students)
- Hu C. Myers Society (outgrowth of Physician Assistants program)
- InFlux literary magazine (outgrowth of the Humanities)
- Mission trips (outgrowth of Religion & Philosophy)
- 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 AB. The Office of Student Affairs has been working with the Assessment Group to create similar assessment [methods](#) for [residence life](#) and student organizations [programming](#). 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, but are not limited to, 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 require actual research projects resulting in publishable papers and presentations. A list of student research proposals to the [Institutional Review Board](#) is provided in the evidence file.

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 AB 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 Health, Science, Technology, and Mathematics conduct and present research at the annual [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 AB students, faculty, staff, and alumni.
- Students enrolled in the [Honors Program](#) must conduct and present research as a program requirement.
- Students in the School of Music deliver numerous [concerts and recitals](#) on the AB 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.
- Exercise Science majors must complete a case study of an injury or condition of an actual patient or client as part of the Exercise Science 450 Internship 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 a variety of appropriate professional development opportunities including opening week workshops and monthly "lunch & Sessions". Some examples of [faculty achievements](#) include:

- Assistant Professor of Physician Assistant Studies, Carrie Calloway, wrote a [chapter](#) titled "Curriculum Mapping" in the textbook *The Health Professions Educator: A Principal Guide for New and Established Faculty*.
- Assistant Professor of Mathematics, Dr. Igor Woiciechowski, presented research titled "Developing the Postulates of Special Relativity in Group Discussions" at the National Science Teacher Association meeting in Los Angeles, California in March 2017. He also presented research titled "Special Relativity for Dummies" to the National Association for Gifted Children in Orlando, Florida in November 2016.
- Assistant Professor of Biology, Dr. Kelley Flaherty, has published three articles regarding white-tail deer and their affect on wetland plant communities. Articles were published in *Plant Biosystems* (2017), *Plant Ecology* (2018) and *PLANTS* (2018).
- Associate Provost Dr. Andrea Bucklew, Instructional Designer Nathan Fortney, and Assistant Professor of English Dr. Kayla McKinney, presented "Grappling with the Grendel: How the QM Rubric Improved and Online and Seated British Literature Course" at the [Quality Matters Regional Conference](#) in New York, NY in April 2017.
- 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*.

[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).
- Junior Nursing Student Jayme Hykes was accepted into the prestigious [Navy Nursing Candidate Program](#).
- An ACA Colonel Lee B. Ledford Scholarship was awarded to student Jasmine Kyle and Dr. Kelley Flaherty, mentor, in the amount of five thousand eighty dollars (\$5080); both attended the Appalachian College Association Annual meeting in Kingsport TN where Jasmine presented her research findings on the effect of incidental methane emissions from conventional natural gas wells on prey availability and foraging activity of bats in West Virginia.
- Under the direction of Dr. James Owston, 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, titled "AB is You". The video was used by the AB Admissions Office as a promotional video.
- Student, Hayden Caldwell, collaborated with Dr. Kelley Flaherty to present a research poster at the 74th Northeast Fish and Wildlife Conference, Burlington, VT titled: *Predicting the Probability of Occurrence of Northern Saw-whet Owls (*Aegolius acadicus*) in the Highlands of West Virginia using GIS, Spatial Data and Machine Learning*.
- In 2017, students under the direction of Dr. James Owston, Professor of Communication, once again won a [Crystal Award](#) for a radio broadcast about the "Philippi Mummies."

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

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3.C - Core Component 3.C

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

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

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 numbers of part-time positions has increased from 15 to 22. This is indicative of AB'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 988 in 2017-2018, an increase of 42%.
- The student-to faculty ratio has increased from 8 to 16. 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 AB.

The data shows that AB has experienced growth in enrollment while also maintaining small class sizes taught by well-qualified professors dedicated to the University and its students. AB is operating 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 2018 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. Fifty-two percent of the full-time faculty now hold terminal degrees, up from only thirty-three percent in 2009. This increase is due to the University's hiring practices and financial 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 the retirement of 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 and institutional service before they can receive promotions and tenure. (The process for promotions and tenure are discussed below.)

AB 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](#). 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 (EVPAA), and President. In addition, the Committee on Tenure, Promotion and Sabbatical Leaves 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 works for the benefit of the University and its students.

Instructors are evaluated regularly in accordance with established institutional policies and procedures

The University engages in a robust system of faculty evaluation where it must be demonstrated that students have actually learned what AB claims to teach them. Significant and sustained student learning outcomes assessment is well established 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 AB is:

- Stable and consistent over time in the use of instruments
- Anonymous, encouraging student candor
- Available in every class (with a few exceptions) creating a normal procedure with which students are comfortable
- Embedded in the course learning management system making the tool mobile friendly and electronically accessible
- 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

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 the faculty, 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 only after final grades have been submitted for the course. The process is designed to ensure student anonymity in order to encourage student participation and candor and prevent any acts of retribution by faculty.

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

During the first semester when a new colleague joins the faculty, the dean of the college will conduct an observational review. This review is intended to start the new faculty member on a path of professional development by identifying current practices and recommending methodologies and pedagogical assistance that may be available at the institution to support faculty development. The dean observes the new faculty during an instructional activity using a set of [established criterion](#) and reviews the syllabus for compliance with the template requirements. This process has been advantageous to the faculty in helping to identify additional development opportunities; for example, those who have participated in the observation experience have expressed interest in attending the Appalachian College Association's (ACA) Teaching and Learning Institute.

AB 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. Although not required, tenured faculty may invite peer evaluations. 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 AB above the national averages for private four-year institutions. This trend continued during the [2018 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 with 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 for assuring that instructors are current in their discipline; it supports their professional development

AB 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 AB.
- 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. AB 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

Many faculty also engage in a variety "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 AB 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, with disciplinary forums and interest sessions
- Discipline-specific activities and technology-focused programs (e.g., QM and Moodle workshops)

A number of ACA programs are provided at very low or no cost to faculty. A good example is the communities of interest programs offered through the ACA for commonly occurring issues on college campuses throughout Appalachia (e.g. honors programs, safety, learning resources). Because the ACA is comprised of institutions similar to AB, 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 AB's faculty development efforts.

AB 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 AB personnel include:

- Regular attendance at the Presidents' Institute and Institute for Chief Academic Officers
- Completion of the CIC [Senior Leadership Academy](#) by Associate Provost Dr. Andrea Bucklew
- Participation in the CIC [Presidential Vocation and Institutional Mission](#) program by Vice President for Enrollment Management, Dr. Eric Shor
- A professor in the Humanities 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

- Receipt of a [grant](#) from the CIC to fund the completion of the Association of College and University Educators (ACUE) course on "[Instructional Excellence and Career Guidance](#)" by 20 faculty members.

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* requires that faculty be available to students through a system of regular communication including email, live chats, and online office hours. A strength of AB is the personal attention and close relationships formed between students and faculty. Many faculty willingly meet with students before and/or after class to answer questions, provide assistance, and encourage academic success. Again, the [Student Satisfaction Inventory](#) reveals that students rank AB'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 [diverse student body](#), AB ensures that all staff members providing academic student support services are appropriately qualified upon hiring. AB 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

- 2018 2019 Faculty Handbook.pdf
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- AB Acceptance in CIC ACUE Consortium
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- NCES_Demographics_WV_4-Year_Institutions.pdf
- Online Faculty Handbook
- Outstanding Faculty Criteria
- Outstanding Faculty of the Year Recipient List
- Probationary Faculty Evaluation Form
- SSI Institutional Summary - In Order of Importance 2018 vs 2014
- Student Evaluation of Instruction Sample Report
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3.D - Core Component 3.D

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

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 academic support services provided by AB 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 sessions for students who commit to a weekly congregate study environment. 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 sessions 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 five computer terminals, both individual and group tables, a separate small group study area, and a distraction-reduced study room, the 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 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. AB 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. AB'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.

Finally, ACES coordinates a 2-level academic probation system that includes support courses for students rehabilitating their grade point average. Students who enter academic probation for the first time are required to register for General Studies (GNST) 120, Learning Skills Development. This course is designed to help students identify their own learning styles and processes, and apply them to the essential study skills needed for academic success in order to assist students in beginning the process of rehabilitating unsatisfactory academic performance. Students entering academic probation for the second time are remediated via Developmental (DEVL) 020, Developmental Learning Skills. This course is designed to provide direct monitoring as students apply their own learning styles and processes to the essential learning skills needed for academic success, and to assist students who require a second opportunity to repair academic grade point average. Students participating in both courses also complete monitored study hours each week in ACES. In most semesters, 60% to 64% of students in GNST 120 are able to repair GPA sufficiently to exit academic probation. The GPA rehabilitation increases to approximately 80% for students who are required to take the second level course as well.

As AB 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.

AB 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. In addition, the program requires participating students to be engaged in service and to get exposure to cultures outside the US through international travel or working with international students on campus. Since 2003, the Honors Program has graduated 51 students. These students have completed all the requirements, which include taking a minimum of three honors 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 AB, but at colleges and universities across the nation. In addition to the support services discussed above, AB offers preparatory or developmental courses in mathematics, writing, and reading. Placement into developmental courses is based on the following:

- Mathematics – Students with a 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 have the option to take a challenge exam. Successful performance on the 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, AB also offered a General Studies (GNST) 101 course, College Success: Making the Transition to College Life. This course was similar to many first year experience courses offered at other institutions. The ultimate goal of this course was to improve student success at AB. Specific learning objectives for the course were 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.

Although it was not mandatory for all students, any student who was placed into two developmental courses discussed above was required to also enroll in GNST 101 College Success: Making the Transition to College Life. Students were also able to self-select to take the course. Assessment of data collected for students who did and did not take the GNST 101 course from 2015 through 2017 was analyzed in the spring of 2018. The data showed that GPA was not influenced by GNST 101 for students enrolled in developmental reading or developmental math; in fact, the GPA was higher for

students enrolled in these two developmental courses who did not take GNST 101 compared to those who did attend the course. However, it was different for developmental English as data revealed that GPA was higher for students who took both developmental English and GNST 101 versus students who completed developmental English and did not take GNST 101. Therefore, when considering term GPA, GNST 101 appears to assist students who take developmental English but does not appear to help the students who take developmental reading or developmental math.

The analysis of data collected in GNST 101, as well as information gleaned from course faculty, influenced the institution's decision to discontinue GNST 101 and instead create a first year seminar course called Alderson Broaddus First Year 101 ([ABFY 101](#)). The new ABFY seminar course is designed to culminate in a grade of satisfactory/unsatisfactory and must include a focus on at least one of the five [institutional student learning outcomes](#) (ISLOs), though faculty are encouraged to include more than one ISLO. The AB first year seminars are designed to have an intentional focus on facilitating persistence and retention, develop connections with students and the faculty leader, involve active learning, and reflect a wide range of interests and/or disciplines. All ABFY 101 courses are required to have the same student learning outcomes, which include introducing the students to university services available to support their educational goals, developing strategies for academic success, exploring interests beyond the regular curriculum, and fostering relationships between students and instructors.

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

The AB [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 AB as one of the most positive aspects 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 AB averages are provided. Academic Advising has traditionally been an area that students are very satisfied with at AB, and recent years are no exception. Students consistently indicated satisfaction with advising (average 5.83) that exceeds the national norm (average 5.60). The students find their advisors approachable, caring, and helpful. When comparing the 2018 SSI to the previous 2014 SSI, AB saw a significant improvement in student satisfaction in all 12 areas of the SSI. 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.

In the last 5 years in the Kemper Redd science building, the improvements to infrastructure and resources have been notable. The College of Health, Science, Technology, and Mathematics (HSTM) established Lab Fees (\$30 for Chemistry labs and \$12 for all other labs except computer science which have no fee) to provide funding to replace consumables utilized during instruction. Room 101 was split into two smaller rooms to separate the communal computer lab from the computer science program lab. A new air conditioning unit was installed for the building. Room 4 is currently in the process of renovation to create a new Histology lab for the Masters of Anatomy program that HSTM will also have the ability to use when not occupied by the graduate students. A new Academic Study Lounge is simultaneously being created in Room 11. The HSTM college has also purchased a new Autoclave, a new -80 degrees C deep freezer, and a new CO2 incubator. The college has also purchased a large format color printer for posters, added two high-end computers dedicated to GIS studies, purchased 8 desktop computers for the computer science program lab, purchased a new explosion-proof refrigerator for the chemistry labs, and a freeze dryer.

Resources and infrastructure in HSTM that support teaching and learning are the general chemistry lab, organic chemistry lab, physical chemistry lab, the greenhouse, the museum of biological specimens, the microbiology lab, general biology lab, anatomy & physiology lab, computer lab, math tutor lounge, student academic lounge, histology lab (under construction), geospatial lab, and the physics lab. Equipment available for student learning include CO2 incubators, deep freezers, freeze dryer, water distiller, aquaponics system, geospatial computers, 44" poster printer, and autoclave.

Professor of Biology, Dr. Yi Charlie Chen, regularly receives approximately \$200,000 in grants from INBRE each year to support cancer research testing the ability of natural compounds to kill cancer cells. The College of Health, Science, Technology, and Mathematics has also received a \$10,000 grant from Dominion that was used to purchase the large format printer and the freeze dryer. Dr. Ross Brittain, former Dean and Assistant Professor of Environmental Science, received a Cooperative

Agreement grant from the WV Division of Natural Resources that was used to purchase multiple smaller pieces of equipment for research, such as Sherman mammal traps and range finders.

Despite the recent HSTM acquisitions, infrastructure remains a challenge as dedicated labs for the Environmental Science and Natural Resource Management programs are desired. The Chemistry department would benefit from the purchase of additional microscopes or the update of analytical equipment such as a gas chromatograph or mass spectrometry. Older equipment continues to be used to accomplish many of its scientific purposes with future funding priorities focused on upgrading older devices. The University continues to explore options to acquire more contemporary equipment commensurate with industry standards.

The gross anatomy lab, housed in Myers Hall, contains 12 human cadavers acquired from the West Virginia Human Gift Registry. 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 dean of the College of Medical Science and maintained by the facilities staff. An 18-seat pre-lab classroom with a camera and two wall mounted TV monitors provide space for work, study, presentations, and testing. An additional 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 bone boxes, 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 cadaveric specimens 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 its ongoing effort to provide state-of-the-art education in clinical simulation, Alderson Broaddus University (AB) continues to utilize its High Fidelity Simulation Laboratory (HFSL) by the faculty and students. The HFSL resembles three, fully-equipped hospital patient rooms, with each room equipped with a high fidelity human patient simulator. High-fidelity patient simulation/simulators (HPS) refers to the use of computerized human patient simulators/mannequins that look like real life patients that can simulate real-life medical conditions or medical condition scenarios (e.g., diabetic ketoacidosis and pneumonia). The HFSL also consists of a classroom/skills training space, a large meeting/multipurpose room, and a computer room. The HPS are designed as human-like skeletal structures and closely mimic the anatomical functions of the human body. Each HPS is programmed to exhibit a variety of symptoms related to specific illnesses and enables students to experience both common and unusual clinical situations. These mannequins can simulate actual breathing, breath sounds, heart tones, and palpable pulses. In addition, the simulator models have computer monitors that display heart rhythms and pulse oximetry to provide real-time information to students. 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.

The HFSL is facilitated by a dedicated Simulation Laboratory Director and Professor of Nursing, Dr. Gina Maiocco. Dr. Maiocco's role is to guide and coach the student learners so their planning and responses remain accurate, realistic, and logical. Students are educated to assess the patient mannequin and make critical, time-sensitive decisions about appropriate nursing care. In post-scenario debriefings led by Dr. Maiocco, students discuss the simulated clinical experiences, to include a discussion of what they did well, as well as their observed weaknesses during the simulated clinical experiences. In order to make the use of each HPS an easier, timelier process, a simulation laboratory

coordinator works closely with the simulation laboratory director to facilitate the simulated clinical experiences/pre-programmed medical condition scenarios (for example, a patient with diabetic ketoacidosis and pneumonia).

Experiences in caring for patients in this type of learning environment better prepares students to meet the needs of their patients when they go into actual clinical settings. Recorded simulations are also integrated in the program. Beginning with the first sophomore semester, every nursing student completes at least three simulations per semester to evaluate his or her performance. It promotes skills acquisition, aids development of clinical judgment, and teaches students about complex clinical situations with lifelike examples. HPS provides an invaluable safety net for learning, allowing students to acquire and develop critical-thinking and decision-making skills without exposing patients to unnecessary risk. The simulation learning method also provides a deeper understanding of the subject matter, engages students in different roles (e.g., medication nurse, charge nurse, etc.), adds new aspects of critical thinking, gives students the chance to practice basic skills and assessments, and helps students to gain confidence in clinical situations. As students progress through the University's health care profession degree programs, simulations become more complex to teach higher-level skills.

The School of Nursing skills laboratory remains housed on the second floor of Myers Hall. This training space 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, one of which was replaced with a new KERI™ nursing skills mannequin in the spring of 2018. The new adult mannequin is a realistic, fully functional mannequin that allows over 35 simulated nursing and medical procedures. The skills laboratory has two infant mannequins, as well as a pediatric care simulator that is designed to simulate a five (5) year-old male or female child. The skills laboratory also has two urinary catheter models, one abdominal dressing model, one central line model, one heart and lung sound machine, and two practice IV arms. In academic year 2017-18, a Chester Chest™ Model was purchased for training nursing students in the most common types of vascular access devices (e.g., a central line). In Spring 2018, a wound care model was also added to the School of Nursing skills lab. A video camera was also procured in 2018 for videotaping simulated clinical experiences. 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. Together, the nursing skills laboratory and the HFSL provides AB students the opportunity to learn and practice in a realistic and risk-free environment, and offers invaluable opportunities to enrich and enhance learning.

The exercise science program 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. An additional laboratory that will mimic a physical therapy clinic is currently being developed in Whitescarver Hall. These facilities meet the programs curricular needs in the education of exercise science students in alignment with the program learning objectives, 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.

Learning spaces and equipment are often shared among the various programs. Students frequently take advantage of these experiences either as a requirement of their major or as associated learning opportunities.

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 a recording studio (Battler Studios), a crime scene laboratory, and facilities for student publication including the *Battler Columns* student newspaper office.

The 2011 strategic plan included a initiative to incorporate experiential learning in every major on campus. By 2016, eighty-seven percent (87%) of all majors included some form of experiential learning as a requirement. Experiences are 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 internships for many other fields. The [Career Services Report](#) provides a list of internship placements completed by AB students.

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 AB 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 250,000 university and professional press books
- Over 11,000 full text journals, magazines and newspapers
- Over 126,000 CD music recordings

The AB library is a member of the Appalachian College Association's (ACA) Bowen Library. The AB 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 AB 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.

The campus library houses additional resources including:

- 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 and faculty.

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

AB 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 it 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.
- 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.
- In November 2017, the Faculty Assembly approved [changes to the information literacy program](#) to replace the current Information Literacy assignment administered by the library with a two part assessment test (administered during the first and last week of the Engl 190 and 200 courses) and a research project, administered by English faculty.

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

- 2018 2019 Faculty Handbook.pdf
- 2018 2019 Faculty Handbook.pdf (page number 12)
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- ACES Usage Report 2012-2018
- Advising Handbook
- ENGL 190 Syllabus
- ENGL 200 Syllabus
- GNST 101 - Syllabus Fall 2017 Final.pdf
- Honors Program
- Honors Program Report 2017-18
- InfoLit Report
- Information Literacy Proposal
- Information Literacy Report_Spring2018
- Information Literacy_Database Research Presentation
- ISLOs.pdf
- Mission Statement
- SSI Institutional Summary - In Order of Importance 2018 vs 2014
- Student Internships 2017-2018

3.E - Core Component 3.E

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

Alderson Broaddus University 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 AB 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 in collaboration with the Assessment Group developed a survey given to graduating senior student-athletes. The survey included 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 starting in 2015-2016 and every year thereafter. [Complete results](#) can be found in the evidence file. The Associate Athletic Director and Assessment Group annually review the data looking for emerging themes and plan to continue administering the survey in future years.

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

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

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

Eighty-seven percent of majors at AB require students 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 [internship sites](#). The contributions of AB 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 AB. These efforts continue today through service learning, classroom projects, program internships, and activities of many student organizations and athletic teams. Since the initiation of the [Go-Give Scholarship](#), as discussed in Core Component 1.D, the AB student body has completed well over 13800 hours of community service activities in the region.

As a faith-based institution, AB is deeply committed to serving others. Each year, a mission team composed of faculty, staff and students travels to [Nicaragua](#) during spring break and works closely with with AMOS Health & Hope, a Christian public health and policy mission group. During the ten-day trip, AB 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. In the past, usually occurring in May, the mission team travels to Camden, NJ where it partners with UrbanPromise to work with inner city youth.

Sources

- Community Service Hours 2016-17
- Go Give Hours 16-17
- Go Give Hours 17-18
- ISLOs.pdf
- Nicaragua Mission Trip
- Senior Athlete Survey.pdf
- Student Handbook.pdf
- Student Handbook.pdf (page number 29)
- Student Internships 2017-2018
- Student Organizations

3.S - Criterion 3 - Summary

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

Summary

The institution provides a 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 engage 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. An additional level of review is in place for online courses through the Online Programming Committee to ensure active participation, engagement, and learning for online students. Faculty teaching online are offered appropriate and timely professional development and are supported in the design and delivery of courses.

Student learning is supported through a variety of services - academic advising, tutoring, disability support, library resources and services, 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

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

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

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

The institution maintains a practice of regular program reviews

The 2011 Strategic Plan established the requirement that each academic program undergo an academic audit which was completed in fall of 2015. A list of six criteria was developed and an Academic Audit Task Force was assembled. The [Academic Audit Report Template](#) details the process including how criteria were developed, tested and used to measure program demand, performance, quality, resource utilization and sustainability. The [recommendations](#) from the Academic Audit Task Force concerning which programs should be continued, revised, or discontinued is found in the Evidence File.

The review process has now transformed to an annual [program review](#), growing out of the same

criterion that was set in place by the academic audit. The ongoing cycle of program review also includes program assessment data and a productivity report. The annual program review process facilitates critical reflection and was designed to ensure continuous improvement through growth and reallocation of resources.

All undergraduate programs are on a [5 year schedule](#) for academic program review. Each year, there are a maximum of 5 programs undergoing annual program review. The programs reviewed from the 2017-2018 academic year include:

- Sport Management
- Elementary Education
- Mass Communication
- Chemistry
- Ministry & Leadership

As a result of the program review process, the Ministry & Leadership program has been suspended and replaced with a new program in Religion & Philosophy. This is one current example of the ways in which the program review mechanism and assessment data are used to make changes and decisions within the University programs. In this case, a more flexible program in Religion & Philosophy was designed as an alternative to the existing program in Ministry & Leadership which was targeted to students primarily interested in pursuing graduate divinity education. This illustrates how the program review operates to make changes when it is apparent that improvements or a different approach is necessary.

This process continues to be used to monitor academic programs on a continual basis according to the [program review schedule](#). The initial phase of the program review 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 program reviews 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 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 AB, 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 descriptions, 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 experiences

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-I 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 AB 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 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; help to fulfill the purpose and objectives of the University; and maintain 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 Success (ACES), library services including reference and research databases from the Pickett Library, skills based laboratory

facilities, performance spaces, and writing and mathematics labs. Many faculty conduct after hours review sessions with students.

The minimum faculty qualification is a masters degree, or a minimum of 18 graduate hours, with concentration in the area of instructional assignments, or a related subfield. 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 AB 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 faculty holding terminal degrees
- encourage long-term commitment to the institution
- provide an opportunity to engage in meaningful professional development

In implementation of the HLC guidelines for determining minimum qualifications for faculty, the institution through the Tenure, Promotion, and Sabbatical Leave Committee engaged in a review of the faculty qualification policies and made necessary updates related to minimum qualifications and tested experience.

During the summer of 2018, a faculty file audit was conducted to verify faculty credentials in compliance with the revised policy. Each college dean is reviewing the results of that audit to ensure that teaching assignments align with faculty qualifications. As AB continues to apply the HLC faculty qualifications policy, further research will continue concerning how tested experience is being defined and utilized by other institutions. The University will continue to review and revise its policy as needed.

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 [Accreditations 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 ND, Suite 850 Atlanta, GA 30326, 404-975-5000; 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
- 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 Washing, DC 20036; www.teac.org

- Next review in Spring 2019
- West Virginia Department of Education (WVDOE) 1900 Kanawha Boulevard East Charleston, WV 25305; www.wvde.state.wv.us
- Next view in Spring 2019

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

Athletic Training-The athletic training program has taken careful consideration and has elected to not seek reaccreditation after the 2017-2018 academic year. This [letter](#) to CAATE explains the steps taken by the institution in protecting the best interests of the students upon making the decision to not seek reaccreditation. A [notification](#) was also sent to HLC to explain why Alderson Broaddus University would not be seeking reaccreditation. To continue to provide opportunities for students who wish to pursue athletic training, an [articulation agreement with Lenoir Rhyne University](#) has been established. Under this agreement, Lenoir Rhyne agrees to waive the requirements for GRE and application fee for AB students and, upon graduating, AB' top two Exercise Science students receive automatic acceptance into the Lenoir Rhyne Master's in Athletic Training program, the following two AB graduates receive priority acceptance, and the remainder of AB's students receive special consideration.

Affiliations

Alderson Broaddus University is affiliated with 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 West Virginia Higher Education Policy Commission, the Independent College Enterprise, American Baptist Churches, USA, the West Virginia Baptist Convention, 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.

AB 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. AB's [graduate employment statistics](#) have been tracked since 2012 with an average response rate of 88% from graduates.

From 2012 to 2017, the number of graduates employed in their field has ranged from 55% to 69%,

graduates employed in another field has ranged from 11% to 22%, and graduates continuing their education (as defined by graduate school admission and/or other means of post-graduate educational opportunities) ranged from 9% to 27%. Reported unemployment rates have remained low, ranging from a high of 9% in 2012 to a low of 0% in 2016, and are in line with the national average according to the Bureau for Labor Statistics for the month of November of each year surveyed. AB 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 and Americorps VISTA.

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.

Alderson Broaddus University was ranked number 10 nationally and first in West Virginia in the Best Value Schools category as indicated by the [2018 U.S. News & World Report Best Colleges](#) ranking, accounting for the school's academic quality and the net cost of attendance for a student who received the average level of need-based financial aid.

Sources

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- 2018 2019 Faculty Handbook.pdf (page number 11)
- 2018-2019 Undergraduate Catalog.pdf
- 2018-2019 Undergraduate Catalog.pdf (page number 34)
- Academic Audit Report Template.docx
- Academic Audit Summary Report
- Academic Program Review Calendar 2016 to 2021
- Academic Program Review Template
- CAATE Letter to HLC
- CAATE Withdrawal
- Class of 2017 Employment report.pdf
- Education Accreditation
- Faculty Status Table
- Lenoir Rhyne Articulation
- Letter to CAATE
- Lib Studies Check Sheet
- Nursing Accreditation
- PA Accreditation
- Pierpont CTC Articulation Agreement 2018
- Pierpont_Agreement
- Student Internships 2017-2018
- The Economist Article
- US News and World Report.pdf

4.B - Core Component 4.B

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

Alderson Broaddus University has made significant improvements to the breadth and depth of assessment compilation and reporting. Following AB's completion of the HLC Academy for Assessment of Student Learning in June 2013, several professional development presentations have been offered by the University that require faculty participation. Additionally, new reporting requirements ensure that faculty reflect on the measurement of student learning outcomes and assessment methods at the conclusion of each academic semester. Assessment data is being used to make necessary programmatic and curricular improvements.

Specifically, improvements through ongoing assessment include the following:

- 100% of academic programs have assessed program outcomes
- Regular assessment of co-curricular departments including student affairs and athletics
- All academic programs have curriculum maps which align courses to [program student learning outcomes](#) and to the [Institutional Student Learning Outcomes](#)

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

Alderson Broaddus University has identified knowledge, abilities, and skills needed by citizens facing the new century. All undergraduate students are required to meet the following 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.

Each academic program has clearly defined [student learning outcomes](#). To ensure alignment between course objectives and program outcomes, [Curriculum Maps](#) were developed by all academic programs during an assessment workshop in May 2014. In August 2017, an [assessment workshop](#) was held with faculty for the purpose of thoroughly reviewing existing program learning outcomes and curriculum maps making any necessary adjustments based on previous assessment data. This workshop also introduced a process for assessing individual course learning outcomes. As a result of this exercise, [Course Assessment](#) reports were submitted for approximately 85% of course sections during the initial year of implementation. Further information about this endeavor is described below.

To analyze fulfillment of the Institutional Student Learning Outcomes (ISLOs), a series of curriculum mapping activities have been completed. In May 2014, all academic majors created curriculum maps [aligning course outcomes to the ISLOs](#). These maps were also reviewed and updated as needed during the August 2017 workshop. During the 2017-2018 academic year, the Assessment Group completed an initiative to review and [map](#) the Liberal Studies Program to the ISLOs. The Office of Student Affairs is also working to ensure alignment of [student activities](#) to the ISLOs through a program mapping process. To evaluate the extent to which participation in athletics assists in fulfilling the ISLOs, the athletic department administers a [survey](#) to all graduating seniors.

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

During the August 2017 assessment workshop, the new course assessment template was introduced. The purpose of the [Course Assessment Report](#) is to ensure that every section of the same course has identical learning outcomes. A second purpose of the process provides faculty an opportunity to reflect on course assessment data and implement improvements before teaching the course again. Beginning with the Fall 2017 semester, the Course Assessment Report is to be completed for every course section at the end of the every semester.

An example of improvements made based on assessment data can be found by examining the College of Business' [BUSI 315 Auditing II](#) course. The faculty member assigned to teach the course during the Spring 2018 semester indicated several course outcomes were measured by the results of a practical case study. The course assessment report allowed the faculty member to reflect on student performance and use the data to suggest course improvements.

Another example is illustrated by the School of Nursing's [NRS 270 Pharmacology for Nursing](#) course. During the course, students take the nationally recognized Hesi-Speciality Exam with an intended benchmark score of 900. After reviewing assessment results, the faculty member noted that she "will continue to use Hesi exam, but will increase attention in class on patient centered care (pain and suffering, safety, quality, effective communication)."

During the 2017-2018 academic year, the Assessment Group at Alderson Broaddus University worked to complete a [curriculum map](#) which aligned the Liberal Studies program to the ISLOs. Mapping of the Liberal Studies program to the ISLOs illustrates how it serves as one of [three pillars](#), along with a student's academic major and co-curricular activity, which demonstrate how graduates achieve the ISLOs.

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

By using multiple assessment methods, the University continually assesses student learning and achievement through its academic majors, liberal studies coursework, and co-curricular activities. As part of the University's comprehensive assessment system, faculty from each academic program are expected to submit an [annual assessment report](#). Following a strategic and deliberate process of implementation, all academic programs have submitted annual assessment reports for two consecutive years, 2016-2017 and 2017-2018. The annual reports describe the assessment measures used for each learning outcome, the results of the measures, and any actions taken or proposed by the program. The completed annual assessment reports are then compiled and shared publicly on the AB website. (<https://ab.edu/assessment/>)

Based on the collection of the assessment data related to student learning, twenty-two academic programs instituted [modifications](#) to improve or strengthen student learning during the 2017-18 academic year:

- Eight programs adjusted or revised course content
- Five modified assessment methodology
- Four modified curriculum
- Three modified pedagogy
- One modified learning outcomes
- One major implemented other programmatic changes (such as field trips, guest speakers, etc.)

In addition to traditional assessment strategies, academic programs utilize other authentic assessments to ensure student acquisition of learning outcomes. Current assessment methods across programs include case study analysis, lab practicums, interviews, internship evaluations, student-driven projects, exit interviews, portfolios, research papers, and presentations. For example, the College of Health, Science, Technology, and Mathematics (HSTM) 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 conducting research, preparing posters and making presentations, students demonstrate the ability to follow and independently perform the scientific method, with some students gaining recognition through presentations at local/national scientific conferences.

Numerous advances have been made in co-curricular assessment. Directed by the Dean, who serves as a member of the Assessment Group, the Office of Student Affairs participates in a number of assessments of student learning. One such assessment is [The National Assessment of Student Orientation Processes \(NASOP\) Project](#) which was undertaken to assist student orientation

administrators in accomplishing outcomes assessment of student orientation programs. NASOP focuses on the assessment of the processes, procedures, and learning outcomes associated with the student orientation experience. Comprised of 57 questions divided into four sections, NASOP assesses: (a) communication, (b) experience, (c) learning outcomes, and (d) school environment. There were 17 comparisons between AB and the reference group where there was a statistically significant difference. Of these 17 comparisons, the reference group appeared better than AB; however, the effect size was small on each of the comparisons. The comparison with the highest effect size (even though minimal) dealt with orientation experience and the orientation leaders knowledge. To improve the orientation experience, AB recently hired a new Dean of Students and a new Associate Dean of Students who has been charged with incorporating the data and revising the new student orientation program for fall 2019.

Other assessments administered and evaluated by the Office of Student Affairs include:

- [Diversity Competency Assessment](#)
 - This assessment is aligned to the ISLO of diversity and is designed to measure a resident assistant's ability to plan and implements programs related to diversity and to interact with students from a variety of backgrounds. Results are reviewed by the OSA staff annually and are utilized to make adjustments to resident advisor training methods.
- [Leadership Assessment](#)
 - This assessment is aligned to the ISLO of critical thinking and is designed to assist resident assistants in making good decisions as they face a multitude of issues and situations that are typical to Residence Life. Results of this assessment are considered as annual resident assistant training is planned and implemented.
- [Resident Assistant Training Evaluations](#).
 - This is an additional source of data which is utilized by OSA staff in revising and improving the annual resident assistant training. A summary of the [Residence Life Assessment](#) plan is included in the Evidence File.

Beginning in Fall 2018 under the direction of a new Dean of Student Affairs, all Student Affairs sponsored activities must complete a [planning document](#) prior to consideration and approval. This process maps the activity to the ISLOs and specific Office of Student Affairs (OSA) learning objectives to be achieved. Because the Dean of Student Affairs also serves as a member of the Assessment Group, collaboration will continue between those two units to review and modify existing assessment methods, to expand assessment activities into additional areas of Students Affairs, and to review existing data for programming improvement.

Designed to assess the contribution of participation in athletics to the overall experience of receiving an education at Alderson Broaddus University, all graduating senior athletes are invited to complete the [Senior Athlete Survey](#). The survey is designed to evaluate how participation in athletics contributed to student learning and the [achievement of the ISLOs](#). The Athletic Advisory Board, charged with the goal of enhancing the student athlete experience, will be reviewing data available to date as it plans activities and initiatives for the 2018-2019 academic year. The survey and the results will continue to be administered and analyzed for trends by the athletic department and assessment group.

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

As previously mentioned, several professional development [workshops](#) were held beginning in the Spring 2017 semester. The purpose of the workshops was to address collecting, aggregating, and

using assessment data both in the academic and co-curricular areas of the University. On May 9, 2017, an assessment workshop was held in which faculty from each program selected one program student learning outcome and prepared a poster that 1) explained how that outcome was assessed; 2) summarized the assessment data gathered to date; and 3) identified decisions, including any changes made by the program, as a result of the data. The workshop assisted faculty in understanding the importance of and linkage between learning outcomes and assessment methods.

On May 8, 2018 another professional development [workshop](#) was held. A guest speaker, [Dr. Marjorie Smith](#) from the University of Charleston, presented on "Learning Outcomes and Curriculum Mapping." The purpose of the workshop was to guide faculty in reviewing program learning outcomes and aligning them to course assignments and assessments. Faculty were instructed to bring a copy of a syllabus for peer review and discussion with expectation that improvements would be incorporated into fall 2018 courses.

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- Assessment Workshops_2017-2018_ (page number 4)
- Course Assessment Examples
- Course Assessment Examples (page number 5)
- Course Assessment Template
- Dr. Marjorie Smith CV
- ISLO_Poster
- ISLOs.pdf
- Lib Studies Check Sheet
- Liberal Studies to ISLO Curriculum Map
- OSA Diversity Competency Assessment.pdf
- OSA Leadership Assessment.pdf
- OSA Program Documentation 2018
- Parking Assessment
- Program Student Learning Outcomes
- Res Life Training Evals 2016-2018
- Residence Life Assessment Summary
- Senior Athlete Survey.pdf
- Senior Athlete Survey.pdf (page number 39)

4.C - Core Component 4.C

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

The institution experienced its largest freshman class in 2013, producing a change in student demographics within the institution including gender, race, ethnicity, and geographic origin (national and international) which persists currently. A Retention Council actively monitors retention and persistence rates and develops and implements strategies aimed at retaining students. After a 2% increase in retention in the fall of 2017 (the first increase in three years), the [freshman retention rate](#) fell by 6% for fall 2018. It appears the imposition of accreditation probation has negatively impacted retention. In conversations with other institutions under HLC sanction and during sessions at the HLC Annual Conference, a drop in enrollment of 10-15% was typical and expected.

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 return 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 AB 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 freshman retention rate for fall 2018 was 51%, the five-year average for retention is 55%, with a high of 57% in 2017. The [University's goal](#) is to incrementally increase the retention rate at a realistic and attainable level beginning with a goal of retaining 58% of the first time freshman cohort entering in the fall of 2018. The goal for the second to third year persistence is 84% with the goal for the third to fourth year persistence set at 100%.

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). AB's graduation rate for 2017 was 47% with a goal for the 6-year graduation rate of 50%.

To achieve these [retention and persistence goals](#), the University has developed a plan to identify at risk variables, early identification, and specific short, medium, and long term action steps to improve retention.

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 institutional Retention Council has been established and meets regularly each semester, with the charge of developing methods to increase retention and persistence. The council, 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.

AB 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 Council now analyzes the factors that influence attrition and those that influence retention. Collectively, the following two 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 utilization of the CSI reports has been to share summaries of student-athletes with 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. Beginning in fall 2018, [summaries](#) of [CSI indicators](#) for the following five sub-scale measures were sent to institutional offices where direct intervention could be implemented:

- [Academic assistance and drop out proneness](#) (To the Academic Center for Educational Success)
- [Career guidance](#) (To the Office of Career Services)
- [Social engagement](#) (To the Office of Student Affairs)
- [Personal counseling](#) (To the Office of Personal Counseling)
- [Low sense of financial security](#) (To the Office of Financial Aid)

The [Student Satisfaction Inventory](#) (SSI) is administered to students biannually, most recently in 2018. 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 AB are significant in a student's decision to return and persist. In comparing 2018 SSI results to the 2014 data, student satisfaction was higher in all 12 of the 12 areas than in 2014. When comparing the 2018 results to the national average for private schools, AB was below the national average in 10 of the 12 areas. AB had many significant improvements in student satisfaction over the last four years; however, AB recognizes opportunities for further improvement. The Retention Council has identified 8 items of high importance and low satisfaction, that are more likely to have a greater impact on your students' overall levels of satisfaction. These items include:

- This institution shows concern for students as individuals

- Faculty provide timely feedback about student progress in a course
- Tuition paid is a worthwhile investment
- Campus item: AB offers sufficient employment opportunities to meet my needs as a student
- Security staff respond quickly in emergencies
- On the whole, the campus is well-maintained
- Adequate financial aid is available for most students
- It is an enjoyable experience to be a student on this campus

Further consultation will be occurring between Ruffalo Noel Levitz and the Retention Council with the goal of identifying strategies to improve the above listed items in the coming year.

As part of the 2017 analysis conducted by the Retention Council, five peer institutions were identified for benchmarking purposes. Criteria considered in the selection process were cost, enrollment, average ACT/SAT scores, retention percentage, and athletic participation (number of teams and percentage of student-athletes). The VP for Enrollment Management, in conversation with the student success coordinator at Central Methodist University, one of the peer institutions, learned of an opportunity to collaborate with doctoral students at Vanderbilt University. Students enrolled in the Doctor of Education program at Vanderbilt must complete a [capstone project](#) addressing the problems of contemporary issues in higher education. After reaching out to Vanderbilt, AB submitted a [proposal](#) to become a client for doctoral students to complete such a project. Specifically, AB requested assistance in identifying initiatives to increase retention. A similar [project](#) was created for the aforementioned peer institution, Central Methodist University, by Vanderbilt doctoral students. Through this year-long process, AB hopes to identify new initiatives to assist in improving retention. Results will be shared with the campus community.

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 2011-2018 period, focused on improving student retention. These include:

Retention Alert

Retention Alert was added to the Battler Portal in the fall of 2014. Retention Alert is an electronic replacement for an older, paper-driven, “early warning” system and was designed to improve communication between faculty, advisors, coaches, and appropriate support staff regarding student issues. Currently, the system allows faculty and advisors 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 academic and athletic (if applicable) advisors, as well as the appropriate student support services.

Alderson Broaddus First-Year (ABFY) Course

AB has offered a general studies course to acclimate new freshmen as they transition to their collegiate education. This course, GNST 101 College Success: Making the Transition to College Life, had undergone minor changes since its inception, yet failed to produce appreciable impact on the new student experience. An analysis performed in spring 2018 of data collected in GNST 101, as well as information gleaned from course faculty, influenced the institution’s decision to discontinue GNST 101 and instead create a first year seminar course titled Alderson Broaddus First Year 101 (ABFY 101). The new [ABFY seminar](#) course was first implemented in fall 2018 and is required of all

entering freshmen and transfer students with less than 24 credits. ABFY 101 is designed to culminate in a grade of satisfactory/unsatisfactory and must include a focus on at least one of the five [institutional student learning outcomes](#) (ISLOs), though faculty are encouraged to include more than one ISLO. The AB first year seminars are designed to have an intentional focus on facilitating persistence and retention, develop connections with students and the faculty leader, involve active learning, and reflect a wide range of interests and/or disciplines. All [ABFY 101 courses](#) are required to have the same student learning outcomes, which include introducing the students to university services available to support their educational goals, developing strategies for academic success, exploring interests beyond the regular curriculum, and fostering relationships between students and instructors. Peer institutions have implemented a similar strategy and found that students were more likely to approach the mutual interest professor with institution related questions; therefore, it helped provide an additional resource for students on campus which relates to student success and retention.

Academic Center for Educational Success (ACES)

Given the high numbers of students enrolled in developmental courses, AB provides a multitude of learning support services to provide these students with the best opportunity to succeed. To this end, ACES 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 2012 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
- Etiquette Dinner events

Counseling Services

Students often face non-academic challenges which impact their well-being. The Personal Counseling Services are designed to provide support to members of the AB community in managing emotional and mental health issues. Counseling Services seeks to help restore individuals to their optimal functioning in a positive manner. Aspects of the Personal Counseling Services include the following:

- An accessible and private location near the center of campus in Burbick Hall
- Convenient office hours from 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
- Free and unlimited counseling sessions
- Confidential Services with no information 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
- Programming activities and presentations throughout the year, including: anxiety, depression, eating disorder screenings, sexual assault/stalking awareness, grief and loss counseling, 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 AB'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.

To improve the ability of making data-driven decisions, AB developed an Office of Institutional Research in 2016. The director of institutional research has become a valuable resource in the collection, aggregation, analysis, and publication of data. 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](#). In fall of 2018, the Office of Institutional Research began collecting and using data from the National Student Clearinghouse, specifically from DegreeVerify, to determine the achievement of students who began their education at AB but transferred before graduating. The review and analysis of these and other data sources allows the University to make informed, reasoned, and strategic decisions regarding student retention, persistence, and program completion.

Sources

- ABFY
- ABFY Fall 2018
- ACES Usage Report 2012-2018
- Career_Guidance
- CSI Questions

- CSI Sample Report
- CSI Summary Observations
- CSI Summary Report
- Dropout Proneness
- FTIAC Retention Rates
- IPEDS ABU-ACA 2017Report
- ISLOs.pdf
- Low_Financial_Security
- Personal_Counseling
- Retention Rates and Goals.pdf
- Social_Engagement
- SSI Institutional Summary - In Order of Importance 2018 vs 2014
- Vanderbilt AB Application
- Vanderbilt Call for Proposals
- Vanderbilt_Central_Methodist_Study

4.S - Criterion 4 - Summary

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

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 understands the responsibility to student learning and has achieved full accreditation status for its programs with specialized accreditation. In 2016, the quality of education at AB was recognized by the Higher Learning Commission when the University was approved to offer two additional masters degree programs, an MS in Anatomical Sciences and an M.Ed. in Teacher Leader.

After completing the HLC Academy for Assessment of Student Learning in 2013, the University participated in an additional HLC Assessment Workshop and built upon this momentum to develop a comprehensive assessment process. Through a systematic step-by-step implementation plan over the ensuing years, AB now conducts regular and routine assessment of program student learning outcomes, the Liberal Studies Program, and the ISLOs. Although the Assessment Group continues to focus on the co-curricular areas of athletics and student affairs, significant progress has been made.

Since 2012 in the face of a dramatic shift in student demographics and the growth of enrollment, the University recognizes that historic retention goals no longer fit with the current enrollment model. New clearly defined goals for retention and persistence have been established that are ambitious but attainable. The Retention Council has implemented a series of action steps to incrementally improve student retention and is currently working with doctoral students from Vanderbilt to further analyze retention and develop additional strategies.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

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

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 (AB) possesses the resources and infrastructure necessary to provide our students with the highest quality education, striving to prepare them to succeed in their chosen disciplines and to fulfill their roles as well-rounded and responsible citizens. The enrollment growth strategy initiated in 2011-12 resulted in an increase of 44% total enrollment from 632 students in Fall 2010 to 911 in Fall 2018.

While the enrollment total for Fall 2018 has declined 13% from 1,052 students in Fall 2016 (the date of the most recent HLC comprehensive visit), this pattern is consistent with nearly every four-year higher education institution in West Virginia. Recognizing this pattern has created opportunity for the University, leading to an [articulation agreement](#) with Pierpont Community and Technical College (PCTC) which offers degree completion programs for students graduating with two-year degrees from PCTC to continue their education at Alderson Broaddus. This program began in 2015 with the petroleum technology program, and has since expanded to include legal studies and criminal justice, with additional programs being considered for the future.

Table 1. Expenses and percent total by functional category for FY2015 and FY2018, as well as the percent change from FY2015 to FY2018.

Functional Category	FY 2015	% Total FY 2015	FY 2018	% Total FY 2018	% Difference
Instructional	\$ 6,135,647	21.78%	\$ 5,042,597	20.42%	-17.81%
Academic Support	\$ 821,344	2.92%	\$ 674,768	2.73%	-20.67%
Student Services	\$ 6,807,193	24.16%	\$ 4,965,548	20.11%	-27.05%
Institutional Support	\$ 4,117,011	14.61%	\$ 7,138,901	28.91%	73.40%
Public Service	\$ 51,746	0.18%	\$ -39	0.00%	-100.08%
Fund Raising	\$ 584,431	2.07%	\$ 361,252	1.46%	-38.19%
Auxiliary	\$ 6,646,507	23.59%	\$ 3,415,218	13.83%	-48.62%
Maintenance	\$ 2,810,381	9.98%	\$ 2,930,205	11.87%	4.26%
Research	\$ 196,978	0.70%	\$ 165,275	0.67%	-16.09%
TOTAL	\$28,171,238		\$24,693,725		-12.34%

Utilizing guidance from the Board-approved [Strategic Decision Making Model](#), the University was able to identify three priorities: Expand and Diversify Academic Programs, Increase Enrollment, and Increase Organizational Efficiency. Within each priority, several objectives have been established to provide a pathway to success in achieving these priorities.

As reported in the 2016 Assurance Argument, the University was pursuing a College of Optometry as an opportunity for growth. In October 2017, the AB Board of Trustees decided to withdraw the application to the Accreditation Council on Optometric Education (ACOE). This decision was [communicated](#) to the ACOE later that month. To support alternative efforts in expanding courses and programs, AB appointed an Assistant Provost for Extended Learning. The experience of this individual will be helpful in developing [external degree granting opportunities](#), as well as forming partnerships with other educational institutions and local industry groups.

In addition to the [agreement](#) in place with [Pierpont Community and Technical College](#), discussions have commenced with Bridge Valley Community and Technical College concerning 2+2 programs in Charleston and Montgomery, WV and with [New River Community and Technical College](#) for cooperative programs in Beckley, Summersville, and Lewisburg, WV. AB plans to engage in discussions with other two-year schools in the state.

Classes will be held on site at these locations using local, qualified faculty who are fully vetted by AB. All three community and technical colleges have indicated an interest in having AB offer the proposed BS degree in [Professional Leadership](#) at their campus sites. This hybrid degree program has been approved by AB's Deans' Council on August 7, 2018 and Faculty Assembly on August 16, 2018. It has been submitted to the Board of Trustees' Academic and Student Affairs Committee with the full board voting on the new program on October 20, 2018.

As part of an Enrollment Management Task Force initiative, an analysis of athletic teams enabled AB to identify inadequacies in some, including field hockey and women's tennis. These sports were subsequently retired at the University and will be replaced with club programs in rugby and sprint football. Additional opportunities in athletics will continue to be explored as evaluations are

completed. The University's focus on improving retention includes strengthening student engagement on campus including a restructuring of the Office of Student Affairs, as well as employing social media and advanced technology in its marketing efforts.

The importance of organizational efficiency is perhaps best reflected in the number of objectives identified to address [Priority Three](#) of the Strategic Decision Making Model. Board governance and involvement has been enhanced by the introduction of educational sessions incorporated into each Board meeting and retreat. Administration succession in key positions has been identified, with training and support made available to successors to better prepare them for new roles. Progress on strategic initiatives is relayed to faculty, staff, and students through a series of presidential "State of the University" addresses, and the acclaimed [Greystone Conversations](#) series, which provided a forum of open dialogue within the campus community to ensure the identification of common goals and concerns.

Fiscal Resources

To strengthen cash flow and manage expenses more efficiently, the University decreased operating expenditures by 12.34% from \$28.17 million in FY2015 to \$24.69 million in FY2018. (See Table 1 above) Despite the reduced expenses, the categories of instructional and academic support continue to make up 23.2% of the total budgetary expenditures, reflecting the University's continued emphasis on improving the student experience.

For funding of past capital improvements, AB borrowed \$37.465 million in Series A, B, and C municipal bonds in 2012 at an interest rate of 7.75%. Following default by the University on payment, a [Forbearance Agreement](#) was enacted in December 2016 between the University and UMB Bank in its capacity as Trustee for the bondholders. This agreement contained numerous covenants and provisions for which AB was responsible including, but not limited to, semiannual interest payments to the bondholders in FY2017 and FY2018, for \$500,000 and \$900,000 per year, respectively. AB has made all scheduled payments to the bondholders and fulfilled all other covenants and reporting requirements in FY2017 and FY2018.

The University submitted a revised application to the USDA for borrowing \$27.755 million at a rate of 3.875% over forty years. The University is optimistic that this application will receive approval from the USDA and be scheduled for closing in late November or early December. AB also has negotiated a [Settlement and Mutual Release](#) Agreement with the bondholders, which provides a discounted total of \$24.235 million to be paid to the Series A bondholders in full satisfaction for principal and interest owed. Before the USDA loan would be executed, the remainder of outstanding Series B bonds will be retired through a Trust Instruction Proceeding ("TIP"), which will be initiated and executed by the Trustee for the Series A bondholders and eliminate all claims of the remaining subordinated Series B and Series C bondholders. The remaining proceeds from the USDA loan would provide for \$3.02 million to be used for repayment of short-term borrowings and reducing outstanding accounts payable, and \$500,000 for loan closing costs.

If approved, the USDA loan will have a forty-year term with a fixed interest rate of 3.875%. Debt service on the loan will be interest only of \$1,080,000 for the first two years. For the next ten years, the annual debt service will be \$1,540,000, which includes an amount to create a one-year debt service reserve. Starting in the thirteenth year of the loan, debt service will be \$1,389,000, which is the amount required to finish amortizing the loan over the remaining twenty-eight-year term.

The impact on the University's Composite Financial Index (CFI) should the USDA loan be approved has also been carefully examined. As an exercise in financial planning and predictive modeling, the

fiscal [2017 CFI ratio](#) was recalculated using audited numbers obtained directly from the Eide Bailly [audit report](#). Most of the effect of the USDA loan will be seen in [improvement](#) of the Unrestricted Net Assets total, which is a key component of all 3 ratios that make up the CFI.

In the Primary Reserve Ratio Calculation, the total for Unrestricted Net Assets improves by \$14,078,143. This total is made up of \$10,060,319 (difference in face value between bond debt and USDA debt) + \$5,387,379 (accrued interest from bonds on AB's books which will be forgiven) - \$1,369,555 (amount in the Debt Service Reserve account that the bondholders are entitled to as part of the settlement). The debt total is adjusted down to \$29,402,515, which includes the USDA loan and smaller loans for University-owned property. Finally, the Expendable Net Assets improves from (\$15,454,991) to (\$7,912,167). However, the ratio for this component is unchanged at -0.40.

The second ratio, Primary Reserve Ratio, is calculated by dividing the Modified Net Assets by the Modified Total Assets. In the revised scenario, net assets are improved by the full amount of \$14,078,143 (discussed above). Total assets are reduced to \$63,157,867 after removing the Deposits Held by Trustee under bond indenture (debt service reserve). The resulting calculation yields an improved ratio of 1.18, which is an improvement of 55 basis points from the originally calculated amount of 0.63.

The final ratio, Net Income Ratio, is calculated by dividing the change in unrestricted net assets by total unrestricted revenue. In the original calculation, the change in unrestricted net assets is a negative number, resulting in a negative ratio of -0.20. With the USDA loan resulting in changes in unrestricted net assets of \$14,078,143 (see number from first ratio) - \$2,375,625 (amount of forgiveness of debt and accrued interest included in first calculation) - \$2,320,472 (original negative number in ratio), for a net change of \$9,382,046. This total is divided by total unrestricted revenue of \$23,779,568, to yield a positive Net Income Ratio of 0.60.

Combining all three ratios would improve the estimated CFI to 1.38 as shown in the attached [revised calculation](#). This is an increase of 1.35 from the actual 2017 ratio of 0.03. While these calculations are estimates using best available data from the 2017 audit, this information reflects the significant improvement that could occur for the fiscal year in which the USDA loan closes.

Although the University is optimistic that the USDA loan will be approved, financial planning and budgeting includes [scenarios](#) for proceeding with or without the USDA proceeds. Since the bond default in 2015, the University has strengthened relationships with the Series A bondholders by being faithful to the covenants of the [Forbearance Agreement](#). Should AB not receive the USDA loan, legal representatives for both the University and the bondholders have already discussed potential revisions to and extension of the Forbearance Agreement. Although the institution's debt service ratio will be much improved with the USDA funding, financial forecasting illustrates the ability to continue to meet obligations moving forward. Specifically, budgets for the 2018-2019 academic year included plans for operating under either scenario.

Financial Aid

In 2016-2017, 95% of all undergraduates at AB received financial aid, averaging \$20,376 each. Pell Grants were awarded to 46% of AB undergraduates, and they received a total of \$2,054,258, with an average amount of \$4,565 per student. For First-Time Full-Time (FTFT) undergraduates enrolled at AB, 100% were awarded grants or scholarship aid totaling \$5,035,747 for an average of \$19,368. Overall, 49% of the FTFT students received Pell Grants totaling \$581,768, or an average of \$4,581 per student.

Alderson Broaddus calculates the annual tuition discount rate (TDR) as defined by the National

Association of College and University Business Officers (NACUBO); that is institutional grant dollars as a percentage of gross tuition and fee revenue. Rates for the past three fiscal years appear in the table below.

Student Type	FY 2016	FY 2017	FY 2018
FTFT	55.1%	59.8%	57.1%
Undergraduate	58.7%	58.8%	60.2%
All	52.5%	51.5%	52.7%

First time-full time TDR is dependent on which students ultimately enroll at AB, and reflects the family's estimated contribution to overall tuition and fees. Data over the past two years reveals that AB has a high proportion of students with low to no expected family contribution (EFC) and therefore receive large institutional aid dollars. This accounts for the increase in FTFT rate between fiscal years 2016 and 2017.

AB continues to monitor the TDR and implement strategies aimed at lowering the rate including:

- Increasing annual tuition by 5%
- Maintaining institutional aid for returning students at current levels
- Modestly increasing the gap, the minimum amount paid per student above all aid

These strategies will continue to be evaluated along with revising the athletic aid awarding model. Upon researching the current model, The Enrollment Management Task Force developed a plan to restructure how athletic aid is awarded. Under the previous model, athletic aid increases as tuition increases as the amount of the athletic waiver is directly tied to the amount of tuition. The amount of athletic aid awarded has increased in each of the past three years: 20% in FY 2016, 23% in FY 2017, and 25% in FY 2018. While the students receiving current athletic waivers will be "grandfathered" per the old awarding structure, athletic funds awarded in future years will not increase when tuition increases. The task force continues to research how best to utilize non-athletic institutional funds to decrease the TDR.

Human Resources

Alderson Broaddus University employs 243 individuals to carry out the mission of the institution. AB has added several positions to enhance efforts to implement the [Strategic Decision Making Model](#), including an Assistant Controller and coaching positions for newly added athletic programs. Responsibilities were added to an existing dean as the Assistant Provost for Extended Learning. Departments which have been reorganized include Admissions, Student Affairs, and Marketing and Communications. There are 57 full-time faculty and 27 adjunct faculty at AB. Thirty members (52.6%) of the faculty have earned doctorates and/or terminal degrees in their respective fields.

AB'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 Controller, the Athletic Director, the Assistant Vice President of Advancement, the Assistant Provost for Extended Learning/Faculty Representative, the President of the Student Government Association, and the executive assistant to the President.

The University has hired an independent financial consultant, Michael Boisvert, and his firm

Longhouse Capital, to provide guidance to AB's efforts to remain compliant with the terms of the Forbearance Agreement negotiated with bondholders. Mr. Boisvert brings expertise to this practice, as he has worked in many similar arrangements. AB also employed the accounting firm Eide Bailly, to independently evaluate projections for accuracy and to perform a feasibility study, which was a key part of the loan application filed with the USDA.

Physical Infrastructure

Although the Forbearance Agreement restricts capital expenditures to \$575,000 per year, the University has been able to perform routine maintenance as required, and also to begin larger projects on campus. A current project calls for major remodeling to the Withers-Brandon academic building. Damages from a summer electrical storm created the need to demolish the affected wing and to reconstruct the north wall of the building. Completion of this project will result in improvements to the electrical, heating, and air conditioning systems in the building, application of a new roof to the entire building, and replacement of all windows in the building. The full project is expected to be completed by summer 2019, with much of the work to be done by December 2018.

Deferred Maintenance Plan

The University contracted with Omni Associates in late 2017 to complete an evaluation of campus facilities to develop a Capital Action Plan. Omni physically reviewed every facility on campus and interviewed key facilities staff to complete the plan. The University received the draft [plan](#) from Omni in August, 2018. The plan lists all the maintenance items required for each building by category as well as the capital investments recently made in each building. The University is currently working with Omni to prioritize the projects and update the 5-year project plan using the current annual \$575,000 capital allocation.

Beginning with the 2017 fiscal year, the 5-year financial plan included as part of the Forbearance Agreement with the existing bondholder allocated \$575,000 per year for [capital improvements](#). The plan allocated \$300,000 for projects, \$75,000 for technology equipment, and \$200,000 for contingency. The University prioritizes projects by evaluating the needs based on the following criteria in order of importance of: safety, effective operations, protection of assets, and improvement. Unused contingency, as funds are available, would be use to complete the next priority project. With the procurement of the USDA funding, AB will be able to reallocate additional resources to deferred maintenance.

The capital priority for 2018-19 is completing the projects related to Withers Brandon Hall (WB). Based on their complete [engineering evaluation of WB](#), Omni Associates recommended that the University move forward with roof replacement as the first project toward completing the maintenance needed for that building. The University contracted with a roofing company to replace the roof during summer 2018; however, before work could commence, a significant weather event caused storm damage to the roof of the North Wing of WB causing it to collapse. Multiple engineering evaluations concluded that the structural damage caused by the roof collapse demanded that the North Wing be demolished. The University made the decision not to replace the Wing and is currently working with insurance adjusters to arrive at a settlement payment. The settlement payment will allow the University to address all of the deferred maintenance in the building, including the following:

- Refacing the North Wing (Fall, 2018)
- Complete roof replacement (Summer, 2019)
- New air conditioning system (Spring, 2019)

- Window replacement (Summer, 2019)
- Stairway repairs (Spring/Summer, 2019)
- Classroom upgrades (Timeline pending)

The campus community has been kept apprised of the status and ongoing construction. In addition to [email communication](#), an open forum was also held on September 20 for faculty and staff to learn more about the improvements planned for the building.

Technological Infrastructure

Prior to the 2018-19 academic year, the University recognized the need to meet the network and Internet service demands of students living in the residence halls. The students had the expectation to be able to connect multiple devices and receive streaming audio/video content. The inability of the University's network infrastructure and available bandwidth to meet these demands lead to frustration and dissatisfaction among our students.

To better meet these demands, the University contracted with CityNet, a local Internet, telephone, and cable television service provider, to take over the delivery of Internet service to students living in the residence halls. CityNet has experience in providing network services to high density living areas such as apartment buildings. As a result of an August 2018 contract, students received the following service improvements:

- HD television delivered over cable
- Up to 100 megabit/second wireless networking service
- Ability to handle greater number of devices via the network
- Higher level of security with wireless connections
- 24-hour tech support services for television and internet service provided by CityNet

Anecdotal evidence suggests students living in the residence halls are very satisfied with the service they are receiving. In addition, this strategy has decreased demand for support from the Office of Information Technology, thus allowing this Office to better meet the other technology needs of the University.

The institution's resource allocation process ensures that its educational purposes are not adversely affected

In FY 2015, AB spent \$6,135,647 on instruction and \$821,344 on academic support (Table 1 above), for a total of \$6,956,991. In FY 2018, expenditures for instruction decreased 17.8% to \$5,042,547, while academic support decreased 20.7% to \$674,768. The overall total operating budget decreased by 12.34%, from \$28,171,238 in FY 2015 to \$24,693,725 in FY 2018, thus reflective of the changes in the allocations.

Although instruction and academic support decreased in FY 2018, those two categories combined with expenditures of \$4,965,548 in student services to total 43.3% of the overall budget. This continues the University's dedication to providing students with the necessary facilities, instruction, tutoring, and counseling to help them succeed. Under the governance of the budget process (see below) and the formal decision-making structure (e.g., College Deans, Budget Managers, President's Cabinet, and the Board of Trustees), the allocation process is guided by [Strategic Decision Making Model](#), and [Deferred Maintenance Plan](#) (see Core Component 5.C).

The goals incorporated into the mission statements or elaborations of mission statements are

realistic

AB’s mission has remained unchanged since its [reaffirmation in 2011](#); however, it was necessary in 2018 to update various documents that augment the mission. These [foundational statements](#) were reevaluated and approved by the full Cabinet on July 30, 2018 and the Board of Trustees on September 5, 2018. These include the University's Identity, Church Relatedness, and Vision statements.

The current Vision Statement succinctly provides AB’s goals. Alderson Broaddus University will

- Prepare graduates for success and service to humanity;
- Embody its Christian heritage by caring for each student in a faith-based learner-centered environment;
- Be renowned as a leader in health-related and professional higher education;
- Educate students in the tenets of civic engagement, communication, critical thinking, diversity, and ethics to provide the foundation of a liberal arts education;
- Enhance the quality of life and economic viability of the region.

Alderson Broaddus prepares graduates for success and service to humanity. Six months following the May graduation date, [AB surveys](#) recent graduates as to their status as employees and graduate students. Since 2013, at least 94% of the respondents indicated that they were employed full-time or pursuing additional educational opportunities. The following table indicates the status of graduates from 2013 to 2017.

STATUS	2013	2014	2015	2016	2017
Employed in Field	50%	49%	63%	52%	56%
Employed out of Field	20%	24%	22%	21%	24%
Pursuing Education	24%	24%	9%	27%	18%
Total	94%	97%	94%	100%	98%

In addition, AB also provides students service opportunities. Qualifying freshman may apply for the [Go Give Scholarship](#) of \$2250 a semester. Recipients are required to provide a minimum of 22 hours of volunteer time with [community partners](#) during their first and second semesters. The AB Office of Student Affairs provides training and assistance in securing an experience that interests the student.

The following table illustrates the aid provided and the community service that is performed by AB Go Give Scholarship recipients.

	Students Awarded	Total Scholarships	Volunteer Hours
2016-2017	167	\$ 751,500.00	7,348
2017-2018	307	\$1,381,500.00	13,508
2018-2019 (estimated)	323	\$1,453,500.00	14,212

Every year, students travel outside the US on a mission trip to aid citizens in other countries with help in both physical and spiritual needs. During the past several years, AB’s Mission Team worked along with [AMOS Health and Hope in Nicaragua](#). Due to local unrest in this Central American country, AB

is considering different venues for the future. AB's Chaplain, Dr. Carl Gittings, and William B. Klaus, Director of International Education and Service, are intricately involved in [recruiting students](#) who have an opportunity to serve during spring break. Prior to traveling, students are actively engaged in planning, recruiting, and fundraising. Outside organizations and student activity fees aid in funding these trips.

AB maintains historic and continuing relationships with the [American Baptist Churches, USA](#) and the [West Virginia Baptist Convention](#). This relationship manifests itself via an ethically informed curriculum that requires students to complete at least one course each in religion and philosophy to fulfill the [liberal studies Goal II-B](#). Three ethics courses are among the choices for Goal II-B-2 and include ethics, environmental ethics, and ethics in health care. Some programs permit double counting of these courses in the major, including environmental science, nursing (all tracks), petroleum management, and religion and philosophy.

Many [majors](#) require students to take additional specific courses in ethics – these majors include [accounting](#), [business administration](#), [criminal justice](#), [cyber security](#), [journalism and professional writing](#), [marketing](#), [mass communication \(both tracks\)](#), [public relations](#), and [sport management](#).

Adding to our mission as a faith-based learning community, AB provides several opportunities for religious expression. Every week, a chapel service is held on Thursday at 11:00 AM. The service features guest speakers from the community, faculty and staff, and students. A student-led praise team prepares the audience for worship while Dr. Carl Gittings, AB's chaplain, plans and guides the service. Additionally, students are invited to participate in small groups and worship conducted by Baptist Campus Ministries (BCM) every Tuesday evening. In addition, AB has a chapter of the Fellowship of Christian Athletes (FCA). Both BCM and FCA are funded through student activity fees.

Alderson Broaddus University is renowned as a leader in health-related and professional higher education. In 1945, AB offered the first [four-year nursing program](#) in West Virginia. In 1968, AB became the [first institution in the US with a baccalaureate in physician assistant studies](#). The current overall pass rates for these programs are as follows:

PROGRAM	2016	2017	2018 (as of September)
Physician Assistant	100.0%	100.0%	100.0%
Nursing	83.3%	82.7%	83.3%

AB's visioning statement includes the institutional student learning outcomes (ISLOs) of civic engagement, communication, critical thinking, diversity, and ethics which are foundational to a liberal arts education. These are achieved via coursework at AB as well as through co-curricular activities. Each course syllabus identifies the specific ISLOs it addresses.

Alderson Broaddus University prides itself in diversity. According to the latest [IPEDs data for fall 2017](#), AB boasts an undergraduate population of 23% Black/African American, 6% Non-Resident Alien, 5% Hispanic/Latino, and 1% for each of the following three racial categories: American Indian/Alaskan Native, Asian, and two or more races.

AB has the [highest percentage of Black/African American](#) undergraduate students of all four-year colleges and universities in West Virginia including the state's two Historically Black Colleges and Universities: Bluefield State College (8%) and West Virginia State University (9%). The average percentage of Black/African American students for all WV baccalaureate granting institutions is

8.67%. According to the [US Census Bureau](#), the Black/African American population is 3.6% of West Virginia's total. In addition to having the greatest percentage of African American students in West Virginia, AB places second among the 34 private four-year institutions in this racial category from among [Appalachian Colleges Association \(ACA\) member institutions](#). The ACA represents Appalachian-based colleges and universities in West Virginia, Kentucky, Virginia, North Carolina, and Tennessee. The average Black/African American populations among all ACA schools is 10.53%.

Alderson Broaddus's 5% [Hispanic/Latino percentage ranks third](#) among West Virginia four-year undergraduate institutions and is only surpassed by two primarily distant-learning, for-profit institutions: American Public University System (12%) and Salem University (10%). West Virginia's statewide percentage of Hispanics/Latinos, according to the [US Census Bureau](#), is 1.6%. AB's percentage of Hispanic/Latino students exceeds the [ACA](#) average of 4%.

AB is in parity with other institutions in West Virginia for the remaining non-white racial categories excepting the category of two or more races at 1%. Additionally, [AB is tied for third place](#) with five other institutions by having 6% of its undergraduate population as non-resident aliens. AB is one of the more diverse four-year institutions in West Virginia.

Student activity fees provide funding for [several campus organizations](#) that promote expression of diversity. These include the Black Student Union, the International Student Organization, the Gay-Straight Alliance, and Power of Women.

In meeting our ISLO of civic engagement, AB enhances the quality of life and economic viability of the region. As noted above, civic engagement is attained through the [Go Give Scholarship](#) program. In addition, internships, clinical hours, and student teaching assignments allow AB students to interface with business, public education, and health care systems in the area. A recent [economic impact study](#) concludes that AB contributes a \$48.3 million to the local community.

To prepare students to succeed in their chosen disciplines, the vast majority of academic programs require some form of [experiential learning](#) to give students the opportunity to apply theory to practice. Eight majors have an internship and/or practicum requirement with seven programs offering internships as an option. Student teaching is conducted in all specializations of the teacher education program. Clinical assignments and practicums are required in nursing and the graduate programs in physician assistant studies and anatomy. Research provides another opportunity for students to apply the scientific method to their discipline and is a requirement in six majors and permitted as an optional experience in two majors.

In 2018, Alderson Broaddus began work on designing an Entrepreneurial Center on the ground floor of Withers-Brandon Hall. The goal is to provide space for business incubation and allow students to aid entrepreneurs in designing business and marketing plans and aid in developing advertising. A student enterprise zone will provide students with opportunities for fostering their own entrepreneurial initiatives.

Since 2016, AB has been actively involved with the local city and county in providing service and outreach. These activities include:

- Partnering with the City of Philippi, the Barbour County Commission, and Philippi Main Street in the 2017 Covered Bridge Christmas Celebration. Faculty, administration, and students majoring in marketing and mass communication participated in this project (<http://www.wvpublic.org/post/covered-bridge-christmas>).
- Collaborating with Sodexo and Campus Kitchens USA to provide meals for the elderly.

- Hosting the annual Barbour County Chamber of Commerce banquet on campus.
- Providing low cost educational offerings for local high school students.

In 2014, it became evident that improvements were necessary for WQAB Radio, a student operated [FM broadcast station since 1975](#), to continue operation. A new transmitter had previously been purchased, but was never installed. With a change in focus in the mass communication program in 2015 from broadcasting to a more holistic focus, the radio station would no longer be a necessary asset. It was decided to transfer the license to the State of West Virginia's Educational Broadcasting Authority (EBA) on the condition that the new transmitter be purchased at cost and that students could cooperate with the public radio operation. Students have submitted three news features that were broadcast over West Virginia Public Radio since 2016.

WQAB, which eventually increased power from 10-watts to 7,200 watts, was [officially transferred](#) on May 31, 2017. West Virginia Public Broadcasting began temporarily broadcasting on limited power from the campus on August 13, 2018 and will continue until a permanent tower location can be secured. The transfer of the license to the EBA has provided an increase in public service to a region that is under-served by West Virginia Public Broadcasting. While the EBA operates other stations in other Northern West Virginia cities, none produces a Grade-A signal into Philippi.

The Institution's Staff in all Areas are Appropriately Qualified and Trained

Alderson Broaddus University employs 243 individuals to carry out its mission. Since 2016, AB has added several positions to enhance efforts to implement the strategic decision making model, including an Assistant Provost for Extended Learning, an Assistant Controller, and coaching positions for newly added athletic programs. Departments which have been reorganized include Admissions, Student Affairs, and Marketing and Communications.

AB'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 Controller, the Athletic Director, the Assistant Vice President of Advancement, the Assistant Provost for Extended Learning, the President of the Student Government Association, and the executive assistant to the President.

President Barry received a Bachelor of Arts from Briar Cliff University, and a Master of Education and Doctor 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 in Yankton, South Dakota. Additionally, he was a former member of the Board of Directors of the Council of Independent Colleges and is currently serving as president of the West Virginia Independent Colleges and Universities. Prior to coming to AB, Dr. Barry completed an assignment with The Registry of College and University Presidents (the Registry) as interim vice president of advancement at Elmira College. He has over 47 years of higher education experience.

Dr. James (Tim) Barry became President of AB in December 2015 and his appointment has been extended through June 2020. The Board has recognized Dr. Barry to be a stabilizing leader and that he is well respected by all University constituencies, as well as by the local community. Dr. Barry also has impacted higher education statewide, regionally, and nationally. As a result, the Board has consulted with Dr. Barry and gained his approval to commit to a longer term. The Board is currently consulting with The Registry to arrange and agree upon a method whereby AB can name Dr. Barry as permanent President (rather than interim), with the expectation of an additional three to five years of

service.

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 L. Propst: B.S. Alderson Broaddus University; M.S.N. and Ed.D. West Virginia University. Over 36 years of higher education experience
- Vice President for Enrollment Management, Dr. Eric A. Shor: B.S., Western Michigan University; M.S. Northeastern State University; Ed.D. Capella University. Over 22 years of higher education experience
- Vice President for Administration, Bruce A. Blankenship: B.S. West Virginia University; M.Div. Midwestern Baptist Theological Seminary. Over 24 years of higher education experience
- Interim Vice President for Finance, Dennis E. Stark: B.S. Illinois Wesleyan University, M.B.A. Harvard University/Harvard Business School. Over 16 years of higher education experience
- Associate Provost, Dr. Andrea J. Bucklew: B.S. and J.D. West Virginia University. Over 18 years of higher education experience
- Athletic Director, Dennis W. Creehan: B.S. Edinboro University, M.S. Duquesne University, M.Ed. University of Pittsburgh. Over 37 years of higher education experience
- Associate Vice President for Institutional Advancement and Director of Alumni Relations, Joshua D. Allen: B.S. Alderson Broaddus University; M.S. California University of Pennsylvania. Over 12 years of higher education experience
- Controller, Jeffrey A. Rogers: B.S. Alderson Broaddus University. Over 2 years of higher educational experience
- Assistant Provost for Extended Learning, Dean of the College of Humanities and Social Sciences, and Faculty Representative to the Cabinet, James M. Owston: A.B. & B.Th. Kentucky Christian University; B.S. & B.S. Mountain State University; M.A. West Virginia College of Graduate Studies; M.A. West Virginia University; Ed.S. & Ed.D. Marshall University. Over 30 years of higher education experience.
- Executive Assistant to the President & Secretary to the Board of Trustees and Governors, Ms. Karla R. Hively: A.S., Fairmont State University. Over 4 years higher education experience
- Student Government Association President, Jeremy S. Linaburg (currently a senior)

The following table provides a snapshot of the highest educational attainment of cabinet and administrative personnel and staff. Administrative assistants and athletic staff are not listed.

	Doctorate	Terminal Master's Degree	Master's Degree	Bachelor's Degree	Associate's Degree	No Degree
Cabinet	6	1	2	1	1	1
Administrative Personnel and Staff	2	2	15	20	1	1

AB hires full-time 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 master's degree is considered terminal. The AB faculty [qualifications policy](#) is found in the

Faculty Handbook. The minimum preparation required to teach at AB is a master’s degree with a concentration in the 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 and are provided with opportunity and financial support for further professional development.

The criteria for achieving [tenure](#) are published in the Faculty Handbook. Among full-time faculty, AB has 2 Instructors, 41 Assistant Professors, 9 Associate Professors and 5 Professors. More than 40% of AB's full-time faculty have earned doctorates with an additional 12% having earned terminal master's degrees in their respective disciplines. Thirty-three percent of adjunct faculty have earned doctorates or terminal master’s degrees.

The years of experience for full-time and adjunct faculty are outlined in the table below:

	0-4 Years	5-9 Years	10-14 Years	15-19 Years	20+ Years
Full-Time Faculty	4	11	14	9	18
Adjunct Faculty	1	8	3	2	13

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.

All employees of the University are required to complete annual training in FERPA, policies prohibiting discrimination and harassment according to Title IX guidance, Clery Act, and other federally mandated trainings. In 2018, AB contracted with SafeColleges to provide online training sessions including the following: Campus SaVE Act for Employees – Sexual Violence Awareness, Sexual Harassment: Staff to Staff, and the Alderson Broaddus University Title IX Policy. 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). Additional opportunities for scholarly development can occur through internal faculty development funding.

The institution has a well-developed process for budgeting and monitoring expense

The process for formulating the budget at Alderson Broaddus University has evolved from a “bottoms-up” version to one which could be categorized as “top-down.” In previous years, budget managers submitted departmental requests, which were reviewed by the Vice President/CFO and President’s Cabinet and compiled into a budget proposal which was presented to the Board of Trustees for approval. The budget is a financial plan that is continuously monitored throughout the year and modified in response to fluctuations in enrollment, giving, and other sources of revenue and

to account for unexpected or extraordinary expenditures.

For fiscal year 2019, the University established a [timeline](#) in March to meet various stages of the budget process. At the time, AB did not know the status of its loan application with the USDA, and also did not know with any certainty the fall 2018 enrollment. Because of these factors, the Vice President/CFO and Controller developed a budget model ([Model #1](#)) which incorporated these variables and created scenarios for each potential level of debt (bondholders vs. USDA), as well as differing levels of enrollment. The initial model examined enrollment levels of 950, 970, and 1018 students, which matched 2017 fall enrollment. Revenue projections used the following assumptions:

- discount rate of 52% on financial aid
- occupancy rate of 76% of total students in residence halls
- contributions to the annual fund of \$400,000
- a 5% increase to tuition and fees for the new academic year, as represented in the [Schedule of Charges for 2018-19](#).

All expense categories were reviewed, comparing budgeted numbers for fiscal year 2018 to annualized actual expense numbers for that year. This budget to actual comparison created an opportunity for staff to establish initial projections for expense types for the new budget. Non-salary expenses were decreased by \$235,000 following this first review. A draft of the budget summary was presented for [preliminary approval](#) by the Board of Trustees at its April 2018 meeting.

As fall 2018 enrollment numbers were monitored, it became apparent that total enrollment would fall short of the 1018 number which had been achieved in FY2018. Accordingly budget projections were adjusted to include potential total fall enrollment estimates of 900 and 920 students, while also continuing to explore the options for 950 and 970 students ([Budget Model #2](#)). At its summer retreat in June 2018, the President's Cabinet worked to identify savings or cuts to budgeted expenses totaling over \$1,250,000 to be incorporated into the budget, including an across the board 5% cut to variable operating expenses. The Cabinet also identified an [additional \\$350,000](#) of further budget reductions that could be taken if necessary at a future date.

The decision was made to focus on the enrollment scenario of 920 students, as the most realistic. At that date, the surety of the USDA loan was still unknown, so budget practices still included projections for both USDA and bondholder scenarios ([Budget Model #3](#)).

As truer expense numbers of all types became available, the "top-down" method became recognized as departmental budgets were created and presented to budget managers for input and review. Budget managers can also submit requests for capitalized equipment and/or renovations for consideration of funding. Requests for personnel budget changes are submitted to the respective Vice President, who reviews the requests with the President.

After all requests for changes have been submitted, the Vice President of Finance/CFO prepares the comprehensive budget proposal for the upcoming fiscal year. Final budget numbers are adjusted in September after the fall enrollment numbers are confirmed. The final budget is presented to the Board Finance Committee in early October, and then to the full Board of Trustees for action during the annual fall meeting in October.

AB's budget information is electronically available to budget managers through its computer portal system. Managers are responsible for maintaining and monitoring their respective budgets throughout the year in collaboration with their respective Vice President, and the Vice President of Finance/CFO.

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5.B - Core Component 5.B

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

The organization of Alderson Broaddus University provides for the inclusion of many constituencies in decision making processes. The President manages the daily operations of the University in collaboration with the members of 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 institution; it provides oversight

Alderson Broaddus University's Board of Trustees meets three times per year (two business meetings and a retreat), 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 other interested parties through the Alderson Broaddus University portal.

The Board of Trustees consists of 20 members plus the President, *ex officio* with full voting rights except in matters related to presidential compensation, termination, 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](#)). AB 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 and in an advisory capacity.

The President maintains regular and consistent communication with the members of the Board of Trustees and Governors through [Board Letters](#) and shorter communications called [Barry Briefs](#). Since arriving in December 2015, Dr. Barry has authored over 60 Board Letters. At the request of the Board, beginning in May 2018, shorter more targeted communications began to be distributed to the members of the board. To date, 17 Barry Briefs have been sent conveying concise pieces of information. Collectively, these communications provide updates regarding all functional areas of the institution, the President's travel schedule, 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 [Bylaws](#). These functions provide 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 met and continues to meet all of AB'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 AB 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. During fall 2017, the board adopted a comprehensive [Debt Policy](#). Additionally, members of the Board of Trustees and President's Cabinet are required to sign a [Conflict of Interest](#) Policy. This policy requires that any Board member with a potential conflict [shall not vote](#) on any matters related to the potential conflict.

Due to the University's default on long-term bond payments and resulting low credit standing, obtaining traditional lines of credit is currently unrealistic. Like most small, private, tuition-driven institutions, cash flow is minimal at certain times of the academic year (e.g. summer). Given this situation, select trustees have provided short-term lines of credit to the University. This is guided by the terms of the [Debt Policy](#).

A [comprehensive education plan](#) has been developed and will be implemented at the October 20, 2018 Board of Trustees meeting. At each meeting of the Board, at least one session will be dedicated to board education and development. Each major division of the University will discuss their specific areas of responsibility. For example the business office will educate the board regarding debt, cash flow, audit report, required tax filings, discount rate, CFI score, the audit, budget, and trends and issues relating to institutional finances.

The board has continued to increase in its knowledge of governance. Board Chair Rebecca Hooman attended the annual HLC conference during spring 2018. Discussions have been held to identify additional members of the board to attend future conferences. Each board member has been provided a subscription to the *Chronicle of Higher Education* and a copy of the committee guidebooks from the Association of Governing Boards of Universities and Colleges.

As of August 2018, board members have begun a succession plan, set [goals for the 2018-2019 academic year](#), developed an [education plan](#), instituted virtual meetings for committees, and moved the February retreat to the summer to alleviate absences due to bad weather and winter illnesses. By the October 2018 meeting, the board will review the bylaws and institute an electronic portal to facilitate communication, share documents, and provide access to virtual voting and signatures.

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

The AB 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 assisted in institutional governance by a Cabinet. Members of the President's Cabinet are listed in Core Component 5.A.

The president, who has an appointment through The Registry for College and University Presidents, 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 spring and summer 2018 in the development of the [Strategic Decision-Making Model](#). This plan poised the university to be nimble in the competitive educational market of West Virginia, a state with a high ratio of colleges and universities to the extant population. The Strategic Decision-Making Model allows for AB to meet challenges by expanding and diversifying academic programs, increasing enrollment and improving retention, and increasing organizational efficiency.

According to the [Strategic Decision-Making Model](#), academic offerings will be expanded and diversified by establishing additional delivery locations within West Virginia, continuing the annual academic program review process, and forming partnerships with external constituents.

AB's plan to increase enrollment and improve retention includes the following initiatives: develop a comprehensive enrollment management structure, develop feasible recruiting goals, expand marketing efforts, strengthen student engagement, restructure student affairs, and adjust the financial aid awarding process. Many of these initiatives have already been implemented.

A third priority of the [Strategic Decision-Making Process](#) is to increase organizational efficiency. This plan includes the following: expanding board development processes, finalizing an administration succession plan, increasing financial stability, developing [deferred maintenance](#) and space utilization plans, increasing collaboration between the Deans' Council and the President's Cabinet, reviewing and communicating strategic initiatives, and engaging the campus community.

Much of the [Strategic Decision-Making Model](#) began to be implemented while the document was being designed and written, while some goals will take time to bring to fruition. Some of the initiatives that began during summer 2018 are establishing additional delivery locations, forming partnerships with external constituents, developing feasible recruiting goals, strengthening student engagement, restructuring student affairs, and developing a deferred maintenance plan to name a few.

Shared Governance

Faculty participate in the governance of the institution through involvement in the school and/or college decision-making 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 & 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 [32 organizations](#) that include social organizations, academic organizations, religious/fellowship organizations, service organizations and 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 AB. The SGA President serves as a member on the President's Cabinet to ensure that the student voice is heard by the Administration. Another example of student engagement in University governance was the inclusion of student representatives served on the Search Committees for the 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](#), 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. The initiation of new academic majors or the discontinuation of existing majors require Board of Trustees' final approval.

During summer 2018, AB's Business Office devised a policies and procedures [manual](#) that defines all accounting policies and procedures currently in use. The implementation of this manual will guide the creation of financial statements that comply with Generally Accepted Accounting Principles; ensure the protection of assets; certify that grant and donor guidelines are being followed; and assure that finances are managed with accuracy and consistency.

Beginning in 2012, AB conducted an intensive academic audit to review all academic programs. Six criteria were considered in the analysis. 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 program. The results of the 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, programs to be phased out, and programs currently under development. Following its conclusion in 2015, the academic audit was transitioned into a [cycle of program review](#).

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 and anonymous [course evaluations](#)

at the conclusion of each semester. Evaluations are included in the Moodle learning management system. Results of these evaluations are used to improve instruction and inform faculty regarding pedagogy and methods of evaluation.

Sources

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- Board_of_Trustees_Goals
- Business Office Policy Manual
- Bylaws
- Bylaws (page number 12)
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- Faculty_Committee_Handbook_2018_2019.pdf (page number 13)
- Sample_Barry_Brief.pdf
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- Student Evaluation of Instruction.pdf
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5.C - Core Component 5.C

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

Alderson Broaddus University engages in deliberate and informed planning processes. These processes guide all aspects of organizational functions and consider internal and external constituents' needs and services.

The institution allocates its resources in alignment with its mission and priorities.

The [Mission](#) of AB 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, AB consistently prioritizes and allocates resources to enhance instructional and academic support activities. For fiscal year 2018, 23.2% of the total budget was expended in these two areas, more than any other functional category except institutional support (Core Component 5.A; Table 1).

While institutional support reflected a slightly higher allocation of 28.9%, this total included required interest payments to the bondholders totaling \$900,000, which AB was able to make on schedule per the [Forbearance Agreement](#). Ongoing communication with the Board of Trustees regarding management decisions forms the cornerstone of a checks-and-balances system assuring mission alignment. Guidance provided by the new [Strategic Decision-Making Model](#) serves as additional reference for this process and is evident through its three recognized priorities: 1) Expand and Diversify Academic Programs, 2) Increase Enrollment and Improve Retention, and 3) Increase Organizational Efficiency.

AB has also invested in learning spaces, with recent renovations to Funkhouser Auditorium, Whitescarver Hall, Myers Hall, Kemper Redd, and the Joan Burbick Lecture Room in Withers-Brandon Hall. Additional renovations to Withers-Brandon Hall include new heating/air conditioning units, new windows, and complete roof replacement; work on this facility began in August 2018 and will continue throughout the academic year. The institution retained an architectural firm to conduct a comprehensive [survey](#) of campus, including 18 structures and the grounds. Based on this information, the University is continuing to collaborate with the architects to revise the existing [Capital Action Plan](#) to systematically address future needs and projects.

The hiring of a Director in the Office of Career Services in 2012 has continued to pay dividends, with this office assisting students, graduates and alumni in applying to graduate school, obtaining internship experiences, securing full-time employment after graduation, and tracking the success of AB graduates once they leave the University. The Instructional Designer hired in 2014 continues to support the University's expansion into distance education, as well as supporting faculty development in this area.

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

As discussed in detail in Core Component 4.A, AB has been proactive in conducting assessment of student learning in its courses, programs, and in aligning these findings with [Institutional Student Learning Outcomes \(ISLOs\)](#). Every semester, faculty submit an [assessment of all course sections](#) taught. Faculty identify student learning outcomes, interpret results on whether they were met, and determine how this [data will be used](#) to improve courses for future delivery. Assessment data is also a key criterion considered during the [academic program review](#) process and influences institutional planning and budgeting as it relates to program continuation, modification, or elimination. This is illustrated in the discontinuation of the [Graphic & Web Design](#) program resulting in reallocation of resources to programs with growth potential.

In addition to an evaluation of course outcomes, all academic programs submit an assessment of [programmatic outcomes](#) for the academic year at the end of the spring semester. This assessment determines if curricular changes need to occur within a given program.

Institutional Student Learning Outcomes are also assessed in academic and co-curricular areas to determine if programs are meeting goals of civic engagement, communication, critical thinking, diversity, and ethics. These are assessed on semester-by-semester basis for courses, and annually for academic and co-curricular programs.

Planning and budgeting occur following the various assessments. Examples of data-driven decisions include:

- The [analysis](#) of General Studies 101 College Success: Making the Transition to College Life (GNST 101) assessment data (See Core Component 3.D) precipitated the development and implementation of the Alderson Broaddus First Year (ABFY 101) seminar series.
- An assessment of the [new student orientation](#) program resulted in the appointment of a new director of orientation and a reorganization of the Office of Student Affairs.
- Academic Affairs instituted structural modification by merging two colleges into one. Based on a review of the College of Health Sciences' need for dean level leadership and the resignation of the Dean of the College of Science, Technology, and Mathematics (STM), an opportunity was identified. Since foundational courses for the health sciences were largely provided by STM, it was natural to combine these two units, thereby producing budgetary and personnel efficiencies.

An assessment of student complaints regarding technology issues, led to an arrangement with CityNet (our local Internet service provider) to improve Internet access on campus. This came to fruition in August 2018 before most students arrived on campus for the fall semester (see Core Component 5.A).

Budgeting occurs cooperatively between the business office and various budget managers. Previous budgets and expenditures are reviewed annually in the process in setting the current year's budget. Budget managers review needs and past allocations with supervisors, and annual budget projections

are developed. Requests for additional funding for specific needs can be addressed at this time.

The budget manager and supervisor then submit the provisional budget to the business office for scrutiny. These budget requests become part of the overall University budget, which is examined and voted on by the Board of Trustees. Even though the budget is not finalized until the middle of the fall semester, funds are still accessible and available to budget managers for expenditures. The [Strategic Decision-Making Model](#) additionally allows AB to be proactive in its planning and budgeting.

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

With Dr. Barry's role as interim president through The Registry as having been anticipated as a short-term appointment, he did not initially seek to create a strategic plan for a limited period. However, with the Board extending his appointment to June 2019, then to June 2020, and the possibility of a permanent position beyond that, planning began in the spring 2018. A task force that included members of administration, board, staff, and faculty began crafting a plan that could aid the institution in its planning for the foreseeable future.

Rather than create a typical strategic plan, AB adopted the [Strategic Decision-Making Model](#), which was presented at Council of Independent College's Securing America's Future Workshop as a proactive and nimble option to traditional strategic plans. Three members of the President's Cabinet and an academic dean attended this highly informative session on April 18, 2017 at McDaniel College in Westminster, Maryland. AB staff presented this model to the task force as an alternative. After deliberation, the task force unanimously accepted the design.

Drafted during the spring, reviewed with the Board of Trustees in the spring meeting, fine-tuned during late summer, and the [Strategic Decision-Making Model](#) approved by the Board of Trustees on September 5, 2018 for immediate implementation. To date, the University has begun to look towards new constituents within our region and state by partnering with Community and Technical Colleges to provide degree completion opportunities at the baccalaureate level. The [US Census Bureau](#) estimates that 25.3% of adults 25+ in West Virginia have some college, but no bachelor's degree. The Strategic Decision-Making Model considers this underserved population within our state as an opportunity to provide quality education (see Core Component 5.A).

As the model was being developed, opportunities arose to restructure several departments in the institution to better serve stakeholders. Additional new initiatives were then implemented. To aid in the retention of freshman students AB began offering the First-Year Experience classes ([ABFY](#)). These one-credit courses, which began in fall 2018, were influenced by the retention successes at Illinois' Wabash Valley College. Suggested to AB by Wabash Valley's president during the 2017 HLC Annual Conference, it was decided to pilot similar courses during spring 2018.

Bearing the prefix GNST (general studies), students of all class rankings were encouraged to enroll in these one-credit pass/fail classes during spring 2018. The current plan is to offer the ABFY courses in the fall and the GNST courses in the spring. Both ABFY and GNST courses allow students to interface with other students and a faculty member who has similar interests to their own. It is believed that the connection between faculty and students that emerge from these courses will aid in AB's retention efforts and serves to strengthen student engagement.

As opportunities were presented, several offices were restructured during summer 2018. These included the following: Marketing and Communications, Sports Information, Student Affairs, and Advancement. The changes in Marketing and Communications and Sports Information have increased

the exposure of the University to the public. A new AB website (<http://ab.edu>) was unveiled during September 2018. This and an increase in social media usage has contributed to AB's overall image and publicity.

The reorganized Office of Student Affairs (OSA) can better engage AB's students. It is believed that retention will increase with this restructuring. The addition of a new Director of the Annual Fund has increased faculty and staff giving by 12.5% with an overall projected increase in donations of 38.5%. The \$20,000 goal for 2018's Giving Day drive was met and exceeded by \$1475.00. The overall annual fund goal was \$300,000 and was surpassed with a total of \$413,376. [Trustee giving](#) in 2018 nearly quadrupled with the year's goal of \$100,000 both met and exceeded.

Collaboration between the President's Cabinet and the Dean's Council as well as a 99% participation of faculty, staff, and administration in discussions with the President during his [Greystone Conversations](#) provided collaboration, participation, and shared governance across the University.

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.

The budget is a financial plan that is continuously monitored throughout the year and modified in response to fluctuations in enrollment, giving, and other sources of revenue and to account for unexpected or extraordinary expenditures. For the 2018-2019 academic year, a series of budget projections were completed. Each incorporated variances in revenue sources (e.g. enrollment) and potential changes in expenses (e.g. long-term debt payments under 2 scenarios - with the USDA loan and without). This depth of financial planning is less reactionary and more proactive in nature providing the University with an earlier and better understanding of budget parameters.

The Vice President of Finance/CFO and Controller prepare a rolling, 12-month statement of cash flow requirements for the University's main operating account that is reviewed at each meeting of the President's Cabinet and is shared with the Board of Trustees by the in regular communications. Review of cash flow statements allows the administration to foresee any upcoming shortfalls and to make necessary adjustments in preparation.

Should the USDA loan be approved, the effects will have an immediate impact on the University's financial statements, particularly the balance sheet and cash flow statements. The elimination of existing short-term borrowing and restructuring of long-term debt to lower amounts and more favorable interest rates and terms will show improvement in the financial position for the University. This financial improvement will make it feasible to obtain a short-term line of credit with a traditional financial institution. The immediate effect on the financial position will also result in improved numbers in the University's [Composite Financial Index](#) (CFI), a key indicator used by the Higher Learning Commission in determining financial viability. When the 2017 audited numbers are adjusted based on the estimated impact of the USDA funding, the CFI would increase from 0.03 to approximately 1.38.

While the monitoring and control of expenses is a crucial part of improving fiscal operations, AB realizes that growth of revenue is also a key component. Graduate programs in Anatomy and Education have been added since fall of 2017. Further expansion is a key priority in the [Strategic Decision-Making Model](#). Additional undergraduate opportunities have been developed, with new programs in petroleum technology and cybersecurity being created. These programs are in response to the economy and market opportunities, with AB being located in close proximity to pipeline construction in the oil and gas industry and the expanding business technology park and the Criminal

Justice Information Services division of the Federal Bureau of Investigation. AB has also named an Assistant Provost for Extended Learning, who has responsibility for expanding the school's footprint by developing external degree granting opportunities for students, while working closely with other educational institutions and local industry groups.

Since December 2015, the Business Office at AB has undergone a complete transformation that began with the hiring of a new Interim Chief Financial Officer. The Business Office also added the position of Controller in July 2016 to assist with fiscal management. The individual hired to fill this position has over 28 years of experience in the banking and financial industry. Other positions in the Business Office have been filled with more experienced and qualified staff, including an Assistant Controller who brings an audit background to the position at AB, and a Staff Accountant with a master's degree and 17 years of experience working at higher education institutions.

The current Business Office staff are better situated to perform daily and planning responsibilities, as well as to manage its ongoing financial position. Improved financial planning exercises include the development of multiple budget scenarios (Core Component 5.A) and work with select vendors to establish Automated Clearing House (ACH) payment of outstanding and recurring invoices to assist with efforts to monitor levels of accounts payable. The implementation of a Business Office [policy manual](#) will ensure accuracy and consistency in office practices.

While enrollment growth has been favorable, the retention rates of freshmen cohorts have not kept pace. Many factors can be cited, including the rural location of the campus, size of athletic rosters, and a perceived lack of social opportunities for students. The University continues to monitor retention rates and continues to implement and evaluate strategies aimed at retaining students (See Core Component 4.C). The Office of Admissions has partnered with LRAP (Loan Repayment Assistance Program) in creating a program, [AB Advantage](#). This program, the first in West Virginia offered to all incoming students, will provide repayment of student loans for qualifying students who complete degree requirements at Alderson Broaddus University.

Athletic and other programs are continually evaluated to determine whether recruiting and retention needs are being met. Programs not meeting established standards have been retired, while other opportunities to recruit new students and assist with retention efforts, particularly in athletics, have been created. Before any new program can be considered for addition at the University, responsible personnel must prepare and submit [pro-forma proposals](#) identifying revenue opportunities and expense needs, as well as the expected effect on enrollment numbers. These pro-forma statements are evaluated and reviewed by the President's Cabinet as part of the strategic decision-making process before determining whether to add or retire programs.

The Office of Student Affairs has been restructured and staffed with key qualified personnel. New activities for students have been implemented and have received favorable reviews from both students and staff. Opportunities for membership in student organizations have increased and compare favorably to historic numbers.

Retention is an institutional effort at the University, involving administration, faculty, staff, and students. Admissions staff and coaches continue to become more astute in determining the fit with the institution of prospective new students. (See Core Component 4.C)

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

Planning occurs at all levels to identify emerging factors. AB has moved from a reactive model to a

proactive approach. These are addressed in the following examples:

- An international recruiter who directs efforts toward recruiting students from outside the United States.
- The development of additional graduate programs over the past several years 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 degree and diploma Registered Nurses to achieve a baccalaureate education to meet market demands
- The opportunity to Licensed Practical Nurses to complete a Bachelor of Science in Nursing and sit for the RN license exam
- The dedication of one admission counselor to graduate student recruitment
- The assignment of an institutional research officer to analyze trends and data
- 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
- Providing faculty with opportunities for additional education and training through funding from the Tenure, Promotion, and Sabbatical Leaves committee
- An increase in campus bandwidth that meet the digital needs of Generation Z students
- The hiring of a Director of Human Resources
- Reorganization of the Office of Student Affairs to increase student engagement on campus
- Restructuring of the Marketing & Communications office to better address social media needs

Since AB is one of the most [diverse](#) higher education institutions in West Virginia, it is not anticipated that demographic shifts will occur soon. Our affinity bonding model, which was implemented in 2011, has been successful in attracting a diverse population of American and international students to our academic and athletic programs.

Sources

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5.D - Core Component 5.D

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

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, and finance, and receives updates on the Strategic Decision-Making Model 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 examples highlight the regularity whereby indicators are used to monitor operations.

Alderson Broaddus has developed a [Dashboard](#) of key indicators which is updated at regular and appropriate intervals and reviewed during Board of Trustees meetings. These indicators provide evidence of performance in functional areas across the institution. The categories measured and reported on the Dashboard include, but are not limited to

- financial
 - CFI
 - net operating revenues
 - total expenses
- financial aid and tuition
 - undergraduate tuition
 - room and board
 - discount rate
- advancement
 - total gifts
 - annual fund
 - board giving
- enrollment management recruitment
 - total undergraduate enrollment
 - fall FTIAC new students
 - fall FTIAC percentage of athletes
- enrollment management retention
 - IPEDS FTFT Year 1 to 2 retention
 - ACA peer FTFT Year 1 to 2 retention
 - graduation rate
 - total graduates
- athletics

- expenses per athlete
- revenue/expense ratio
- human resources
 - number of employees
 - number of full-time faculty
 - student to staff FTE ratio
- student affairs
 - fall residence hall occupancy rate
 - number of participants in programs
 - number of judicial infractions/sanctions
- academics
 - total undergraduate student-to-faculty ratio
 - percent undergraduate 6 month job placement
 - licensure pass rates
- accreditation
 - Higher Learning Commission
 - Council for the Accreditation of Educator Preparation (CAEP)
 - Accreditation Commission for Education in Nursing (ACEN)
 - Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

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 and Business Office staff prepare rolling monthly [cash flow reports](#) which are used by members of the President's Cabinet to inform functional units and the Board of Trustees of the institution's current financial status. The Controller and Assistant Controller also monitor the University's daily cash position in a cash trace spreadsheet, which compiles daily sources and uses of funds and compares to current bank balance reports. Five-year projections of key financial indicators are also updated on a rolling basis. These projections have been examined for feasibility in a study performed by an independent accounting firm. These reports and projections allow for close monitoring of institutional expenditures.

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 of assessing student success in each program. Graduates of the most recent graduating class are contacted [six months post-graduation](#) 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).

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.

There are many instances where data-driven decisions have led to operational improvements. The following illustrate the changes that have occurred since 2016:

In facilities and capital improvements,

- The institutional contracted an architectural firm to conduct an [evaluation](#) of campus facilities to develop a capital action plan. A complete discussion of this topic along with a summary of the capital investments recently executed can be found in Core Component 5.A.

In institutional efficiencies,

- A Human Resources office was created and a director was hired. This office is responsible for review and development of employee policies, managing benefit plans, and facilitating the hiring and evaluation of employees across all departments.
- AB developed a [Debt Policy](#) to increase scrutiny and additional checks and balances in the acquisition of debt. This policy identified the types of debt, the usage of debt, and the involvement of the Board of Trustees in approving debt acquisition.
- The University retained a new accounting firm to perform the annual audits. Working with this firm provides verification of the accuracy of AB's financial records and gives a more complete picture of the institution's financial health.
- Academic Affairs merged the related colleges of Health Sciences and Science, Technology, and Mathematics as one unit.
- Alderson Broaddus continues to [review academic](#) and athletic programs as to their viability.

In fundraising,

- Alderson Broaddus University has reorganized the Advancement Office to seek greater [participation](#) from the institution's stakeholders and other interested parties.

In enrollment efforts,

- The University teamed with Capture Higher Ed, a software managed service company that works exclusively in the higher education market to assist partners in optimizing enrollment. It has been successful in identifying the best fit leads for the incoming class and in converting those leads to enrollments.
- Alderson Broaddus adopted the FriendlyU app that allows potential students to chat with current AB students serving as ambassadors.
- The institution created the [AB Advantage](#) in association with the Loan Repayment Assistance Program (LRAP) that provides graduates assistance in making student loan payments if the s/he fails to earn \$43,000 a year.
- AB created the Office of Extended Learning to seek out opportunities for offering degree completion and 2+2 programs across West Virginia.

In marketing the University,

- AB reorganized the Marketing and Communications Office and the Sports Information Office to proactively alert the media of news concerning the University and its athletic teams.
- Alderson Broaddus began plans in 2017 to outsource the operation of its ab.edu website for a redesign. The new design was unveiled in September 2018.
- Partnered with Capture Higher Ed to provide email marketing outreach, digital banner ad deployment, marketing automation, and website tracking tools.

In student satisfaction and retention,

- The University restructured its Office of Student Affairs to better serve the student body and act as a more accessible conduit to the Student Government Association.
- AB entered into an upgrade of its Internet bandwidth through CityNet as an effort to better serve its constituents.
- The Retention Council sponsored two social events that provided students the opportunity to de-stress during weekends on AB's rural campus setting.

- Academic Affairs introduced the [AB First Year](#) experience classes (ABFY) with a goal to provide a connection to faculty and peers to increase freshman retention.

Sources

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- FTIAC Retention Rates

5.S - Criterion 5 - Summary

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

Alderson Broaddus University has engaged in an intentional process of incremental steps to address the recent financial challenges, improve the depth and breadth of education offerings, and be responsive to future opportunities.

Since entering into a Forbearance Agreement with the current bondholders in 2016, AB has been in compliance with the agreement including the timely submission of all required payments. Simultaneously, the University has pursued a refinancing of the present debt at a lower interest rate and principal amount. Should this loan be received, the impact on the institution's financial standing would be significant. Financial planning incorporates both scenarios and accounts for various revenue levels thereby allowing for informed decision making.

A new Strategic Decision-Making Model assists the University in planning for the future by providing for growth in academic programs and enrollment, guiding expenditures for capital projects, and enhancing fiduciary decision making by the board through education and communication.

Criterion 5 provides evidence that AB's resources, planning, and institutional effectiveness strategies are appropriate to meet the mission. However, the University continues to face challenges not uncommon to tuition-driven institutions nationwide. Careful monitoring and evaluation of resources and processes will allow the University to make better informed, proactive, and adaptive decisions.

Sources

There are no sources.