

2015

# Appalachian Bible College Self- Study Report



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## Appalachian Bible College: 2015 Self-Study

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## **INTRODUCTION**

Appalachian Bible College is in its 65<sup>th</sup> year of accomplishing its mission. As a faith-based institution of higher education, we have enjoyed an amazing story of humble beginnings to a present privileged place of accomplishment. Throughout our entire history under the unusual record of just two Presidents, we have been blessed with a testimony of academic excellence, loyal constituencies, and successful fulfillment of our mission locally, nationally, and internationally with graduates serving in church-related occupations around the world.

The context of the College is best seen through the following institutional statements and history:

### **Institutional Statements**

#### **Our Mission**

Appalachian Bible College equips servants through a biblical curriculum of quality academics and guided Christian Service that nurtures Christ-like character leading to effectiveness in passionately serving the fundamental church community.

#### **Our Purpose**

Appalachian Bible College exists to educate and equip servants for the church of tomorrow while edifying the church of today.

#### **Our Motto**

...Because Life is for Service

#### **Our Core Values**

##### **Primacy of the Bible**

We value a biblical curriculum that grounds students in accurate biblical doctrine through academic quality that will give them relevance in their world, in Christian Service ministry and in daily living.

##### **Passion for Servanthood**

We value servanthood that learns to serve the Lord Jesus Christ, His Church, and the world with excellence and a humble, submissive attitude so that leadership in ministry clearly recognizes the worth of each individual before God.

##### **Priority of the Church**

We value serving through the fundamental church community and thus acknowledge that the church is God's instrument in reach the world, both locally and globally, with the Gospel of Christ.

### **Pursuit of a Biblical Worldview**

We value serving with a biblical worldview that recognizes the absolute authority of the Bible as the source of truth to govern believers in living as light in a dark world.

### **Practice of Integrity**

We value serving with integrity to foster a climate of righteousness and accountability in all relationships.

## **Our Vision**

Our vision is to be a quality fundamental ministry of biblical higher education by:

- Creating a quality future-driven learning environment and academic experience that prepares servants to effectively fulfill Christ's mission for His Church.
- Providing Christ-centered opportunities, which nurture the whole person to maturity.
- Securing and sustaining a qualified team of missionaries and support members dedicated to achieve our mission with excellence.
- Expanding our student body and increasing our outreach and ministry among all people that we serve.
- Assuring financial and physical resources that support current and long-term ministry plans.

## **A Brief History of Appalachian Bible College**

Appalachian Bible Institute began in September 1950 with seven students, when Rev. and Mrs. Lester Pipkin joined Rev. and Mrs. Robert Guelich in conducting the institution's first collegiate-level classes in the Independent Baptist Church of Pettus, West Virginia. The Pipkins had been involved earlier in initiating a Bible institute in Kentucky, and the Guelichs had experienced a productive pastoral ministry among the people of southern West Virginia. The founding couples shared a vision to train Christian workers for the southern Appalachian highlands and to provide other services that would enhance the planting and growth of strong Bible-based churches in this region. Official incorporation came in 1954.

Under the presidency of Lester Pipkin, the Institute was organized under a faith mission called Appalachian Bible Fellowship. In addition to college classes, the work of ABF included a children's Bible class ministry in the public schools of the area, Bible camps for youth in the summer, youth rallies, a radio ministry and annual Bible conferences. Financial policies conformed to this mission concept of ministry, depending on God's provision through monthly gifts from supporting churches and individuals to pay bills. In 1955, the ABF identified itself with the National Home Missions Fellowship (now called Association of North American Missions). In 2003 Appalachian Bible Fellowship concluded our relationship with Association

of North American Missions and joined the Fellowship of Missions and has continued to retain this mission identification.

The staff's desire for a more strategic location, along with numerical growth in the student body, prompted the move in 1956 to the current campus. Acquisition of the initial 95-acre tract of land near Beckley, West Virginia, technically without indebtedness, was generally considered a special provision of God. At the new campus, academic programs began to diversify; in addition to the standard Bible diploma, a Pastor's course and a Christian Education course were introduced. Since students were no longer limited to ministry in a single church, many more kinds of practical Christian service became available to students and staff. An evening school for community outreach was also initiated.

Accreditation with the Accrediting Association of Bible Colleges (now the Association for Biblical Higher Education) was granted in 1967 and continues today. In 1978, the official name of the institution was changed from Appalachian Bible Institute to Appalachian Bible College; a more accurate reflection of the nature of the academic program. In 2000, ABC was granted regional accreditation with the North Central Association.

Today, every B.A. graduate earns a double major, comprised of a primary major in Bible and Theology and one of seven second ministry majors. These second ministry majors are in Camping, Elementary Education, Interdisciplinary Ministries, Missions, Music, Pastoral Studies, and Youth and Family Ministries. A one-year Bible Certificate and a two-year Associate of Arts program are also available. The College offers one graduate degree, the M.A. in Ministry.

The College has an annual average head count of nearly 300 students with about 220 full-time students. These students typically represent about 30 states and 10 foreign countries. In addition to an active campus life including intercollegiate athletics, students also serve the community through local church involvement, and weekly community service and employment.

A major part of the College's mission for student training and community outreach is accomplished through Alpine Ministries. Alpine Bible Camp hosts church and youth groups on campus for week long summer camps that help each guest to grow spiritually, physically, and socially. Alpine Adventures, hosting activities from whitewater rafting to rappelling and caving, utilizes our beautiful setting in southern WV to teach a myriad of biblical lessons through unforgettable outdoor experiences. Alpine also offers Outdoor Education, especially for school groups, to teach earth science from a biblical worldview.

Alpine Ministries trains and utilizes ABC students as guides, counselors, and various other staff. As such, Alpine not only significantly contributes to the quality of the College's camping major, but it also provides service and training opportunities for all of the student body. In addition,

Alpine serves as a viable recruiting arm of the College, introducing thousands of guests to the College annually.

Campus facilities have been constructed as the College has grown. Pipkin Hall, the original building (1956), is now the administrative center of the campus. Des Plaines Hall, a women's residence, was completed in 1964. McCarrell Hall, a men's residence was completed in 1972. Beukema Hall, a classroom building, was completed in 1976. Gilmore Gymnasium/Conference Center was dedicated in 1990. Appalachian Village, a 24-unit married student housing development, was added in 1992-93. Alpine Lodge, a guest housing and conference room facility, was opened in October 1994.

Anderson Hall, a chapel and music facility, was dedicated in the fall of 1997. Kennedy Hall and Van Puffelen Hall, additional multi-purpose dorms, were added in 1998. The Servant Center, providing expanded dining, classroom, and office facilities was dedicated in 2003. Pipkin Hall's renovation was completed in 2006, including a significant expansion and remodeling of the Van Puffelen Library. Hoops Hall, a new residence hall opened in the fall of 2009. In total, the College's 130-acre campus is valued at about \$32,500,000.

The second president of Appalachian Bible College, alumnus Dr. Daniel Anderson, joined the College staff in 1978 and became president in 1983. Under his leadership, the College has grown both academically and physically, and graduates have become known to embody the College's motto, "Because Life is for Service."

## **REQUEST FOR REAFFIRMATION**

The President of Appalachian Bible College, Dr. Daniel Anderson, requests reaffirmation of the College's accreditation status by the Higher Learning Commission of the North Central Association.

## RESPONSE TO THE 2005 COMPREHENSIVE EVALUATION

A summary of Appalachian Bible College's [response](#) to the concerns of the 2005 Comprehensive Visit Team:

1. *"While governance of curriculum and instruction are shared at different levels of organizations, the team noted a tendency for most administrative functions to center in the Academic Vice President's office, often bypassing departmental supervision and jurisdiction. Clearer lines of authority and responsibility would lessen the load on the Academic Vice President and more fully involve additional faculty in the governance process." (Assurance Section, p. 7)*

Appalachian Bible College has addressed these concerns through the following measures:

- The three Academic Departments (Bible/Theology, General Education, and Professional Education) were given specific responsibility to oversee the curriculum and assessment plans within their respective departments.
  - A curriculum review was established on a three year cycle which in part resulted in the three Academic Departments being divided into five departments (Bible/Theology, General Education, Church Leadership, Outreach Ministry, and Teacher Education).
2. *"Lack of projections for enrollment, tuition and fee increases, financial needs resources, and salary increases for the next several years (5-6) do not provide the basic information needed in an effective strategic plan." (Assurance Section, p. 9)*

The College addressed this concern by developing a [Revised Campus Strategic Plan](#).

3. *"The governing board shows signs of not being fully informed of the school's financial straits. Members' comments about the school being 'in sound financial condition' and the 'debt load is good' suggest a lack of proper discernment of actual financial weaknesses." (Assurance Section, p. 9)*

This concern has in part been cared for by including the Board of Directors in the [Revised Campus Strategic Plan](#). However, the College recognizes that this item continues to be a need that must be addressed. Additionally, we believe that interviews with any of the current Board members will show that they are fully informed of the school's financial position.

4. *“The Team reviewed the Academic Assessment Plan, material, and data that has been collected over the past several years as part of the assessment program. While the data is impressive, the assessment at ABC lacks solid connection between data gathering, data analysis, and change implementation based on assessment.” (Assurance Section, p. 10)*

This concern has been addressed in the [Revised Campus Strategic Plan](#), which connects data collection, data analysis, and implementation based on assessment.

5. *“While there is a proposal to develop a new Assessment Review Panel to link academic assessment with strategic planning and budgeting, there has been no track record on this process.” (Assurance Section, p. 10)*

This item was cared for by the [Revised Campus Strategic Plan](#).

6. *“Progress has been made on the assessment of the seven program minors (called majors in most colleges) and general education. The Team did find that three of the seven programs, plus general education, had not completed the process of identifying objective measurements with an implementation timetable and a procedure that ensures the analysis and the use of results as a part of the feedback loop.” (Assurance Section, p. 10)*

This concern has been addressed with the [process](#) in which the then three Academic Departments are involved in the developing and carrying out both curriculum review and department assessment as indicated in concern #1 above. The Revised Strategic Plan also addressed this concern. Additional development in this area can also be seen in the reorganization of the three Academic Departments (Bible/Theology, General Education and Professional Education) into five departments (Bible/Theology, General Education, Church Leadership, Outreach Ministry and Teacher Education).

7. *“There is limited evidence to support that the administration and faculty routinely review the organization’s effectiveness in developing and administering assessment of student learning. In addition, there is a need for communication between administration and faculty in terms of assessment outcomes.” (Assurance Section, p. 10-11)*

Again, the [Revised Strategic Assessment Plan](#) addressed this time by requiring that both the faculty and administration review both assessment plans and results prior to integrating the results in the strategic plan. Each of the Academic Department Chairs will be responsible to intentionally incorporate student learning as a key component in their assessment strategy.

8. *“Although the College’s general education offerings are well integrated into Bible/Theology and ministry courses, the general education courses themselves are very limited in scope and depth. An expanded offering of courses in physical, life and social sciences may be needed. Faculty qualifications in these areas may need to be strengthened in order to provide an effective level of general education.” (Assurance Section, p. 12)*

The College has addressed this item through the General Education Department [reviewing the General Education curriculum](#) with the plan to assess the limited physical, life and social sciences and making recommendations to the Academic Committee with regards to the needs in this area. The results of this review were incorporated in the new curriculum which took effect in the fall of 2011.

In summation, it is clear from the 2005 concerns expressed by the HLC team that the College needed to address its strategic plan, which it has done and continues to do. However, it is also recognized that the College needs to do more in addressing concern #3 dealing with the governing board knowledge of our financial position.

## CRITERION ONE: MISSION

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

The [Mission Statement, Vision Statement, Core Values, Purpose Statement and Motto of Appalachian Bible College](#) all consistently convey the focus of the school to educate the students to effectively serve churches of similar doctrinal faith. The mission is well-known and guides the college in all areas including giving attention to ministering in a diverse society and promoting public good.

### **1.A. The institution's mission is broadly understood within the institution and guides its operations.**

The mission of Appalachian Bible College drives all aspects of what the institution does. It is integrated into our strategic planning and is broadly understood by our constituency.

#### **1.A.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.**

An examination of the college catalogs from its first true catalog (1957 – 59) to the [current edition](#) reveals the consistent presence of a mission/purpose statement in some form. Earlier editions labeled this the “purpose or purposes of the institution.” Two issues used the term “institutional role.” Later editions clearly labeled it “mission statement” (all editions from 1989 - 91). Early statements are brief and during one period (1981 – 86) no separate headings are found clearly labeling the mission statement though references are made to it.

Minutes of the Board of Directors' meetings indicate that a major refinement of the Mission Statement was approved and adopted on September 28, 1993. The wording of the statement at that time was:

“Appalachian Bible College, the operational arm of an independent mission agency, serves the fundamentalist Christian community in the strengthening of local churches. Educational programs of the College promote the development of responsible Christian character and maturity and prepare graduates for vocational and volunteer church-related service. These programs consist of a carefully balanced and integrated sequence of college-level courses in Bible and Theology, professional studies, and general studies, as well as co-curricular opportunities for growth through devotional activities, practical Christian service, and active



community living. Extension services of the College provide such activities as conferences, retreats and camps, which assist churches and church-related groups in achieving their objectives of evangelism and edification.”

The current statement was drafted by the Administrative Committee of the College in August, 2006 at their fall retreat during a review of their strategic planning process and mission statement and was recommended to the Board of Directors for their approval. The mission statement was adopted by the [Board of Directors on September 26, 2006](#).

The Board of Directors annually reviews the mission statement and doctrinal statement of the college.

The Purpose Statement, which is perhaps the most commonly cited expression of the mission of the college, was developed in its current form in preparation for the 1996 North Central Self-Study when it was determined that a more succinct statement of Appalachian Bible College’s purpose needed to be developed. It was decided that this would better communicate the mission of the school to the campus family and the broader public community. An *ad hoc* committee was formed by the President and the Administrative Committee of the college and the new statement was prepared and [approved by the Board in 1999](#).

**1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.**

Appalachian Bible College is consistent in implementing its mission through its programs, services, and the enrollment of students.

**Academic Programs**

The academic programs of Appalachian Bible College are consistent with the mission of the school. The instructors are all committed to a quality education, the Christian faith and the use of a biblical curriculum. All faculty members annually sign a statement that they are in agreement with the doctrinal statement of the College during [Staff Convocation](#) before the Fall Semester. All instructors have appropriate degrees and most are from accredited institutions ([Faculty Credentials, 2015](#)). Some of the program chairs do not have terminal degrees or terminal degrees from an accredited institution, but the College has a faculty development program to fund the pursuit of higher degrees among the faculty ([Faculty Handbook](#), p. 16-18).

### Bible Certificate

The [Bible Certificate](#) is a 30 credit hour program which is in keeping with the mission of Appalachian Bible College. It requires 20 hours of Bible and Theology showing it is consistent with the mission of a “biblical curriculum.” It requires the student to be involved in a Practical Christian service during enrollment. This [certificate is available online](#) but the Bible requirement is the same and involvement in a Practical Christian service is still required. There is a process in place for the distance learner to demonstrate and prove their involvement in a guided Christian service through our [learning management system](#).

### Associate of Arts Degree

The [Associate of Arts degree](#) is a 62 credit hour program which is in keeping with the mission of the school. It requires 30 hours of Bible and Theology. It has a Practical Christian service requirement each semester.

### Bachelor of Arts Degree

The [Bachelor of Arts degree](#), depending on the designated major, requires from 125 to 145 credit hours. Every student in the B.A. degree program will graduate with a major in Bible/Theology. Along with this major they also receive a Second Ministry Major in one of seven ministry areas. Completing this degree requires 49 hours of Bible and Theology with two exceptions. Those receiving their Second Ministry Major in music are required to take 47 hours of Bible and Theology and those receiving their Second Ministry Major in Elementary Education are required to take 35 hours of Bible and Theology. All of these programs require a Practical Christian service unit each semester.

### Master of Arts Degree

The [Master of Arts in Ministry](#) program is a 36-hour professional curriculum program developed for individuals actively involved in ministry, such as pastors, missionaries, evangelists, and Christian educators and leaders. This program provides graduate-level training for students whose undergraduate work has a minimum of 30 hours of Bible & Theology. The Master of Arts program provides quality academics with most courses taught by an instructor with a doctoral degree. The classes are in a modular format with courses taught on-campus in a 5-day schedule. It requires 2 credits in Practical Christian service so the student must be involved in ministry. It is weakest in nurturing Christ-like character in that the on-campus time is limited and the contact with the student is mainly in the classroom.

As has been demonstrated above, all the academic programs of Appalachian Bible College are consistent with the mission of the school. Each program incorporates

extensive requirements in the areas of Bible and theology, ministry preparation and requires Practical Christian Service.

### **Student Support Services**

The student support services of Appalachian Bible College are structured in the Student Services division and the Academic division.

In the Academic division student support comes in the form of academic aid for student learning and practical Christian service. The [Academic division provides a service called H.E.L.P.](#) (How to Expand Learning Proficiency), which is a program that guides students needing assistance in developing skills to handle college level learning. This aids in fulfilling the mission of quality academics. A faculty member is designated as the H.E.L.P. Coordinator and monitors all interaction with students in the program. Students that are on an academic status other than good standing (alert, warning, and probation) are required to participate in this program. Other students may voluntarily make use of the program.

The Academic Division also provides a student service through the [Practical Christian Service Department](#). This department is led by the Practical Christian Service Director (PCS Director) and oversees the participation of students in fulfilling the Christian Service requirements that fulfill the mission of the college in providing “guided Christian service.” The students are involved in ministries in the local area and provide [weekly documentation](#) of their involvement to the Christian Service Director. Four chapel programs a year are devoted to the Christian Service program to organize, motivate, and enhance this practical area of education.

The Student Services Division of the college is tasked with addressing the nurturing of “Christ-like character” as delineated in the mission statement. The division utilizes an assessment process that is explained in the student handbook called [The Servant’s Staff](#) on pages 34-38. This handbook is only available online. The assessment section of the student handbook is entitled *Approved Christian Character Assessment* and includes the introduction, purpose, standard, procedure, and appeal process for this assessment. The assessment covers nine qualities of character development seen as essential to our mission of nurturing Christ-like character. Those qualities are humility, virtue, deference, discernment, courtesy, orderliness, stewardship, hospitality, and responsibility. Assessment tools have been developed that gather information on these areas from the students themselves, residence hall assistants, faculty, and student deans. The students fill out the [Christian Character Self-Assessment Form](#). The residence hall assistants, faculty, and student deans fill out the [Appalachian Bible College Christian Character](#)

[Assessment Form](#). These are collated and students who are deficient are addressed by the student deans with the goal of developing satisfactory character qualities.

The Student Services Division also manages a program in the residence halls that works toward instilling Christ-like character in the students. It is called [Checkmates](#) and was designed by a former Dean of Men, James D. Fritz, as part of his successful doctoral dissertation submitted in January 2001 entitled *Checkmate Discipling Program at Appalachian Bible College*. The program utilizes guided peer relationships to promote character development in a Christian framework.

To enhance the Student Services role in the mission of the college, Appalachian Bible College incorporates a new student personality survey called a “[Roommate Survey](#).” This survey assists the student deans in making decisions for student room assignments. By utilizing this form for resident students the deans are better informed to achieve their goal of nurturing Christ-like characteristics in the student body. Students that become strategically placed have higher propensities to be mentored more effectively, complete their studies, and fulfill the post-graduation goal of serving in the fundamental church community.

### **Enrollment Profile**

Appalachian Bible College maintains consistency with its mission in its enrollment profile.

The [application](#) and the [application process](#) are designed to ensure that the College is enrolling students that will allow them to fulfill the mission of the school. In the application process the prospective students must demonstrate their compatibility with the mission of the school by expressing their personal commitment to the Christian faith. To help ascertain this commitment to the Christian faith the applicant must write a short answer essay which instructs; “In approximately one page, share what you are depending on for salvation and how you are growing in your relationship with God. In addition, describe how ABC’s philosophy of ministry and education is going to help you fulfill your life goals.” This essay is used to determine if the applicant is compatible with our mission.

Additionally, the application requires a [reference](#) from the applicant’s pastor or youth pastor. This reference form asks if the pastor “believe(s) the applicant knows Christ as Savior.” It also asks if the prospective student is “living a consistent Christian life” and inquires about their “pattern of church attendance.” A required reference from two friends asks the same questions. These answers give anecdotal evidence about the

compatibility of the applicant with our mission to train Christian workers who have a consistent commitment to Christian ministry.

The application also asks for the name of the home church of the applicant and the denomination or affiliation of the church. This information allows us to gauge if the background of the applicant is in a fundamental church setting which gives indication if they, when trained, will “serve the fundamental church community” as our mission states. A search of the 1240 students who enrolled between the fall semester of 2003 and the fall semester of 2014 revealed that all but 0.7% [came from Bible and Baptist churches](#) indicating clear compatibility with our mission of enrolling students who will serve in the fundamental church community.

Academically, the applicant must demonstrate that he or she are capable of interacting with “quality academics” on a college-level by providing ACT or equivalent scores and high school or college transcripts. The [average ACT score of our recent applicants is 21](#) which indicates the college attracts students capable of this level of training.

**1.A.3. The institution’s planning and budgeting priorities align with and support the mission.**

The strategic planning process at Appalachian Bible College is called [“Our Path for Servants”](#) (OPS). The cycle of the Strategic Plan is shown below.



The Strategic Plan begins with the Mission and Vision of the college which is reviewed by [the Planning Committee in the summer retreat](#). From this review the committee develops an Assessment Plan which determines what areas need attention in order to fulfill our mission. During the fall assessment teams gather information on the designated areas and present these assessment documents to the Planning Committee. From these a select number of Strategic Initiatives are designed which clearly articulate how this initiative will help the college fulfill its mission. The very wording of each initiative incorporates the particular aspect of our Vision Statement that it is addressing. As an example, [one of the strategic initiatives for the 2012-13 year](#) reads:

*Toward **expanding our student body** and toward **assuring financial resources that support current and long-term ministry plans** . . . we will restructure and standardize the tuition charges.*

This initiative was targeting two of the five elements in our Vision Statement. Elements four and five read: (4) “Expanding our student body and increasing our outreach and ministry among all people that we serve.” (5) “Assuring financial and physical resources that support current and long-term ministry plans.”

From the highlighted wording it is seen that the focus of the initiative is intentional in attempting to accomplish some aspect of our vision. Each initiative is similarly crafted to emphasize that the completion of this initiative will bring us closer to our vision for the college which in turn fulfills our mission.

An “Action Plan” is developed for each initiative that incorporates the budgeting process. A sample of the template used for each action plan is given below.

## **2013-14**

### **Strategic Initiative Action Plan**

**Major Issue:** (description of area of concern that is addressed in the initiative, e.g. student housing)

**Strategic Initiative:** (wording of initiative)

**Strategic Initiative Action Committee:** (list of members and chairperson)

**Action Steps:**

**Action Step One: Design Program**

Steps to Implement		Responsible Person(s)	Budgetary Impact	Date action is to be implemented	Accountability Record
1A	Preparation: 1. Appoint committee 2. Define role of committee	Planning Committee	\$0	February 2013	Done
1B	Educate necessary staff	John Doe	\$0	March 2013	Done
1C	Write policy	John Doe Jane Doe	\$0	April 2013	Done

**Action Step Two: Selection of Vendor**

Steps to Implement		Responsible Person(s)	Budgetary Impact	Date action is to be implemented	Accountability Record
2A	Evaluate vendors and make recommendation for software and technical support	John Doe and SIAC (Strategic Initiative Action Committee)	\$0	Spring 2013	Done
2B	Contract with vendor	Planning Committee	\$10,000	June 1, 2013	Done

There are as many action steps as necessary and each may have budgetary impact as indicated. This ties the planning process to the budgeting process. Planning steps that cannot be budgeted or fulfilled are immediately identified.

Further examples of the mission driven planning can be seen in the additional examples:

- The planning committee's designation of [strategic initiatives](#).
- The strategic initiative related to the [spiritual disciplines](#).

A complete explanation of the institutions planning and budgeting process is given in Criterion 5.C.1.

**Summary: 1.A. Strengths & Concerns:****Strengths:**

- The amount of credit hours of Bible and Theology is higher than the norm for ministry training at other similar schools.
- A Practical Christian Service Director staff position is in place to oversee the aspect of our mission related to "guided Christian Service."

- The Christian character assessment process is thorough and accurate in identifying the required qualities in the students.
- The strategic planning and budgeting process is well developed and integrated.

**Concerns:**

- Some academic department chairs do not have terminal degrees or terminal degrees from an accredited institution.



**1.B. The Mission is articulated publicly.**

Appalachian Bible College makes its mission publically know through a number of venues including: the College's website, various publications, academic communications and it strategic planning process.

**1.B.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.**

Appalachian Bible College publicly articulates the [mission statement](#) and the [core values and vision](#) of the institution through its website and the various publications produced by the school.

The school produces at least four pieces of literature that articulate our mission. The first, and probably the most widely distributed piece is *Introspect*. This institutional publication is distributed through the Public Relations Department of Appalachian Bible College and regularly references the mission statement, core values and vision in its articles ([Issue 3, 2009](#), p. 2; [Spring 2010](#), p. 2; [Fall 2010](#), p. 2; [Spring 2011](#), p. 2; [Fall 2011](#), p. 2; [Spring 2013](#), p. 6-7; [Fall 2013](#), p. 4-5).

The next piece of literature that articulates our mission is [The Servant's Foundation](#). This is a publication that states our mission, purpose and motto as well as the Core Values, Vision and Doctrinal Statement. This publication is included in our prospective student packets as well as being read publicly in [Staff Convocation](#) with each staff member signing their agreement yearly.

Another publication produced by the school is our [Viewbook](#). This piece of literature is a picture overview of campus facilities and student life targeting prospective students and their families. It articulates the distinctiveness of the Appalachian Bible College ministry.

The final piece of literature that articulates our mission is our academic brochure, [The Degrees & Majors](#). This brochure clearly outlines the purpose statement of Appalachian Bible College on its opening page two and fleshes it out with each degree and major description.

The newest [Introduction Piece](#), targeting the high school audience, spells out the purpose statement on page six.

**1.B.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.**

Appalachian Bible College's mission statement is current and each publication from the Public Relations Department referring to it is updated and reordered for distribution on a yearly basis.

ABC supports activities that enhance biblical curriculum and quality academics such as implementing our learning management system, the eLearning Center, and providing technical support to faculty through [training](#), software and hardware support for full and creative usage of the program.

A new publication, [Financial Aid & Scholarships](#), printed in Fall 2014 lays out scholarship opportunities for prospective and current students, aiding in their goal of education and equipping.

The college has also enhanced our institutional mission by the expansion of the Alpine facilities which includes the completion of a new pavilion with outdoor kitchen facilities to serve constituent groups in the fundamental church community.

In connection to the College's [2012-2013 strategic initiatives](#), a study of the needs and ministries of recent graduates, led the academic division to implement a TESOL (Teaching English to Speakers of Other Languages) program for effective future ministry of graduates.

[Alpine Ministries publication](#) communicates public service opportunities to participate with and fulfill the mission of the institution through guided outdoor activities and programs with a religious purpose. The [Outdoor Education branch](#) of Alpine Ministries serves the private and public education sector in the area.

The Campus Strategic Plan requires that each division of the College develop an assessment strategy which is incorporated into an "Assessment Plan Report" which is organized by a committee (Assessment Review Panel) who assess particular areas for improvement, implementation, Board of Director approval and integration into the Budget Planning Cycle for implementation in the following year. This Plan and Budget, called ["Our Path For Servants"](#) keeps specific areas in each division under review, planning and implementation within the context of the institution's mission.

**1.B.3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.**

*The Servant's Foundation* mission statement refers to “servants” which the institution defines as those individuals who are connected with ABC’s institution of higher learning.

The *Degrees & Majors* publication on page 2 refers to our constituent students as putting classroom education into practice by moving into real life situations and extending lives in service to others.

The *Introduction Piece* is organized around three points to “Think Biblically” (quality academics), “Live Godly” (nurtured Christ-like character) and “Serve Practically” (guided Christian Service).

**Summary: 1.B. Strengths & Concerns:**

**Strengths:**

- The mission statement is clearly and publicly advertised on the campus website and all public pieces literature for distribution to constituents. These pieces are updated and reordered for distribution yearly.
- ABC’s mission and purpose statement are amplified regularly to the campus family and community constituency in chapel services, literature pieces, website, academic communications and are incorporated into the Strategic Plan on an administrative level.

**Concerns:**

- Future degree programs and offerings must carefully fit into the institutional mission and core values and within the confines of a biblical curriculum of quality academics.
- While the College maintains a website, it recognizes the need to be more intentional in expressing its mission through social media outlets.

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

Evidence that shows that Appalachian Bible College understands the relationship between its mission and the diverse society through understanding its role in a multi-cultural global society with attention given to diversity appropriate for the mission and constituency we serve. The understanding of this relationship can be seen in two main areas: our curriculum and our guided Christian Service.

In our curriculum there are courses that address areas of diversity in our society.

AREAS OF DIVERSITY	COURSES
<b>Gender</b>	<ul style="list-style-type: none"> <li>• Ministry to Women</li> </ul>
<b>Age</b>	<ul style="list-style-type: none"> <li>• Children's Ministries</li> <li>• Teaching Children Effectively I</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>• TESOL Courses</li> <li>• Introduction to American Sign Language</li> <li>• Elementary Spanish I</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Cultural Anthropology</li> <li>• Cross Cultural Internship I &amp; II</li> <li>• Urban Ministries</li> <li>• The Church and Culture</li> </ul>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Introduction to Roman Catholicism</li> <li>• Introduction to Judaism</li> <li>• Introduction to Islam</li> <li>• World Religions</li> <li>• Major Cults</li> </ul>

All the courses listed in the table above are found on the [College's website](#) and in the [catalog](#).

The College's Practical Christian Service Department provides guide Christian service opportunities in diverse areas of our society. The following are some examples: jail & prison ministry, children's home, nursing home, Union Mission, language tutoring, foreign camps and after school clubs.

**1.C.1. The institution addresses its role in a multicultural society.**

The College's role in a multicultural society is evidenced by the following:

- The introduction of a Teaching English to Speaker of Other Languages (TESOL) concentration as part of our Missions Ministry Major in the fall of 2014.
- The President and faculty persons serve on the Board of Directors for Missions agencies who are and serve a multicultural global society.
- The President and faculty persons travel to various countries to teach in an academic context. This year two of our faculty members are schedule to teach at [Word of Life Hungary](#).
- Teams of students are taken to other countries to serve in various ways. During this year's Spring Break a group of students lead by our Vice President for Extension Ministries will be [serving at a camp in Columbia](#).
- Teams of students have also traveled to New York City for a week of inter-city ministry.

Each of these experiences deals with or engages in multicultural exposure or service.

**1.C.2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

The College's processes and activities give attention to diversity that is appropriate within its mission and for its constituencies.

The following processes employed by the College are given as examples indicating attention to diversity:

- Recruitment focuses on recruiting students from diverse educational backgrounds: public schools, Christian schools, and Home schools.
- Recruiting students from diverse geographical backgrounds: in US and from some foreign countries where alumni teach in schools and serve in other areas.

The following activities conducted by or sponsored by the College are given as examples indicating attention to diversity:

- An Annual Missions Conference draws missionaries that serve from various part of the world.
- Regular chapel speakers who serve in various cultures and among diverse people groups.
- College sponsored and initiated missions trips for students.
- Campus wide coordinated fund raising to raise awareness of the needs of other diverse groups and to give financially to them.
- The offering of classes to a maximum security prison.
- Various opportunities for the participation in outdoor activities and educational opportunities through the Extension Ministries division of the College.

The mission of Appalachian Bible College requires the College to prepare our students to be of Christ-like character ministering and serving a diverse society wherever the church found and beyond.

### **Summary: 1.C. Strengths & Concerns:**

#### **Strengths**

- Appalachian Bible College understands the relationship between its mission and the constituency we serve.
- The academic offerings of the College reflect diversity in the areas of: gender, age, language, culture, and religion.
- The College offers various opportunities for students to engage in cross-cultural exposure.

#### **Concerns**

- While the student population of the school reflects our context, it must be intentional in engaging a more diverse constituency guided by our mission and doctrinal statements.

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

Appalachian Bible College's relates its mission to the public good through community engagement, its educational priorities, and those people we serve.

**1.D.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.**

Appalachian Bible College recognizes the need to be involved with the local community and to be available in appropriate ways to those outside the campus family who could benefit from the unique resources provided by an academic institution. The college accomplishes this in many ways.

The college is involved with other organizations in the community or academic arena.

- The college is a member of [West Virginia Independent Colleges and Universities](#) (WVICU) and participates in supporting higher education in the region.
- Mr. Ken Lilly, the Vice President for Business, is a [member of the Board of Directors of the Beckley, WV Chamber of Commerce](#). Mr. Dave Holloway, the Vice President for Extension Ministries, serves as a board member for the local YMCA. Staff member Mr. Tim Barton and former staff member Mr. Steve Kemper have served on the [Whitewater Commission for the WVDNR](#).
- Two members of the College Faculty have served as [Consultant Evaluators for the Association for Biblical Higher Education](#) (ABHE), and have participated as Team Members and Chairs of dozens of Institutional Evaluation visits. One of these faculty members, Dr. Charles Bethel, is also a [Consultant Evaluator for the HLC](#) Regional Accreditation Association for both PEAQ and AQIP Teams. Dr. Bethel has served in this capacity for 15 years and participated in dozens of Teams for both types of HLC Accreditation.

The College sponsors numerous events that are open to the public.

- In the fall a Missions Conference is held on campus involving missionaries from over two dozen mission organizations with plenary sessions and workshops open to the public. Many area pastors and church leaders attend this event.

- In the spring the College holds the Daniel L. and Rosalie W. Anderson Servant Leadership Symposium which bring speakers to the campus who have expertise in the particular area of ministry being highlighted that year. This event, while geared toward student development, also seeks to engage the community by making the event open to the public, and by engaging people from the community to conduct workshops associated with the symposium.
- In the spring the College also hosts the [Pinter Lecture Series](#) which focuses on an academic topic.
- Twice a year, at Christmas and in the spring, a musical program is held which features chorale, an English Handbell team, the College music faculty and students. These events, our Christmas Concert and Spring Music Festival, are held on multiple times and are offered free to the public.

The College offers its services to the community.

- When an explosion occurred in the Upper Big Branch Coal Mine on April 5, 2010, which is about an hour from the college, trapping twenty-nine West Virginia coal miners who were eventually found to be deceased, the college organized a team of staff and students to make daily trips on April 6-9 to minister onsite to the families waiting for the rescue / recovery. Late on the 9<sup>th</sup> the last bodies were recovered. In the April 13, 2010 edition of the Charleston Daily Mail an article by staff writer Ashley B. Craig entitled [“Hundreds attend ceremony honoring coal miners”](#) quotes Philip Cash, a miner who lost his father-in-law in the explosion. The article read,

*“But Cash wanted to show his appreciation for others’ support, including the governor and his team. He also wanted to show his gratitude to the American Red Cross and students and staff from Appalachian Bible College in Mount Hope, who came to the mine to pray with the families. Cash also wanted to thank the State Police.”*

- Each spring the Student Council of the College sponsors a service project intended to benefit the community. It has been named the [“Diakonos”](#) project. The term *diakonos* is taken from the Greek New Testament and means servant. In April 2012 a number of students helped to repaint the outside block walls of the Morning Star Baptist Church, an African-American church in Beckley, WV. In 2013 and 2014 our students spent a Saturday cleaning up a large section of the “Rails to Trails” walking / bicycle path for the City of Beckley. Former Mayor



Emmett Pugh has appeared in our chapel to express appreciation for the students who assisted with this community project.

- The freshman class annually participates in the “Adopt a Highway” program and cleans a section of Sandbranch Road by the College.
- On Patriot Day, Sunday, September 11, 2011, the 10<sup>th</sup> anniversary of the 9/11 disaster, a “God Bless America Rally” was held at the Convention Center in Charleston, WV with 6500 people in attendance. Miss Cheryl Parvin of our faculty gave a moving dramatic portrayal of Betsy Ross as part of the program.
- Former staff member Mrs. Emily Huguenin developed an [outdoor education program](#) for [public and private school children](#) that introduces them to nature and the environment. To facilitate this program, which attracts around 600 children each year, a “T.R.E.E House” building was constructed on the college campus. T.R.E.E. stands for “Truth Revealed through Environmental Education.” The building is a nature-themed classroom cabin housing reptiles, a living beehive, and other educational elements.
- The school provides a licensed professional counselor who is available for referral and has counseled people in the community not affiliated with the college.
- The school offers a dual-credit program to [several West Virginia Christian High Schools](#).
- Pastors who are part of our local Fundamental Pastor's Fellowship are given a coupon for one free class a year. This service is provided through the Practical Christian Service Department.
- The college offers a free class each semester to those aged 65 and older as an encouragement for continuing education.
- The college is an area testing center for ACT and CLEP.
- Annually in December the Chorale and the English Handbell team travel to the Mount Olive Correctional Complex, the only maximum-security facility for the state of West Virginia, to provide a concert for the inmates. They also perform a free public concert at the United Bank in Montgomery, WV.
- During the College’s Spring Break our [Chorale](#) provides a concert to various churches in our community and constituency ([2013](#) & [2014](#) itineraries).

- Immediately after the College's Commencement exercises our English Handbell team, [Jubilate](#), tours churches in our community and those in our constituency ([2013](#) & [2014](#) itineraries).

The college makes its facilities available to the community for use.

- Raleigh General Hospital, a local hospital, held training sessions for its staff in Anderson Hall with outside speakers.
- United Bank had a regional meeting with all their staff in September 2008 that they held in Anderson Hall.
- The College hosted the Beckley Chamber of Commerce Board of Directors for lunch on several occasions in the Carter Room of our Hanmer Dining Facility.
- The College hosted what was previously called the "Coal Classic" basketball event and our Athletic Director worked with West Virginia businessman Jim Justice to bring teams to Beckley. These teams ranged from the "Biddy Buddy" League of 4<sup>th</sup> through 8<sup>th</sup> grade to high school teams.
- The WV Christian Education Association Fine Arts Festival is held on our campus each spring.
- March 2013 Life Line screening was on campus to offer community services to area residents who came to be tested for Osteoporosis; Peripheral Arterial Disease; Abdominal Aortic Aneurysm; Atrial Fibrillation; and other risk factors.
- Two times each year a Red Cross blood drive open to the public is held in our Gilmore Gymnasium facility.
- September 2013 the college provided the use of their athletic field as the site for the West Virginia chapter of the Alzheimer's Association event, "Walk to End Alzheimer's."

**1.D.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.**

Appalachian Bible College does not have investors and functions as a non-profit school. It does have a parent organization, Appalachian Bible Fellowship, but the College is the sole organization within that fellowship so their interests are the same. This arrangement was established from the founding of the school because of the missionary nature of the college.

"Student Learning" is primary. The College ensures that its educational responsibilities are guaranteed, including the functioning of our Extension Ministries Division which serves to enhance the educational element of the school by providing a practical training center for our camping ministry major. The [Extension Ministries Division also acts as a feeder](#) of prospective students to the college as a number of participants in the camping programs, outdoor education programs, adventure activities, and retreats eventually matriculate, and so support the priority of our educational programs.

**1.D.3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.**

The College has intentionally offered itself as a resource to the community and its constituencies to bring spiritual care and practical service to areas of need. A number of recent events are given as examples of this commitment.

- For its constituency, as well as the community, the college organizes an annual Ladies Retreat, Pastor's Retreat, and a Senior Fall Foliage Retreat.
- The college annually hosts the September meeting of the Fundamental Pastor's Fellowship in the Beckley area and provides speakers from the faculty.
- In the spring the college sponsors a weekend youth event drawing over two hundred teenagers from constituent churches located in numerous states in this region.
- In the spring the college hosts a Bible Conference with keynote speakers and publicizes the conference to the local church community.
- The college hosts numerous events including the West Virginia Christian Educator's Association (WVCEA) Fine Arts Festival and their state volleyball

and basketball tournaments. They also host the Accelerated Christian Education (ACE) West Virginia Regional Student Convention.

- The college has numerous ministry teams that travel to churches in the area during the school year and across the nation in the summer. These include Drama and Puppet teams, the 40-voice Chorale, an English Handbell team, a men's ensemble, a men's and women's ensemble, as well as periodic student groups from our camping program that have traveled outside the United States to assist in building high ropes courses, zip lines and other technical elements for camp ministries in other countries.
- Numerous staff and faculty members assist area churches that are without pastors by providing pulpit supply, or serve as interim pastors in churches, sometimes for months or years, until they are able to locate a permanent pastor.

These examples, all of which fit the mission of the college, demonstrate the extent of the college's desire to involve itself in the community and with its constituency and be of benefit when it is appropriate to its mission.

#### **Summary: 1.D. Strengths & Concerns:**

##### **Strengths**

- Appalachian Bible College intentional engages in the public good through various well publicized events and activities.

##### **Concerns**

- While no specific concerns were surfaced, the College continues to seek new ways to demonstrate its commitment to the public good.

## **CRITERION TWO: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT**

### **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.**

Appalachian Bible College has numerous well established practices and processes that guide the day-to-day operations of the college to ensure the integrity of its operations. One of the College's [Core Values](#) is "Practice of Integrity".

#### **Financial Integrity**

Appalachian Bible College maintains certain internal and external checks and balances to ensure it operates with integrity in its financial dealings.

The internal measures involve the President and Vice Presidents, who together form the Administrative Committee (ADCOM), and the Board of Directors. The Administration ensures the financial integrity of the College by evaluating the institution's financial behavior through weekly meetings of the Administrative Committee and monthly financial statements. Each division Vice President is responsible to monitor the expenditures of their division by the approval of purchase requisitions and the review of their monthly financial statement as provided by the Business Office. At their December retreat, the [Administrative Committee discusses the budget assumptions](#) for the next fiscal year. The Administrative Committee also meets at the beginning of the spring semester to discuss any budget adjustments to be made. A recommendation formed from both the December retreat and the Administrative Committee's early January meetings are presented to the Board of Directors through the President for their approval during the January Board of Directors' Meeting. Additionally, the College uses a dual control system to ensure accountability in the receiving of income and gifts.

The Board of Directors works to ensure financial integrity through meeting three times a year during which they examine the financial health of the institution. In addition, to the regular corporate Board meetings, the Board Finance Committee also meets during these times to evaluate the College's financial position.

In addition to the internal measures mentioned above, the College also has two external measures in place in order to safeguard its financial integrity. The College reports their finances publicly through [Guidestar](#). Additionally, the College uses the reputable and independent auditing company [Gibbons & Kawash](#) as their annual auditor. In their recent

audit reports from [2012](#) and [2013](#), Appalachian Bible College was found to be in compliance in all material respects, in all requirements of law, regulations, and grants applicable to its federal programs, and was found to have no material weakness in internal controls.

### **Financial Aid**

Appalachian Bible College uses a process to ensure prospective and current students are treated fairly and equally when determining allocation of financial aid. Students and parents are provided information through the Free Application for Federal Student Aid (FAFSA) and the [College's financial aid application](#) and process. The [Financial Aid Committee](#) determines which students meet the criteria for various scholarships. The Financial Aid Department is currently working on a policy and procedures manual for its office, which will be completed by the beginning of March, 2015.

### **Academic Integrity**

Appalachian Bible College follows fair and ethical policies within its academic function as established in the Faculty Handbook.

The academic freedom of the faculty is guard by the policies and procedures of the [Faculty Handbook](#), p. 21. Under the guidance of the institution's doctrinal statement and the primacy of the Bible, Faculty have the freedom and responsibility to examine various philosophies, explore theories, publish findings, discuss materials relevant to the classroom, to exercise constitutional rights, and to seek changes in academic and institutional policies that will enhance the educational process at Appalachian Bible College.

The Faculty welfare in such areas as: appointment, termination, advancement, promotion, and benefits are clearly defined in the institution's [Faculty Handbook](#), pp. 13-20. Appointment of each faculty member is conducted in a fair and ethical way as delineated on page 3-2 of the [Staff Handbook](#). Each faculty member being considered for procurement involves the Vice President for Academics, the President and the Personnel and Academic Committee of the Board as set forth by the [Staff Handbook](#). Also, policies are set forth in section 3 of the [Staff Handbook](#) to ensure all Faculty members have an established avenue to file specific complaints or appeals regarding various situations.

Integrity is given utmost precedence in regard to academic records and policies. Institutional procedures are established in the [Admissions Policy and Procedures Manual](#), [The Servant's Staff](#) (Student Handbook), and the school catalog.

### **Personnel Integrity**

The hiring, benefits, and general responsibilities of the Staff are identified in the Staff Handbook. Division vice presidents have the authority and responsibility to hire all Fellowship Associates and supplemental staff within their divisions. Guidelines are provided for such areas as benefits, sexual discrimination, sexual harassment, and drug free workplace.

Additionally, on page 3-7 of the [Staff Handbook](#) guidance is given as to conducting personnel evaluations, “Supervisors and staff members are strongly encouraged to discuss the staff member’s spiritual and professional development, job performance and goals on a regular basis. Annual performance evaluations should be conducted to provide both supervisors and staff members the opportunity to discuss job tasks, identify and correct weaknesses, recognize and encourage strengths, and discuss approaches for meeting goals.”

### **Auxiliary Functions Integrity**

Appalachian Bible College maintains four (4) auxiliary functions: Alpine Ministries (Extension Ministries), bookstore, the Alumni Association and the Ladies Auxiliary.

Alpine Ministries is an extension ministry of the College and provides for resident camps, adventure activities and conferences to assist churches in achieving their mission. Additionally, as an extension of the College, Alpine Ministries helps to establish links between churches they serve and the College. Alpine Ministries makes public all its pricing and fees through publications and its [website](#).

The bookstore provides access for our students to a third-party online company that works with the College to provide all required textbooks. Also, the bookstore provides some school supplies as well as maintaining a snack shop.

The College maintains an Alumni Association which every graduate enters free of charge the first year after graduation.

The [Ladies Auxiliary](#) supports the College’s mission to “edify the church of today” by hosting an annual Ladies Conference in June and by sponsoring a Ladies Fall Luncheon. They assist in “educating and equipping the church of tomorrow” through various projects, scholarships, yearly prayer calendar, and the Heart-to-Heart program.

**Summary: 2.A. Strengths & Concerns:**

**Strengths**

- The College maintains both internal and external accountability measure to ensure that it operates with financial integrity.
- The College has policies in place that ensure academic integrity.
- The College has policies in place that clearly indicate the responsibilities and benefits of the staff.
- The auxiliary functions of the College operate with integrity.

**Concerns**

- While most departments within the College have a policy and procedures manual, there were a few areas where these could not be readily identified.



**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.**

Appalachian Bible College is transparent and clear in the information provided for prospective students, current students, parents, and the general public with regard to programs, requirements, faculty and staff members, cost to students, and accreditation relationships. The College ensures that clear and accurate information is provided through its websites, marketing information, and other social media avenues.

**Institutional Information:**

**Admissions, Records and Registration**

Admissions information is clearly displayed on the institution's [website](#). Prospective students can access the admissions criteria, application, campus visit registration, as well as contact information. Student academic records are held and maintained by the Registrar's office. The registrar's office oversees transcript requests, inquiries about veteran's benefits, FERPA requirements, information about grades, majors, and related policies and procedures. Also, a public display of how a student can access their academic records is found on pp. 39 & 40 in [The Servant's Staff](#).

**Academic Programs, Degrees, and Majors**

All academic courses, programs, and majors for the undergraduate, graduate, and online programs are posted for easy access to the public on the institution's [website](#) and through brochures and informational articles such as "Introspect."

**Academic Information and Requirements**

Academic requirements are provided in the [Servant's Staff](#) and the [Catalog](#). Comprehensive information on the institution's policies and procedures for requirements pertaining to admissions, academic programs, and graduation are made available both through public internet, campus website, and hard copy brochures and manuals.

Academic policies for entrance exam scores (p. 20), degree completion, grading (p. 41), academic status (p. 42-45), reinstatement procedures (p. 45), honors designation list (p. 46), residency requirements (p. 46), transcripts (p. 48) and course descriptions (pp. 79-111) are found in the school [catalog](#).

**Faculty and Staff**

Appalachian Bible College displays information publically concerning their faculty and the positions they hold both through the [internet](#) and published literature, such as its

[catalog](#). Each faculty member is displayed by photo on the [College's website](#) with educational credentials and title of position or standing.

### **Tuition and Fees**

Appalachian Bible College presents itself clearly and completely to the public and prospective students with regard to cost to students. Student fees, matriculation cost, tuition, room and board, and other expenditures are posted on the [institution's website](#). Links to [student payment policies](#) and [payment options](#) are also posted on the [internet](#).

Transparency for the cost of education to students and parents is a concept that Appalachian Bible College supports. An [online net price calculator](#) was purchased to allow students to input cost information and estimate their expenses.

### **Control**

The roles and responsibilities of the Board of Directors are described in their [policy manual](#).

### **Accreditations**

Regional and national accrediting agencies are made public through [printed materials](#) and the [internet](#). Also displayed publically is the institution's standings with these agencies and site links are provided to the student body to review current ongoing work in relation to them.

## **Summary: 2.B. Strengths & Concerns:**

### **Strengths**

- The College presents itself in a clear way to its constituency and the general public regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### **Concerns**

- A possible improvement in this area could be the intentional reminder of what the College communicates concerning the items in this areas in all its regular meetings; for example: staff meetings, faculty meetings, dorm meetings, divisional meetings, ministry major meetings and chapels.

**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.**

The governing Board of the Appalachian Bible Fellowship and Appalachian Bible College contributes to institutional well-being, follows policy guidelines that limit involvement of external parties in the affairs of the College, remains free from undue influence of donors, and abides by a policy to avoid any conflict of interest.

**Legality**

Appalachian Bible College has a governing Board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development and ongoing operations. Appalachian Bible College is a nonprofit organization authorized by the state of West Virginia to operate as an educational institution and grant degrees.

**Integrity**

The Board of Directors complies with and creates policies that ensure that Appalachian Bible Fellowship and Appalachian Bible College act with integrity and demonstrate responsible and ethical conduct. (Appendix F 1., [Board Handbook](#))

**Autonomy**

The Board of Directors is wholly responsible, under God, for the programs, personnel and properties of Appalachian Bible Fellowship and Appalachian Bible College. There are no affiliated organizations ([Board Handbook](#), 14).

**Quality**

Section One under Article IV—Board of Directors, describes election procedures regarding qualifications for Board members, the recommended number of Board members, terms of office, as well as the process for adding appropriately qualified Board members when such a need arises.

**Responsibility**

Responsibilities of the Board of Directors of Appalachian Bible Fellowship and College are clearly portrayed in the organizational flow chart found in the [Staff Handbook Appendix IV](#). Responsibilities for each standing committee and officers also are clearly defined in the [Board Handbook](#) (16-20).

There is an established habit of practice of regularly scheduled Board meetings through an advance agenda. The Board meetings provide a systematic process for assessing and updating any existing practices and documentation.

**2.C.1. The governing Board's deliberations reflect priorities to preserve and enhance the institution.**

The members of the Board bring to bear their expertise, experience, and relationships in addressing issues critical to sustaining and improving the College.

**Priority**

Board members are very engaged in the discussion and deliberation concerning its policies and activities as outlined by the criteria of accrediting associations. "The Board has developed and maintained a working knowledge of regional accreditation by accessing, reviewing, approving, monitoring policies and practices to ensure that our policies and procedures are in place in fulfillment of our Mission and Purpose and in compliance with criteria of the Commission" (Lane Ellis, Board Chairman, Focus Report, 2014, p. 45).

**Preservation**

With regard to preserving the institution, in every Board meeting some aspect of our strategic plan is reviewed. The missions, values, and vision of Appalachian Bible College are reviewed. This ensures that we sustain our testimony (Daniel Anderson, President, Interview 2013).

**Enhancement**

With regard to enhancing the institution, the strategic plan also shows areas that we are addressing. We consider our vision statement, and we move toward the vision ideal. The budgeting process is considered. In each meeting, the Board assesses the President's work, and his goals are approved (Daniel Anderson, President, Interview 2013).

**Function**

"The primary function of the Board is to carry out the purposes of Appalachian Bible College as set forth in the Articles of Incorporation. The Board formulates policies, appoints administrative officers and members of the faculty upon recommendation of the President, seeks to aid in developing financial resources of the organization, as well as disseminates information about the College to its own circle of acquaintances" ([Board Handbook](#) III.A.3. Function of Board, 14-15).

"The implementation of the purposes and policies is carried out through the President as the Chief Executive Officer. He is selected by the Board and serves until his resignation, removal, or death. In the case of one of these eventualities, the Board is responsible for selecting someone to serve in acting capacity until a permanent President can be installed" ([Board Handbook](#) III.A.3. Function of Board, 15).

“The Board meets in plenary sessions no less than three times yearly, usually during the months of September, January, and April on dates determined by the members. The various committees of the Board meet when necessary between Board meetings, thus providing a means for taking care of much of the detail work. The Executive Committee, which consists of the Chairman, Vice-Chairman, Secretary, and chairmen of the standing committees, is authorized to make any necessary immediate decisions between Board meetings. Committee reports are received and approved at the regular Board meetings.” ([Board Handbook](#) III.A.3. Function of Board, 15)

“Major construction projects and financial campaigns become particular concerns of the Board. Board members should continually seek to cultivate new sources of income. Likewise, seeking prospective students and constituency development should be concerns of Board members.” ([Board Handbook](#) III.A.3. Function of Board, 15)

### **Composition**

The composition of ABC’s Board of Directors represents the necessary professional skill components. The Board exhibits the diversity and professional skill needed to direct the operations of the College. The [Board Handbook](#) stipulates prevention of inordinately weighted representation of ministry personnel. The *Board Handbook* states: “The number of full-time Christian workers has been limited to 25% of the Board in order to provide a substantial number of lay members who are by experience and training fitted to offer counsel in such areas as finance, education, and management” (*Board Handbook*, 20).

[See Article IV, Section 1, p. A-2, “Board of Directors,” of the Constitution of Appalachian Bible Fellowship regarding election procedures, qualifications, recommended number of members, terms of office, as well as the process for selecting Board members ([Board Handbook](#), A-2—A-3)].

### **Deliberations**

Members of the Board of Directors of Appalachian Bible Fellowship and Appalachian Bible College make deliberations exercising fiduciary responsibility for financial oversight and fundraising ([Board Handbook](#), 15-16).

The Audit Committee has an annual audit conducted by an independent agency, which gives evidence of the Board’s maintaining fiduciary responsibility and oversight.

The Finance Committee reviews and adopts an annual budget, assists in fundraising, and establishes sound financial practices. It gives studied attention to the acquisition and distribution of money, making recommendation to the Board in these areas, and insuring

that all financial matters are considered with a view of fulfilling the objectives of the Fellowship as accomplished through the College and its ministries.

The Personnel and Academic Committee continuously engages in long-term and short-term institutional planning with respect to programs, personnel, properties and resources.

The Properties Committee oversees major construction projects and financial campaigns. Board members continually seek to cultivate new sources of income. It holds deeds to all properties and serves as the sole authority in acquiring and disposing of all capital assets. The Student Services Committee reviews policies regarding scholarships, grants-in-aid, student loans, and other financial programs designed to assist the students in obtaining an education at Appalachian Bible College ([Board Handbook](#), 15-20) .

[See Section 2. of Article IV, “Board of Directors,” of the Constitution of Appalachian Bible Fellowship, which deals with the organization of the Board of Directors, listing officers and standard committees as well as their corresponding duties ([Board Handbook](#), A3-A4)].

### **Decisions**

The decisions of the Board are contained in the Board minutes. Some of the primary decisions reviewed and approved by the Board would include the following:

- Approval of the annual budget and changes in tuition and fees
- Monitoring of the institution’s assets, including investments and physical plant
- Monitoring of fund-raising goals and strategies to secure sources of support
- Appointment of faculty members
- Review and approval of proposed changes in academic programs
- Granting of degrees based on the recommendations of the President and faculty

At the annual September Board meeting in 2013, members of the Board affirmed the doctrinal statement and signed it. They also signed the Conflict of Interest statement. They indicated that they complied with the ABHE doctrinal statement as well. They engaged in the assessment process known as “Our Path for Servants.” The Board approved aspects of the self-study. As a result of the HLC visit, the question was raised about what kind of plan there was for presidential succession. The Board has been working on this for several years so that they are ready for a what-if situation. The Personnel and Academic Committee presented this updated plan to the Board, and the Board approved it (President’s Board Meeting Report, Staff Meeting, October 24, 2013).

### **Strategic Planning**

Regularly, the Board is engaged in strategic planning as evidenced in its complete review of the purpose, mission statement, and core values as represented in [“Our Path for Servants”](#) (OPS).

Procedures are in place to update the Board members on issues relative to the College’s mission, organization, finances, and programs. Some procedures are in place by scheduled protocol (i.e., every two years, the Board meets with the Vice President for Academics to ensure that the College is meeting its mission and objectives.).

The history of the Board’s relationship with its duties clearly demonstrates its engagement in the strategic planning process (“Institutional Strategic Planning,” [Handbook for the Board of Directors](#), Revised January 2011, page 13).

[See also “Stated Financial Practices,” excerpted from previous official minutes of Board meetings, Appendix E, E1-E2.]

### **Commitment**

Every member of the Board is required to acknowledge agreement with, commitment to, and support of the College’s mission and objectives at every juncture of Board service (beginning of term and renewal of term) ([Board Handbook](#), 14).

The core values of the College are clearly presented in the doctrinal statement of Appalachian Bible Fellowship and Appalachian Bible College. To safeguard these values, each member of the Board of Directors annually reads and affirms in writing his agreement with the doctrinal statement. The doctrinal statement is found in the Constitution and By-Laws of both Appalachian Bible Fellowship and Appalachian Bible College.

Every Board member’s appointment requires an extensive on-campus interview with the President and other Board members, at which time the Handbook is reviewed. At the same time, there is an assured compliance with the mission and objectives of the College, as well as compliance with the doctrinal statement ([Board Handbook](#), 14).

### **Leadership**

The Board of Directors is engaged with the ministry of Appalachian Bible College. “The collective skills of these Directors provide great leadership in finance and planning. During the most recent April Board meeting, extended time was given to address these issues and to establish directives to achieve growth. One immediate measure taken was to set a Board Retreat for September 2014 to address enrollment issues and to develop

strategies for greater Board assistance resulting in enrollment growth.” (Dr. Anderson, [Focus Visit Report](#), p. 44)

### **Areas of Concern:**

In a recent focused visit, April 7-8, 2014, an evaluation team for the HLC expressed concern that ABC’s historic practice has been to budget only for cash expenses and not to budget for depreciation, etc ([Focused Visit Report](#), 26). Appalachian Bible College as part of a non-profit, faith mission has historically depended on gifts to help in challenging economic times, especially for special projects. However, we now recognize it is vital that we begin focusing on setting aside dollars to fund depreciation and to include in our discussions concerning financial matters language that clearly indicates that we are budgeting for depreciation. As a result of an increased awareness of our financial responsibilities and needs the College is now addressing these things.

Another concern expressed by the HLC team was that ABC uses a line of credit arrangement with a bank to cover some operational expenses during lower income months although ABC’s Constitution and By-Laws states: “It shall not be acceptable to borrow money to finance operational deficits” ([Focused Visit Report](#), 27). However, on the same page of the Constitution it also says that “The Board may itself from time to time alter, revise, add to, or after due consideration, make exceptions to these practices” (Appendix E, “Stated Financial Policies,” [Board Handbook](#), E-1).

The Team reported that ABC’s minimum composite financial ratio score is 1.50, and it noted ABC’s recent scores are below that recommended level ([Focused Visit Report](#), 28). But the Team acknowledged that ABC’s administration has realized the need to continue to build cash reserves, and it concluded that the school is in compliance with Criterion Two.

## **2.C.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.**

The Board’s varied responsibilities and commitment to excellence make it incumbent to look both within and outside the institution to help ensure that all decisions are informed and made in the best interest of the College.

### **Internal Constituencies**

The Board briefing agenda as well as the minutes of the Board meetings will also reflect input from internal constituencies (Dean Daniel Hanshaw, Interview 2013).



First, with regard to internal constituencies, the Student Services Committee reviews how things are going with the students. Once a year, the Board engages the Student Services personnel without the administration's presence. Once a year, the Board meets with student leadership. Second, the Personnel and Academic Committee is very conscientious about the well-being of personnel. As an example, the Board may make In-service funds available as needed ([Faculty Handbook](#), section III.G.). Faculty advancements are considered and approved.

In addition, with regard to internal constituencies, at each Board meeting there is a review of reports from each division of the College (Dr. Daniel Anderson, Interview 2013).

The Vice President for Academics reports to the Board regularly giving an update in the area of academics. Student Services gives a report to the Board as well.

Therefore, the Board receives information from the whole organization. A variety of interests regarding decision-making are reflected in reports from diverse sources such as the academic office, business division, and student services. (Board Briefing Agenda)

### **External Constituency**

The Board receives information from external sources as well. Audits are examples of external reports. The Board annually receives recommendations regarding approval of the auditor's report. The Board may review documents or reports about something that has been or is being built such as the Welker Pavilion.

With regard to external constituencies, the Board evaluates personnel considered for addition to the institution. The Board is careful that new personnel would sustain the testimony of the institution. Also, considering external constituencies, the Board reviews, approves, and monitors the activities of the President (Dr. Daniel Anderson, Interview 2013).

Input from external constituencies (such as alumni, the local community, the higher education community, or the donor base) may not be reflected in the Board minutes (Dean Daniel Hanshew, Interview 2013).

The Board's standing committees that are representative of both internal and external interests demonstrate consideration of all constituencies. The basic functions of each committee are explained. Committees include the Audit Committee, Academic Committee, Finance Committee, Properties Committee, Student Services Committee, and Executive Committee.

**2.C.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.**

The Board maintains policies and procedures, as found in the [Board Handbook](#), to help ensure that it exercises its roles with integrity of purpose.

The Board is responsible for maintaining policies that preserve and promote institutional well-being and set high standards for the College. Therefore, the Board limits the involvement of external parties in the affairs of the College. The Board itself is free from undue influence on the part of donors to the College. Members of the Board abide by the Conflict of Interest Policy ([Board Handbook](#), Appendix, F-1). They regularly sign a document indicating that they will avoid Conflicts of Interest.

**Ownership**

The ownership of the institution belongs to Appalachian Bible Fellowship.

**Independence**

Auditors require independence of the Board from undue influence on the part of others.

The Board preserves its independence from undue influence by its exclusion from political activities and by its independence from the influence of elected officials. Also, the administration is sensitive to sharing donor information with the Board that could encumber their thinking (Dr. Daniel Anderson, Interview 2013).

**Conflict of Interest**

With regard to preserving its independence from undue influence, the Board is careful to abide by the Conflict of Interest Policy (Dr. Daniel Anderson, Interview 2013).

A Conflict of Interest Policy is made clear in the [Board Handbook](#). For example, a Board member would not be hired to do a building project for the institution. With a construction project on campus, no Board member's company would profit from it (Dr. Charles Bethel, Interview 2014).

Members of the Board of Directors are required annually to sign a statement regarding the Conflict of Interest Policy (Dean Daniel Hanshew, Interview, 2013).

Responsibility for Disclosure is outlined in this Conflict of Interest Policy located in Appendix F1-F3 of the [Board Handbook](#).

**2.C.4. The governing Board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

As a part of its governing function, the Board respects the daily role of the College leadership, faculty and staff to operate the College as they work interdependently and competently through a comprehensive infrastructure.

**Philosophy:**

The [Board Handbook](#) makes it clear that the governing Board delegates day-to-day management of the institution to the President, who then expects the Vice President for Academics and the faculty to oversee academic matters (Dean Daniel Hanshew, Interview 2013).

The Board appoints the President, who is the College's Chief Administrative Officer and the Executive Officer of the Board. The President provides overall leadership and organizational unity. The President delegates tasks to the various staff members as appropriate. The [Board Handbook](#) outlines the relationship and separation of duties between the Board and President in section III.B.

"The Board executes its decisions principally through the President and receives reports through him" (III. A. 2. "Administrative Philosophy," [Board Handbook](#), 14).

The Board accords oversight of curricular and academic policies to the faculty of the College under the direction of the President and the Vice President for Academics. By its own policy, the Board is restricted from direct influence or access to the faculty in an official Board capacity.

**Policy:**

The Board is active in governing, not administrating. (The Board cannot micro-manage the institution.)

**The Board**

The Board is ultimately responsible for the institution. "The Board of Directors shall have complete authority over the Appalachian Bible Fellowship and, therefore, over any of its divisions" ([Constitution and By-Laws of Appalachian Bible Fellowship](#), Article IV. "Board of Directors," Section 3. "Responsibilities," Appendix A4-A5).

The [Board Handbook](#) clearly creates an appropriate separation between the Board and the administration of the College concerning day-to-day management of the College. The Board's primary responsibility is to support, inform, and evaluate the leadership of the President and to ensure that the constituencies of the College are represented. This focuses the work of the Board away from day-to-day operations and ensures that the mission and vision of the College remain the focus of the President. (See *Board Handbook*, 14-23, especially, pp. 22-23, III. "Organizational Structure" of the Board, III.B. "The President," III.B. 1. "Relationship to the Board of Directors")

### **The President**

"The President shall be the Executive Agent of the Board of Directors..." ([Constitution and By-Laws of Appalachian Bible Fellowship](#), Article V. "Administrative Officers," Section 2. Appendix B-3; see also [Board Handbook](#), pp. 22-23 – III.B. "The President," III.B. 1. "Relationship to the Board of Directors").

The Board's most important task is selecting a President and monitoring him (Dr. Daniel Anderson, Joel Pinter personal notes from Staff Meeting, 10/24/2013).

The President leads the College (See the "Position Description" for the President, [Board Handbook](#), Appendix D1-D2.).

The President is also responsible for developing and updating as necessary the formal organizational structure of employees to ensure proper intra-staff communication, to delineate job responsibilities, and to encourage intra-staff cooperation ([Board Handbook](#), Appendix C 1, Appalachian Bible Fellowship "Organizational Chart"; [Staff Handbook](#), [2-page insert](#) for 2014-2015, Organizational Charts for Appalachian Bible Fellowship, President's Office, Academic Division, Business Division, Development Division, Extension Ministries Division, and Student Services Division).

### **The Administration**

"The Appalachian Bible College shall function under the direction of its chief administrative officers" ([Constitution and By-Laws of Appalachian Bible Fellowship](#), Incorporated, Article V—"Organizations," Section 2. a., [Board Handbook](#), Appendix A, A-5).

"The President is the administrative officer directly responsible to the Board," and "all other administrative officers are subordinate to him..." (III. A. 6 [Board's] "Relationship to the Administration," a. "Type of Governance," [Board Handbook](#), 21).

The Board expects that during daily operations of the College, communications among

and between the staff will develop in a positive, responsible manner to ensure that proper decisions are made with the full knowledge that the President is ultimately accountable.

### **Liaison**

“The President acts as a liaison between the Board of Directors and the personnel of the College” (III. B. 2. [President’s] “Relationship to the Administration, Faculty, and Staff,” [Board Handbook](#), 23).

The President serves as the liaison between the Board and the staff or the students of the College. The President will convey communications between the Board and the staff or between the Board and the students. Members of the Board are expected to channel communications through the President.

### **Academic Matters**

The Vice President for Academics and the faculty have a role in overseeing academic matters.

The Board reviews biannually (every two years) the academic programs of the College in consultation with the Vice President for Academics to ensure that the academic programs conform with institutional purposes (III. A. 4. b. “Committees,” 3) “Personnel and Academic Committee,” item (g), [Board Handbook](#), 18).

Faculty members participate on various committees. In these committees faculty members discuss business matters such as admissions, graduation requirements, curriculum, academic assessment, professional development, student life and activities, and associated matters that affect faculty performance or ministry. Faculty members may mention needs with respect to technology, clerical support, professional development activities, and program development. “Departmental chairs may make recommendations to the Vice President for Academics concerning teaching assignments and will help him to monitor the level and quality of instruction in the various courses under their respective departments” ([Faculty Handbook](#), 10).

### **Practice:**

Activities of the Board members show that they are not involved in the day-to-day management of the institution, nor are they seeking to direct or govern faculty activities. That would be interference. There is a reporting process of the administration and the Academic Division to the Board, but this is for information, not direction. Also, an important part of the Board agenda involves the budget of the institution. While the Board must approve the overall budget, they do not manage day-to-day financial affairs. Board members review the President’s budget so that no areas cause concern for integrity

or for audit purposes. Therefore, the Board of Appalachian Bible College does not interfere with day-to-day management of the institution (Dr. Daniel Anderson, Interview 2013).

**Conclusion:**

The Board of Appalachian Bible College has done well in actively accomplishing its duties with integrity. Appalachian Bible College has operated from year to year with income covering actual expenses (Mr. Ken Lilly, Vice President for Business, Staff Meeting Notes, 8/14/2014) .

**Summary: 2.C. Strengths & Concerns**

**Strengths**

- The priority of the Board is the sustainment and advancement of the College's mission.
- The Board structure and make-up allow it to receive input from both internal and external constituencies.
- The Board Handbook includes policies that protect the Board from undue influence from outside sources.
- The policies and practices of the Board show that they provide oversight of the entire institution allowing the day-to-day operations to be managed by the administration.

**Concerns**

- There should be a policy in place which establishes how the Board records its discussion and action when it deems it is necessary to deviate from established policies for the well-being of the institution. Additionally, there should be a mechanism in the policy which would require the Board to redress those decision that deviate from the established policy to determine if the policy needs changed.

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

Appalachian Bible College is committed to freedom of expression of faculty in their work, as is clearly stated in the [Faculty Handbook](#):

“Guidelines: Freedoms (section IV.A., p. 21)

- 1) Freedom of the teacher to teach, to conduct research and to publish findings using their own chosen methodology.
- 2) Freedom of the teacher to discuss in the classroom, in their own manner, any material which is relevant to the subject matter as described in the course objectives.
- 3) Freedom of the teacher to exercise their constitutional rights as a citizen without institutional censorship or discipline.
- 4) Freedom through lawful and peaceful persuasion to seek changes in academic and institutional policies (21).”

Faculty members are encouraged to take ownership of their own courses and are given freedom in creating their own syllabi and the way they address their classroom.

Furthermore, the institution is dedicated to the pursuit of truth in teaching and learning, which is evidently seen in the [Faculty Handbook](#):

“Academic freedom and responsibility at ABC is based on the doctrinal statement, stated educational purposes, and specific educational objectives of the College. The College endorses the concept that all truth is God’s truth. Freedom to search for truth, to examine philosophies and to explore theories is essential to the educational process. Academic freedom and responsibility is based on the assumption that each faculty member recognizes, accepts and endorses the doctrinal statement, educational purposes and objectives of the College, and that all utterances and involvements reflect commitment to these (21).”

The College strives to maintain a balance of freedom of expression without violating the core standards and beliefs of the institution as found and expressed in [The Servant’s Foundation](#). All faculty members are required to sign the statement saying they agree with the handbook and choose to follow and abide by its policies. Additionally, each year the faculty and staff are required to sign their [agreement with the doctrinal statement](#).

As a measure of accountability, all faculty members are required to submit their course syllabi and evaluation of the course to the Vice President of Academics ([Faculty Handbook](#), p. 22). In addition, the Vice President of Academics is given access to all courses and materials through the online through the [eLearning Center](#) (Canvas). This

helps to ensure academic excellence and accountability. Furthermore, the Vice President of Academics makes unexpected visits to classes being taught to observe the instructor and to ensure academic excellence.

## **Summary: 2.D. Strengths & Concerns**

### **Strengths**

- The College has established clear and appropriate guideline in relations to freedom of expression and the pursuit of truth.

### **Concerns**

- A possible improvement in this area could be a more intentional communication to our campus family as to what constitutes an appropriate freedom of expression and pursuit of truth within our confessional and missional distinctiveness.



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

Appalachian Bible College maintains policies and procedures that set forth the guidelines for the ethical conduct of its faculty, staff, and students.

**2.E.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.**

Appalachian Bible College is committed to integrity and honesty in all aspects of academic endeavors. The College has a strong stand against plagiarism, which is outlined in detail in the [Servant Staff](#), p. 48:

“Plagiarism is using the words or ideas of another without giving proper credit for them. Plagiarism is stealing and is therefore inconsistent with a Christian testimony. If an instructor determines that a student has plagiarized in any paper submitted, he/she is at liberty to assign an “F” to that paper and/or require a student to rewrite the paper from scratch. In the latter case, the grade for the paper will be reduced according to the normal schedule, beginning three days after the student is notified.”

**2.E.2. Students are offered guidance in the ethical use of information resources.**

Upon arrival all new students are required to attend an [orientation](#), in which basic policies and procedures of the College are addressed and discussed. This time ensures that all students are aware of the institution's commitment to integrity and ethics in academics. All students are informed of the plagiarism policy and the strict guidelines and consequences. Furthermore, they are required to sign a document saying they have read and agree to comply with the policy against plagiarism.

**2.E.3. The institution has and enforces policies on academic honesty and integrity.**

Additionally, all faculty members and instructors are required to incorporate the plagiarism policy in their syllabi and make it known to their students in their courses. The following is an excerpt from the syllabus for one of the courses offered:

“Course Policies

Plagiarism - using the words or ideas of another without giving proper credit for them ([\*Servant Staff\*](#), p. 48). Plagiarism is stealing and will not be tolerated in the course. If the instructor determines that a student has plagiarized in any assignment submitted, an automatic “F” will be assigned and/or require a student to rewrite the paper from scratch. In the latter case, the grade for the paper will be reduced according to the normal schedule, beginning three days after the student is notified ([LA 203 Syllabus](#), 3).”

## **Summary: 2.E. Strengths & Concerns**

### **Strengths**

- Due to, what is in our view, the critical nature of our mission in relation to personal credibility, the College stresses integrity and ethical behavior in all areas of its operation and in the lives of our students, staff, and faculty.
- The College continually and consistently communicates to our students the appropriate use of information resources.
- The College consistently enforces its policies regarding academic honesty and integrity.

### **Concerns**

- Due to the continual advancement in information technology and the somewhat informal way that our society views the use of information found in such areas as social media sites, the College should develop a formal “philosophy of technology and information usage” with the intention of constructing in a way that it establishes timeless principles to guide our staff and students.

## **CRITERION THREE: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

### **3.A. The institution's degree programs are appropriate to higher education.**

Appalachian Bible College's courses and programs are of the appropriate levels; it differentiates the learning goals for its all it academic programs; and the quality of its programs and learning goals are consistent across all modes of delivery, all indicating that the College's academic programs are appropriate to higher education.

#### **3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.**

The courses and programs at Appalachian Bible College require levels of performance that are appropriate to the certificate or degrees awarded. Per the [catalog](#), [website](#) and publications such as our [Viewbook](#), the number of credit hours required progressively increases starting with a required [30 hours of credits for a Bible Certificate](#), then [62 credit hours are required for an Associate of Arts degree](#), followed by 125 to 145 credit hours for a Bachelor's Degree depending on the specific area of Second Ministry Major ([Camping](#), [Elementary Education](#), [Interdisciplinary](#), [Missions](#), [Music](#), [Pastoral](#), and [Youth & Family](#)), and finally the Master of Arts in Ministry requires 36 hours of post graduate work.

Appalachian Bible Colleges gives evidence that course sequence progresses from foundational to advanced studies appropriate to the degree. Instructors are guided by the Academic Dean to consider the course level as they prepare course content and specify required assignments and assessments as delineated in individual course syllabi ([Freshman](#), [Sophomore](#), [Junior](#), & [Senior](#)). The type of assignments and assessments progress from being more objective in nature at the freshmen level to more analytic at the senior level.

At Appalachian Bible College, course levels are designed to go from the most basic courses to those most advanced with some minor variation.

100	Freshmen courses
200	Sophomore courses
300	Junior courses
400	Senior courses
500	Graduate Studies courses

The curriculum is designed to move from content knowledge based courses, to courses oriented more toward developing critical thinking skills and practical application assignments. In the freshman year, a student will take such courses as Freshman Success Seminar (this course is designed to help freshmen learn basic study skills, time management and personal spiritual growth principles), English Grammar and English Composition, Bible Doctrine Overview (an elementary survey of the Bible and Theology), Fundamentals of Speech, Bible Study Methods, Life of Chris, and Personal Evangelism & Discipleship. Also with each Second Ministry Major, there usually is offered a [foundational course](#) that introduces student to that specific Ministry Major.

At the junior and senior level, each Second Ministry Major offers specialized courses in that field of study as evidenced in our course guide on the College's [website](#). Junior and senior Bible courses are more advanced and challenging than underclassmen courses.

A review of syllabi reveals a concerted effort to include up-to-date bibliographies, as well as guidelines for written papers per the College's standards. They also describe activities characteristic of institutions of higher learning such as book critiques, research papers, self-evaluations, group presentations, reading journals, field experiences, case studies, personal philosophies, and skills performances. With such requirements, a good indicator of instruction quality is the overall [distribution of grades](#) per course. It should also be noted that at Appalachian Bible College the grading scale is as follows and is found in the [Student Handbook](#), p. 50 and [catalog](#), p. 41:

A 96-100	B+ 92-93	C+ 85-86	D+ 76-77	F Below 70 .00
A- 94-95	B 89-91,	C 80-84	D 72-75	
	B- 87-88	C- 78-79	D- 70-71	

The following changes also give evidence that levels of performance by students are current and appropriate to the degree or certificate awarded.

### **Curriculum Evaluation**

In 2007, Appalachian Bible College began the [process of evaluating our curriculum](#). The process took some three years to complete. In light of our assessment we made changes in our curriculum. These changes improved quality, eliminated duplication, streamlined the curriculum, and made our programs more flexible to handle the needs of a transfer student. In no way did these changes reduce quality; they enhanced the quality of each program. Each department took ownership of what changes needed to be made to make our program the best possible program. These changes were then submitted and approved by the academic leadership structure with the [Board approving of these changes in January of 2010](#).

As the Faculty went through the process of reviewing the entire curriculum, the following two items came to the forefront of the discussion. Not only did the faculty want to provide the very best Bible & Theology degree possible, it also wanted the curriculum to be relevant in preparing graduates for the ministry needs they will face today and tomorrow, which is connected to our [Purpose and Vision Statements](#). In preparing for this curriculum review, it was decided that the following were important facts to keep in mind. The curriculum must include:

- Appropriate recognition for completed work,
- Better credentials for Ministry,
- Standard Bible College Practice,
- and Additional quality preparation for ministry.

In order to meet the first point above, it was determined to seek to create within this new curriculum the provision for students to earn a double major, the first major being in Bible and Theology, and then a second major in a Professional Ministry area. Most of what would become the second majors already had enough credit hour requirements to meet the criteria for a Major, and the few that did not meet the criteria for being a major were revised in order to meet that requirement.

### **Highlights of Curriculum Changes 2007-2010**

The table below delineates the process the faculty went through to prepare for and implement the curriculum changes made.

2007-2008	<ul style="list-style-type: none"> <li>▪ <b>Historical Study of ABC's Curriculum</b></li> <li>▪ <b>Discussions about Change</b></li> <li>▪ <b>Task Force Sessions including PAC members of the Board</b></li> <li>▪ <b>Discussion of Task Force Ideas at Retreat</b></li> </ul>
2008-2009	<ul style="list-style-type: none"> <li>▪ Review of 8 Initiatives, Task Force Ideas and Faculty Input</li> <li>▪ Minor Program Coordinators Review programs with the view of making adjustments to the New Curriculum Template</li> <li>▪ Department Chairs Review Departmental Courses with the view of making adjustments to the New Curriculum Template</li> <li>▪ Establishment of an ADHOC Committee of the Bible Department to formulate a Revised Bible Curriculum – January 10, 2009</li> <li>▪ Bible Department ADHOC Committee Bible Curriculum Recommendation – Feb. 26, 2009</li> <li>▪ Bible Department Consensus on the Recommendation – March 5, 2009</li> <li>▪ Department Chairs Consensus on the Recommendation – March 19, 2009</li> <li>▪ Faculty Consensus on the Bible Dept. Recommendation – March 26, 2009</li> </ul>
2009-2010	<ul style="list-style-type: none"> <li>▪ Bible Department Revised Curriculum Recommendations – November, 2009</li> <li>▪ Minor Program Chairs Revised Curriculum Recommendations - December, 2009</li> <li>▪ Gen. Ed. &amp; Bible Dept. Chairs approval of Revised Curriculum – December, 2009</li> <li>▪ Faculty Approval of Revised Curriculum – January, 2010</li> <li>▪ Board Approval of Revised Curriculum – January 2009</li> <li>▪ Implementation beginning with new students, fall 2010</li> </ul>

### **Introduction of Dual Majors**

For sixty years ABC offered only one major—Bible and Theology. Due to the curriculum review mentioned above, the school now offers double majors. The Bible and Theology remained the primary major required of all out BA students, while a second Ministry Major is chosen by the student. The offering of the Second Ministry Major started in the fall of 2010.

Built on the strong foundation of the Bible and Theology major, the Second Ministry Major in a ministry profession such as pastoral studies, missions, music, elementary education, camping, interdisciplinary studies and youth and family ministries will practically equip students for leadership in church ministries.

This enhanced curriculum design of double majors showcases the excellence and value of an Appalachian Bible College education and the school's desire to train students to serve practically.

### **Strategic Initiatives**

The Strategic Plan for the College assesses different areas on an annual basis and then develops Strategic Initiatives to address these areas. The Strategic Initiatives that specifically address one of our [vision statements](#) ("Creating a quality future-driven learning environment and academic experience that prepares servants to effectively fulfill Christ's mission for His Church.") helps demonstrate that ABC is concerned with courses and programs being current and appropriate to the degree or certificate awarded.

- [Expansion of new programs – Missions—Nursing, TESOL, Youth & Family—Biblical Counseling](#)
- [Missions and Pastoral Program evaluations](#)
- [Development of a ministry placement program](#)

### **Introduction of a Master of Arts Degree**

The [Master of Arts in Ministry program](#) began in January 2006. It is a 36-hour professional curriculum program developed for individuals actively involved in ministry, such as pastors, missionaries, Christian leaders and evangelists. This program provides graduate-level training for students whose undergraduate work is from a Bible College with a minimum of 30 hours of Bible and theology. This program is designed to prepare graduates to accomplish practical areas of ministry, such as local church ministry, evangelism, church planting, Christian Education, and Christian Leadership. It seeks to prepare graduates with skills in leadership, communication and counseling. The program equips the graduate with assessment tools to relate to the particular ministry context they are in. This program is designed to be professional, economical, flexible and convenient.

### **Introduction of Online Studies and Certificate**

Appalachian Bible College began online studies in the fall of 2009. The proposed Certificate of Biblical Studies Online program through [ABC Connect](#) is a 30-hour curriculum developed for individuals who may be undecided as to a vocational choice and who wish to seek further direction from the Lord while enhancing their general biblical knowledge, and/or local or global individuals who want to enhance their knowledge of spiritual truth in order to grow personally and to be effective in lay ministry.

### **Major Platforms**

Three of College's Majors (Camping, Elementary Education, and Music) have a program platforms designed to assess and evaluate student learning. This helps to ensure that

students are performing at levels appropriate to the major and degree before they are admitted officially into the program.

### **Internship and Field Experience Requirements**

The following majors require internships or field experiences where students get practical and current training while being evaluated by those currently practicing in the field: Camping, Elementary Education, Missions, and Pastoral. All students must also serve in an advisor approved Ministry Major-related Practical Christian Service assignments their junior and senior years. This allows them to gain practical experience in their respective ministry major

### **Student Assessment**

Returning juniors are given the [Collegiate Assessment of Academic Proficiency](#) (CAAP) exam which is then compared to their freshmen ACT scores to track their progress in general education (writing skills, witting knowledge and critical thinking).

Two other exams used to verify performance levels appropriate to the degrees awarded by Appalachian Bible College are the Bible Content Exam and the Theology Exam both developed by the Association for Biblical Higher Education (ABHE). The Bible Content exam is administered to incoming freshmen and those graduating. The Theology Exam is given as a culminating theology exam given in the senior [Capstone Bible Theology class](#) and is one of the Bible exams offered by ABHE.

The [ABHE Theology Exam J](#) covers a number of areas of Bible, theology, Bible geography, apologetics, contemporary theology, etc. This exam is part of the grade for the Senior Capstone class, hence the students are motivated to do their very best. They take the exam electronically. Appalachian Bible College has been utilizing this exam since 2003 when it was introduced by ABHE and with this exam we are able to compare our students' scores with those of other ABHE institutions.

Our scores normally range ten to fifteen percent higher than the national average. Here is the result for the test in April, 2013. As a class the average was 10% higher than the national average. The scores out of 135 points ranged from 60 to 124. The class average out of 135 points was 91.46, which is 68.94%. The national average out of 135 points is 79.53 points, which is 58.91%.

The ABHE Bible Content Exam results indicate that our strength tends to be the knowledge of the New Testament, while also indicating some weakness in the Old Testament and Bible geography. These results have motivated the school to require our students to take at least ten hours of courses related to the Old Testament. The results of



this exam also indicate that the College needs to offer more in the area of Bible geography. Currently we teach a small unit of Bible geography (for about two weeks) in our Bible Introduction, Dispensationalism course (TH 407).

Another example of students' level of performance appropriate to their degree is evidenced as the Elementary Education Students take the [West Virginia ETS Praxis exams](#). The first Praxis exam is taken in their sophomore year as part of the required criteria to be officially accepted in the Elementary Education Major. The second Praxis is taken the fall semester of their Senior year. Though passing of the senior exam is not required for graduation it is required to earn their West Virginia State Teachers Certification.

### **3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.**

Appalachian Bible College clearly articulates and differentiates learning goals for each educational program it offers. These goals are stated in the [Faculty Handbook](#), [promotional literature](#), and [website](#). They are also communicated to students and staff through the use of verbal reinforcement in meetings, classes, and personal appointments.

#### **Learning Goals are Defined by the ABC Faculty Handbook:**

On page one of the [Faculty Handbook](#), it states that "We believe that the goal of Christian education is Christ-like character, intellectual competence, and technical proficiency for ministry." Objectives for graduates of the different programs within the Bachelor of Arts degree are given on pages 3-7, and objectives for the Associate of Arts degree and Bible Certificate are given on page 7.

#### **Learning Goals are Defined by ABC Literature:**

In the "[ABC Major's Directory](#)", which was completed in 2010, the first required major and the second majors are listed at the beginning, and later a few of the different service opportunities are mentioned.

#### **Learning Goals are Defined by the ABC Website:**

The learning goals of Appalachian Bible College are delineated on the college [website](#). Under the Academics tab there are different tabs for the Bible Certificate, Associate of Arts, Bachelor of Arts, and Master of Arts degrees. Under each tab is a general description of the degree, whom it would benefit, and the academic requirements. Under the tab for the Bachelor of Arts there is a brief description of the Bible/Theology major and a list of the second majors. For each second ministry major, there is a link to a clear and detailed description of that major.

### **Learning Goals are Defined by the College Catalog:**

In 2010, College went to only offering their [catalog on their website](#). As noted above, the learning goals that used to be stated in the college catalog are now easily accessible online. The goal of each individual course is listed under the course descriptions.

### **Learning Goals Defined by Verbal Reinforcement**

The learning goals of Appalachian Bible College are reinforced verbally by the staff and faculty in a number of settings. In both [New Student and Returning Student Orientations](#), the general learning goals of the college are reviewed. Goals specific to each minor are communicated during the Brown Bag Lunch with ministry major chairs, which are attended by all new students. Naturally, both the general goals of the college and the learning goals of specific courses are discussed on the first day of classes. Faculty are also encouraged to conduct ongoing assessment by verbally reviewing course objectives periodically throughout the semester. Other opportunities to reinforce learning goals include lunchroom discussions between faculty and students as well as more formal individual conferences such as advising appointments.

Additionally, the learning goals of the ministry majors are reviewed during corporate gatherings such as 2<sup>nd</sup> Major Chapel Meetings and Advisor's Chapels each held twice per year. More generally, the learning goals of the College are reinforced through chapel announcements and messages, Bible Conference, the Joseph K. Pinter Lecture Series, Cultural Events, etc.

### **3.A.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).**

Appalachian Bible College provides program quality and learning goals across all modes of delivery (the main campus, online, and dual credit). This is done through consistent hiring practices, evaluation, and requirements for all faculty and adjunct faculty.

#### **Faculty Hiring Practices**

All faculty, adjunct faculty, and dual credit instructors are hired by the Vice President for Academics ([Staff Handbook](#), Section 3 "Employment Considerations" B. "Staff Procurement").

#### **Faculty Orientation Practices**

During the faculty orientation process, the academic dean articulates learning goals through review of the faculty handbook. This is done with all instructors.

### **Faculty Evaluation by the Academic Dean – Assessment/Review/Evaluations (IDEA)**

One semester of each year (usually the spring semester) the Vice President for Academics will observe the faculty member teaching in at least one class. First year faculty will have each course observed. Observations regarding promptness in beginning the class, the procedure at the beginning, presentation format, quality of communication, energy of the instructor, demeanor of the students, media used, overall effectiveness, and the conclusion of the class are noted. Follow-up meetings with individual faculty members allow time to analyze and discuss the points of observation.

At the end of each year, the Vice President for Academics will meet with each faculty member for an assessment review. During this review, the faculty present written goals for improving classroom instruction in individual courses and have input in creating strategies for determining whether those outcomes are achieved. The Vice President for Academics will assess/review faculty and adjunct faculty ([Academics Policy and Procedures Manual](#), p. 79).

### **Faculty Evaluation by Students**

The [IDEA Student Assessment](#) (A national teaching improvement and course evaluation survey that compares assessments with over 365 colleges and universities) is completed in the fall and spring semesters by students to evaluate the faculty members in instructor's preparation, presentation, demands upon the student, and personal characteristics. This survey is given to both on-line and resident students. These are discussed in the yearly assessment review with the Vice President for Academics ([Academics Policy & Procedures Manual](#), p. 79). In a follow-up meeting, the Vice President for Academics shares an assessment synopsis with the individual faculty members.

### **Syllabi and Course Evaluations**

Syllabi are submitted to the Vice President for Academics and are reviewed by the individual faculty member on a semester basis. All faculty and adjunct faculty are required to submit "A copy of the syllabus and the instructor's evaluation of the course must be submitted to the Vice President for Academics" ([Faculty Handbook](#) Section 4 "General Faculty Responsibilities", B. 1. B, VP ). Dual Credit Instructors are given their course syllabi and are required to submit a course evaluation.

Faculty members are required to do a course evaluation for each course taught, by listing both positive and negative aspects, along with plans for improvement.

### **Assessment of Faculty Effectiveness and Courses in the Dual Credit Program**

The effectiveness of the Dual-Credit instructors, the curriculum and the program is evaluated in the same manner and procedure that all courses are assessed. The students and faculty are emailed all the assessment material and it is returned to the Vice-President of Academics office. Results are discussed with the Dual-Credit instructors. The following policies are in the [Academics Policy and Procedure Manual](#) (page 63):

- Review credentials of new participating area high school teachers.
- Update credentials of area high school teachers who are already participating in the Dual Credit Program.
- Arrange a training seminar date with the Dual Credit teachers and the ABC English professor.

### **Major Exams**

All faculty, adjunct faculty, and dual credit instructors are required to submit copies of major exams to the Vice President for Academics for filing” ([Faculty Handbook](#), Section 5 “Classroom Matters”, G. “Examinations and Quizzes”).

## **Summary: 3.A. Strengths & Concerns**

### **Strengths**

- The College’s assessment process seeks to improve existing programs and develop new programs appropriate to higher education.
- Our library resources are continually updated through the acquisition of new materials and technology. The library seeks not only to provide information to the students, but to also help them manage that information appropriately.
- The College’s programs and courses are structured in such a way as to ensure that the appropriate level of academic achievement is maintained.
- The use of standardized testing in both general education and our majors allows the College to compare its academic achievement to other institutions of higher education.

### **Concerns**

- A more rigorous process for assessing the need and feasibility of new academic programs should be established.
- All institutional documents need to be reviewed to ensure that there is a consistency in the language and terms used (e.g., “second ministry major” instead of “minor programs”).
- While all adjunct faculty are given access to the College’s “Faculty Resource Site,” there needs to be a more robust system for ensuring that they are being kept up-to-date on the discussions of the faculty, technology tools, and the functioning of the school.

- The chairs of our ministry majors need the ability to do fuller assessments of their programs.

**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.**

Appalachian Bible College ensures that all aspects of its educational programs are appropriate to its mission and that the acquisition, application, and integration of learning and skills are integral to its educational programs.

**3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

The following chart delineates the required General Education hours for each of the certificates and degrees offered at Appalachian Bible College.

	Bible Certificate	Associate of Arts	Bachelor of Arts ( <i>Depending on the specific area of ministry major</i> )	Masters of Arts
<b>Bible Theology</b>	20 hours	30 hours	35-49 hours	
<b>Gen Ed</b>	10 hours	28 hours	41-51 hours	
<b>Ministry Major</b>		+ 4 hours of electives	31-59 hours	
<b>Total hours</b>	30 hours	62 hours	125-145 hours	36 hours of post-graduate work

The breadth of the required general education course includes the typical spectrum of disciplines including Language Arts, Science, Social Studies, Mathematics, Physical Education and Health.

Appalachian Bible College exceeds the ABHE minimum requirement of general education studies (36 hours, per [SOA](#), p. 14) representative of the breadth of general studies and equivalent to 36 semester hours for a baccalaureate degree or 18 semester hours for an associate degree.

In College's Bachelor of Arts degree, the General Education minimum component has an average of 37 semester hours. For the Associate of Arts degree, 25 semester hours of General Education courses are required. For the Bible Certificate program, 10 hours of General Education courses are required.

In the last major curriculum change dealing with the addition of second ministry majors, the College clarified, enhanced, and increased the general education requirements for the

Bible Certificate program, Associate of Arts degree, and Bachelor of Arts degree. The Bible Certificate program went from requiring eight hours to requiring ten hours. The Associate of Arts degree went from requiring 25 hours to requiring 28 hours. The Bachelor of Arts degree has clarified some of the general education courses and consistently requires an average of about 45 hours of general education courses. The College now requires three hours of math where none were required previously. The Freshmen Seminar course was increased from two hours to three hours. Two hours of required technology courses are also now required. These additions, along with the inclusion of new general education courses that can fulfill various general education requirements, demonstrate that the college has sought to expand the general education offerings.

Data in the following table demonstrates that we have general education offering comparable to other regionally accredited institutions.

#### General Education Credit Hour Requirements Comparison

	<b>Appalachian Bible College</b>	<b>Calvary Bible College</b>	<b>Moody Bible Institute</b>	<b>Sterling College</b>	<b>Roberts Wesleyan College</b>	<b>Faith Baptist Bible College</b>
<b>Freshman Seminar</b>	3	1	--	1	2	--
<b>English/ Writing</b>	6	6	5	3	6	6
<b>Speech</b>	3	4	3	3	2	3
<b>Wellness/ Activity</b>	2	2	3	2	3	--
<b>Math</b>	3	3	2	3	3	3
<b>Science</b>	3	5	3	4	3, 4	6
<b>Humanities</b>	19	15	14, 15	3	4	11
<b>Social Sciences</b>	6	3	9	6	3	8
<b>History</b>	6	6	6	3	3	9
<b>Technology</b>	2	--	--	--	--	--
<b>Total</b>	45	49	40	37	47	48

**3.B.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.**

The Appalachian Bible College [faculty handbook](#) (pp. 1-4) articulates the purposes, content, and intended learning outcomes of their undergraduate general education requirements. It shares the philosophy of education, mission, purpose, core values, vision, and educational objectives.

The following statement on the College's General Education Requirements comes from our [Faculty Handbook](#), page 3, I, C, 2, b.

**Objectives: In our General Education courses, we...**

- demonstrate command of the English language by producing both written and spoken communication that effectively transmit ideas to the reader or listener;
- evidence fundamental research skills by properly employing appropriate resources, conducting logical and critical analysis, and producing clear, useful reports;
- describe and appraise human behaviors in light of biblical principles and the basic findings of social scientists that are compatible with those principles;
- discuss the reciprocal influences of ancient to modern western civilizations and Christianity;
- develop an informed and biblical framework for interpreting one's physical environment and the results of scientific studies;
- practice good habits of health based upon sound decision-making.

Next, certain courses are noted that most students are required to take.

**General Education Requirements (Average of 45 hours)**

Humanities – 24 (avg)

Church Music Philosophy - 1

Freshman Seminar – 3

History of Western Civilization – 3

General Psychology – 3

Sociology of the Family - 3

American Church History – 3

Other - 8

Technology – 2 (avg)

Communications – 12 (avg)



Fundamentals of Speech – 3  
English Composition 1 – 3  
English Composition 2 – 3  
Other - 2  
Science– 5 (avg)  
Physical Education - 1  
Health - 1  
Earth Science or Biology - 3  
Math – 3 (avg)

The College is genuinely concerned that our students receive a well-rounded education, that imparts broad knowledge and intellectual concepts to our students, so that they will minister effectively in the world in which we live. Our students take courses in history, psychology, sociology, science, and math courses. Certain courses are required of all students: English Composition, Speech, science, math. In terms of English, reading, writing, essays, and communication skills, we provide quality training better than the national norm. The CAAP test results demonstrate this.

For instance in the CAAP test, in the last fifteen years ([1998-2013](#)), our students have increased from their freshmen year to their junior year in their scores on an average of 1.73 in writing skills, 1.93 in critical thinking, and .33 in essay writing. The increase in proficiency is slightly better than the national norm.

In terms of our junior year scores, they compare favorably with the national norm in two categories. For instance, in the year 2012, our entering juniors scored 65.1 in writing skills; whereas the average student in the nation (entering juniors) scored 63.1. That is 2.0 points better than the national norm. In the year 2012, our entering juniors scored 62.5 in critical thinking; whereas the average student in the nation scored 59.9. That is 2.6 points better than the national norm. In the year 2012, for our entering juniors, we scored 3.2 in essay writing; whereas the national norm is 3.2. In essay writing we are about the same as the national norm. Overall our results compare favorably with the national norm. We are happy with our scores but we want to improve and do better.

We want to improve our science and math courses that our students take. We now require that our students take one math course and one science course. The science course is usually physical science. With the curriculum review, we have added one math course. The courses give the students broad knowledge and intellectual concepts.

**Collegiate Assessment of Academic Proficiency (CAAP)**  
**Appalachian Bible College**  
**Results of Scores for Writing Skills, Critical Thinking and Writing (Essay)**

**1998-2000**

	<b>Entering Freshman (1998)</b>	<b>Entering Juniors (2000)</b>	<b>National Norms (2000)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	62.6	65.3	64.3	+2.7
Critical Thinking (avg.)	61.8	62.6	62.4	+8
Essay Writing (avg.)	3.1	3.3	3.3	+2

**1999-2001**

	<b>Entering Freshman (1999)</b>	<b>Entering Juniors (2001)</b>	<b>National Norms (2001)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	65.3	64.2	64.5	-1.1
Critical Thinking (avg.)	62.1	62.4	62.4	+3
Essay Writing (avg.)	2.5	2.9	3.3	+4

**2000-2002**

	<b>Entering Freshman (2000)</b>	<b>Entering Juniors (2002)</b>	<b>National Norms (2002)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63.9	66	64.5	+2.1
Critical Thinking (avg.)	59.9	64	62.4	+4.1
Essay Writing (avg.)	2.7	3.3	3.3	+6

**2001-2003**

	<b>Entering Freshman (2001)</b>	<b>Entering Juniors (2003)</b>	<b>National Norms (2003)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63	67	64.5	+4
Critical Thinking (avg.)	60	65	62.2	+5
Essay Writing (avg.)	2.9	3.2	3.2	+3

**2002-2004**

	<b>Entering Freshman (2002)</b>	<b>Entering Juniors (2004)</b>	<b>National Norms (2004)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63.9	63.7	64.5	+3.8
Critical Thinking (avg.)	59.9	61.7	62.4	+2
Essay Writing (avg.)	2.7	2.8	3.3	+24

**2003-2005**

	<b>Entering Freshman (2003)</b>	<b>Entering Juniors (2005)</b>	<b>National Norms (2005)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63	64.7	64.3	+1.7
Critical Thinking (avg.)	61	62.8	62.7	+1.8
Essay Writing (avg.)	3.1	3.31	3.2	+21

**2004-2006**

	<b>Entering Freshman (2004)</b>	<b>Entering Juniors (2006)</b>	<b>National Norms (2006)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63	65.3	64.2	+2.3
Critical Thinking (avg.)	61	64.1	62.7	+3.1
Essay Writing (avg.)	3.1	3.1	3.1	0

**2005-2007**

	<b>Entering Freshman (2005)</b>	<b>Entering Juniors (2007)</b>	<b>National Norms (2007)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	65.4	66.6	64.1	+1.2
Critical Thinking (avg.)	62.3	63.9	62.6	+1.6
Essay Writing (avg.)	3.08	3.43	3.1	+35

**2006-2008**

	<b>Entering Freshman (2006)</b>	<b>Entering Juniors (2008)</b>	<b>National Norms (2008)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	64.1	64.8	64.0	+7

Critical Thinking (avg.)	63.1	64.3	62.3	+1.2
Essay Writing (avg.)	3.0	3.3	3.2	+3
	<b>Entering Freshman (2007)</b>	<b>Entering Juniors (2009)</b>	<b>National Norms (2009)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	64.1	64.9	64.1	+8
Critical Thinking (avg.)	62.1	62.2	62.0	+1
Essay Writing (avg.)	3.0	3.5	3.2	+5

	<b>Entering Freshman (2008)</b>	<b>Entering Juniors (2010)</b>	<b>National Norms (2010)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	64.1	65.5	64	+1.4
Critical Thinking (avg.)	63	65.4	62.3	+2.4
Essay Writing (avg.)	3.0	3.49	3.1	+49

	<b>Entering Freshman (2009)</b>	<b>Entering Juniors (2011)</b>	<b>National Norms (2011)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63.9	65	63.6	+1.1
Critical Thinking (avg.)	61.2	62	60.6	+8
Essay Writing (avg.)	3.1	3.5	3.2	+4

	<b>Entering Freshman (2010)</b>	<b>Entering Juniors (2012)</b>	<b>National Norms (2012)</b>	<b>Variance from Freshman to Junior</b>
Writing Skills (avg.)	63.8	65.1	63.1	+1.3
Critical Thinking (avg.)	60.9	62.5	59.9	+1
Essay Writing (avg.)	3.1	3.2	3.2	+2

**Average Gains since 1998**

	<b>Avg. Gain</b>	<b>Avg. % Gains</b>
Writing Skills (avg.)	+1.73	+3%
Critical Thinking (avg.)	+1.93	+3%
Essay Writing (avg.)	+.33	+11%

**3.B.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.**

**CAAP (Collegiate Assessment of Academic Proficiency) Test:**

The majority of students take the CAAP test to evaluate how they have progressed during their course of study. The test consists of six modules: Writing Skills, Mathematics, Critical Thinking, Writing Essay, Reading, and Science. The student's analyzing skills are evaluated through the Critical Thinking, Reading, and Science test modules. The student's communicating skills are evaluated through the Writing Skills and Writing Essay test modules. However, the CAAP test does not assess the student's skills in collecting information, and the evaluation of the student's inquiry and creative work is very limited. Only students who have been at the institution as freshmen and juniors are assessed using the CAAP test; it is not taken by transfer students.

**Practical Christian Service (PCS):**

Each semester every student is required to be involved in a Practical Christian Service for at least eleven weeks, and at least ninety minutes each week. There are a variety of ministries to choose from, so this is an excellent opportunity to develop skills adaptable to changing environments.

**3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

In order to recognize human and cultural diversity of the world, ABC states in their "Vision" that they are committed to securing qualified staff, ministering to an expanding student body, and reaching out to "all people we serve". They require students to attend a three day mission's conference every fall, participate in practical Christian service opportunities in their local church and community, take a freshman seminar as incoming freshman, take a freshman level apologetics course, participate in a trip to the Creation Museum, and utilize faculty that are involved in teaching abroad. There are also school organized cross cultural ministry trips that are available over spring break. When compared to other colleges, ABC has similar diversity as other Bible colleges and

seminaries in the southeastern United States. The biggest difference is in the total number of black, non-Hispanic students.

**ABC Vision Statement Excerpts:**

Statement #3 – “Securing and sustaining a qualified team of missionaries and support members dedicated to achieve our mission with excellence.”

Statement #4 – “Expanding our student body and increasing our outreach and ministry among all people that we serve” ([the Servant’s Foundation](#)).

Mission’s Conference focuses on exposing students to different cultures and ethnic groups. Sometimes the focus is on foreign people groups and sometimes the focus is on groups in America. During the conference, students host and engage numerous missionaries and mission agencies from around the world. Emphasis is on engaging different cultures.

Practical Christian Service is a required opportunity for students to engage in local church or community outreach endeavors.

Freshman Seminar – Students cover a specific section on human and cultural diversity.

Apologetics 1 is a required freshman class that looks at the origins of mankind and how various cultures originated.

The Creation Museum Trip exposes students to the history of the human race.

Many faculty participate in cross cultural teaching and speaking opportunities, which are recorded in the personnel files (P. Peterson, J. Knoblet – Peru; C. Bethel, D. Anderson, D. Carfrey – Hungary; Holloway, Skaggs – Columbia, C. Bethel - Egypt)..

Cross cultural ministry trips for students are generally offered over spring break. Examples of recent trip locations are: Colombia and Uruguay, South America, Utah and New York, USA, and Africa.

Student Body Diversity demonstrates that there are a variety of states and countries students come from but that we have fewer black, non-Hispanic students than other Bible colleges and Seminaries in the southeast United States. From 2005 to 2014, the average number of US states that our student body came from was 27 and the average number of countries represented by our student body was six ([Student Body Diversity Chart](#)). An [ethnicity chart](#) developed from data taken from 2005 to 2012, ABC had an average of

96% of white, non-Hispanic student body and an average of 1% black, non-Hispanic student body. Compared to 32 other researched institutions, during the same timeframe, they had a combined average of 82% of white, non-Hispanic student body and an average of 6% black, non-Hispanic student body.

In order to promote and encourage student diversity, ABC offers an International Student Scholarship to interested applicants. The current amount for the scholarship is \$5,000.

**3.B.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.**

The faculty and students at Appalachian Bible College contribute to scholarship, creative work, and the discovery of knowledge through various ways. Faculty contribute in these areas through faculty meetings, faculty trainings, faculty assignments, degree advancement, book publishing, periodical writing, and speaking engagements. Students contribute in these areas through freshman speech class "Scripture Reading Contest", homiletics practicum class expository preaching week, and the Master's Program practical research project.

**Faculty Meetings and Trainings**

Faculty attend two full days of orientation and training in August before school begins and one extended afternoon debrief and wrap up meeting in April at the end of the school year. There are also 8-10, 75 minute faculty meetings scheduled each semester where training is provided and faculty sometimes present training or information to the rest of the faculty. (Faculty meeting minutes can be accessed from the Academic Secretary files)

During the school year of 2010-2011, each major gave the rest of the faculty an informational luncheon on their field of study.

Each year during the spring faculty retreat, the faculty is given "Summer Assignments" to help develop and stretch everyone professionally. Examples of some of the assignments over the last few years are as follows.

- 2008 - Faculty had to read a book in their field and give a report on it
- 2012 - Faculty had to read two books in their field and give a report on them
- 2013 - Faculty had to review all syllabi and connect the course objectives back to the college's mission statement

### **Faculty Advancement of Degrees**

When faculty go through the process of advancing their degree, they contribute to scholarship, creative work, and the discovery of knowledge by completing research papers, thesis projects, and dissertation projects. In the last ten years (2003-2013), ABC has had the following staff advance their degrees.

Advanced Degrees Completed in the last 10 years by ABC staff and faculty, 2003-2013.

- Jim Fritz – DMin
- Jim Carrol – MBA
- Jason Naff – MA in Ministry
- Dennis Kirkland – DMin in, MA
- Cora Burch - EDD
- Daniel Carfrey – DMin
- Gary Ring – MA in Biblical Studies/Theology
- Cindi Turner – MA in Ministry
- John Skaggs – MA in Ministry
- Emily Huguenin – MS in Environmental Education

Faculty currently pursuing advanced degrees.

- John Rinker – PhD

### **Summary: 3.B. Strengths & Concerns**

#### **Strengths**

- The College has improved in its general education offerings since our 2005 visit.
- The College's Philosophy of Education includes statements related to its goal to provide integration of broad learning and skills.
- The College uses the CAAP standardized test to ensure that the breadth and depth of its educational programs conform to the standards of higher education.
- The addition of highly qualified faculty in our General Education Department.
- The Practical Christian Service Department facilitates the ability for students to use what they are learning in their current environment.
- The student body reflects the diversity of the constituency we serve.
- The faculty are continually encouraged and enabled to advance their education through various means.
- The faculty contribute to the discovery and communication of knowledge through writing and speaking engagements.
- Certain ministry majors share major projects with the campus community at-large (Camping Major – Develop Career Portfolio, Research Current Trends; Music Major – Senior Recital; Ed Ed – Student Teaching).



## **Concerns**

- Continued effort needs to be given to strengthening our general education offerings.
- Develop a process to align general education courses with program needs and learning outcomes.
- An assessment is need to ensure that our leveling of courses (100, 200, 300, 400 level) are consistent with other institutions of higher education.
- The College needs to develop a process where the various programs are enabled and held accountable for how knowledge attainment is gained through multiple stages.
- Currently, the faculty do not post a Curriculum Vitae on the College's website, which could be helpful in communicating their credentials and the quality of education a student might expect from them.

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

Appalachian Bible College employs an sufficient number of faculty and staff to meet the demands for it programs and student services.

**3.C.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.**

**Faculty Numbers and Continuity**

The College has sufficient numbers and continuity of faculty to support its programs and fulfill its mission.

Student to Faculty Ratio	
Fall 2013	17:1
Fall 2012	19:1
Fall 2011	13:1
Fall 2010	24:1
Fall 2009	16:1

The [Appalachian Bible College Faculty Handbook](#) states that ABC's faculty is "composed of full-time and part-time instructors and the following administrative personnel regardless of their teaching responsibilities: President, Vice Presidents, Student Deans, Registrar, Librarian and Director of Christian Service." The retaining of Adjunct faculty members is also described in the *Faculty Handbook* as follows "Adjunct Faculty – Personnel from the community, or those having major responsibilities other than as teachers at ABC, may be employed as adjunct" This complement provides the number of faculty sufficient and with the appropriate areas of expertise for effective programs.

For the 2013-14 academic year the faculty of Appalachian Bible College consists of eleven full-time and two part-time faculty members. Other instructional personnel include ten staff members with administrative responsibilities who have limited teaching loads, and twelve adjunct faculty members. This results in a faculty to student ratio of 1:19 according to the IPEDS report for 2012.

The faculty of Appalachian Bible College is dedicated to the mission of the college as evidenced by the longevity of service among the faculty members. The following chart reflects the years of service among the faculty members of the 2013-14 academic year.

<b>Years teaching at ABC</b>	<b>Full time faculty</b>	<b>Part time faculty</b>	<b>Teaching administrators</b>	<b>Adjunct faculty</b>
36		1	1	
24			1	
23	1			
20	3		1	
19	1			
16	1			
15	1		1	
14				
13				1
12	1			
11			1	1
10				
7			1	
6			1	
5				1
4	1		1	2
3	1		1	
2				4
1	1	1	1	2

Nine of eleven full-time faculty members have taught at ABC for twelve years or more. Five of ten administrators with some teaching responsibilities have served for eleven years or more. Among the adjunct faculty three of the eleven have consistently taught for five years or more.

Another way to consider faculty continuity would be looking at retention rates. The following chart on retention rates includes Teaching Administrators, full-time faculty and part-time faculty. From 2008-2014, ABC's average faculty retention rate has been 93%.

<b>Academic Year</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Percent Retention	92%	96%	89%	96%	96%	89%	96%

This high rate of retention provides a strong base of faculty members to support the continuity of programming for the students. Retention rates also suggest a positive working environment and dedication of the faculty to the purpose and mission of the college.

### **Faculty Load and Responsibilities**

One way that Appalachian Bible College ensures faculty members are effective in both their classroom and non-classroom roles are by wise stewardship of teaching loads. A normal load for faculty not carrying administrative responsibilities is 12 semester hours. Policies in the [Faculty Handbook](#) outline the details in relation to teaching loads and other faculty assignments (pp. 15). The vice President for Academics issues teaching assignments for the next academic year in the early spring.

The [faculty load agreement form](#) lists: I. Teaching Assignments for each faculty member, II. Administrative Positions and Duties for teaching administrators, III. Supportive Duties and Special Assignments such as responsibility as student advisor and IV. Faculty and Staff Committee Assignments. The faculty member's signature on the assignment form indicates acceptance of the assigned teaching load and responsibilities.

Faculty loads include credit hours for courses taught as well as credit hours specified for oversight by department chairs, ministry major chairs, missions conference chair, as well as How to Expand Learning Proficiency (H.E.L.P.) coordinator. The average load for the full-time faculty members the 2013-14 academic year was 13 credit hours.

Faculty members at Appalachian Bible College also serve on various committees as assigned by the President and/or the Vice President for Academics. Responsibility of committee work is distributed equitably among the faculty members.

According to the [Faculty Handbook](#) (p. 15), the chair of the academic departments and major chairs will have their teaching load reduced accordingly. It is generally considered an additional hour of their teaching load. The handbook also states that faculty may be appointed to serve on standing or special committees as part of their workload agreement. The Vice President for Academics is responsible for adjusting workloads based upon all academic responsibilities assigned ([Faculty Handbook](#) pp. 9-10, 15 & the [Academics Procedure Manual](#)).

### **Faculty oversight of curriculum and expectations for student performance**

As stated previously in Section 3.A.1, starting in the fall of 2010 Appalachian Bible College began offering Double Majors. All Students in the Bachelor of Arts degree program at Appalachian Bible College major in Bible and Theology and also carry a

Second Ministry major. Starting in 2007, prior to the offering of double majors, the faculty began a two year Curriculum Review evaluating and adjusting required Bible and Theology courses, General education courses and Ministry Major courses for each Second Major. Many previous Minor Programs were requiring sufficient professional courses to equal a second major. The Revised Curriculum was approved by the faculty then taken to the Board of Directors for approval in January of 2010. Further details of the Curriculum Review process can be found in the Faculty Minutes, and [Time Line of Curriculum Review](#) document.

Oversight of curriculum is also evidenced by the academic freedom the faculty have in developing both the content and delivery of courses. The [Faculty Handbook](#) on page 21 states “Academic freedom and responsibility at ABC is based on the assumption that each faculty member recognizes, accepts and endorses the doctrinal statement, educational purposes and objectives of the College, and that all utterances and involvements reflect commitment to these.” Within the above assumptions the Faculty Handbook outlines how each faculty member has the freedom to develop individual course syllabi which outlines course objectives, to makes textbook selection with approval of the Vice President for Academics, to incorporate their chosen pedagogical methods, to discuss any material relevant to the subject matter as described in the course objectives, and to select assessment of student learning as is appropriate to the course material.

Oversight of curriculum and expectations for student performance also includes the faculty’s role in various academic departments and committees. Committee recommendations are brought to the Vice President for Academics who then brings items for discussion to the faculty. Detailed description and responsibilities as well as committee minutes are located in the VP for Academics office. The Academic office lists the following committees:

<b>Standing Committees</b>
<b>Academic Review and Retention Committee</b>
<b>Undergraduate Academic Committee</b>
<b>Practical Christian Service Committee</b>
<b>Graduate Studies Committee</b>
<b>Library Advisory Committee</b>
<b>General Education Committee</b>
<b>Academic Administrators Committee</b>
<b>Distance Education Committee</b>
<b>Delta Epsilon Chi Selection Committee</b>

In addition, the Vice President for Academics may appoint such committees (ad hoc) as might be necessary at the time.

Appalachian Bible College has a written statement of expected student outcomes for each academic major and an approved program of study to achieve these objectives. The [\*Faculty Handbook\*](#) (pp. 1-7) sets forth a set of overall educational objectives followed by departmental goals and then professional objectives for each of the seven second ministry majors as well as for the Associate of Arts degree and Bible Certificate offered by ABC.

The [catalog](#) as well as the '[Appalachian Bible College Degree & Majors](#)' booklet continue to delineate training objectives and expected student outcomes for the Bible Certificate, Associates of Arts and each Ministry Major.

Prescribed courses of study for each certificate and degree program are also clearly laid out in student check sheets which are available through the on-line catalog. Additionally, the College has designed its curriculum to make the transition from the certificate program and the Associate of Arts Degree to the Bachelor of Arts degree program as easy as possible with little loss of credit.

Assessment of student learning occurs at the course, program, and institutional levels. As previously stated the Faculty Handbook outlines the freedom faculty members have in preparing course syllabi which outlines course objectives, materials, pedagogical methods and to select assessment of student learning as is appropriate to the course material.

Syllabi are updated by the course instructor on a regular basis and are to be reviewed by department chairs and/or second ministry major chairs, as well as the Vice-President for Academics.

Students are monitored for evidence of successful completion of course work toward achievement of their declared Second Ministry Major. At the end of each semester The Academic Review and Retention Committee meet to evaluate the academic status of every student. Any student who is not in good standing receives a letter from the Vice President of Academics identifying their academic status and informing them of academic restrictions until their grades have improved to place them back on student in good standing status. Restrictions include fewer allowed absences, limited credit hours to 12 per semester, not qualifying to participate in inter-collegiate sports and being placed in the How to Expand Learning Proficiency (H.E.L.P.) program. Advisors are also notified of their advisees who have been placed on Academic Warning or Probation in order to help guide the student toward improving their academic status in the next semester. The

policies and practices of the college concerning satisfactory academic progress and academic status can be found in the [catalog](#) under academic policies and in the academic section of the [Servant's Staff](#) (student handbook) which are accessible on-line.

Assessment of student learning takes place at the Ministry Major level. Three of our second majors require a sophomore platform, before the student can advance in their given field of study.

### **3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.**

#### **Hiring Practices**

The Vice President for Academics is responsible for hiring faculty. It is the general practice to hire faculty who have completed advanced degrees, or at least one degree above the students they are teaching. Most of instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs. At the same time, we recognize that we have certain faculty members teaching in areas in which they do not have the appropriate advanced academic degree. They may have solid academic credentials but they do not have the exact advanced degree in the subject they are teaching at ABC. Further, we note that some have advanced degrees but the institutions were not accredited by the HLC or the ABHL at the time they attended there. However, this concern is offset by their professional experience, expertise, or background that qualifies them to teach this course at a college level. Thus we maintain that all of our instructors are appropriately credentialed.

Degrees Held by Instructors at ABC 2013-14 academic year

<b>Degree Level</b>	<b>Full time faculty</b>	<b>Part time Faculty</b>	<b>Teaching Administrators</b>
Doctorate	4		2
Master's	7	2	6
Bachelor's			1

Three of those with doctorates acquired them from regionally accredited institutions. Eleven of the earned master's degrees came from regionally accredited institutions. Additional information regarding the credentials and experience of the Appalachian Bible College faculty is available in faculty files in the VP for Academics office.

### **3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.**

Instructors at Appalachian Bible College are evaluated regularly in accordance with established institutional policies and procedures. There are established policies dealing with evaluation in the [Staff Handbook](#), the [Academics Procedural Manual](#), and the [Faculty Handbook](#). According to these policies, faculty are evaluated on regular basis by the Academic Dean, by the students from individual classes, through self-evaluation, and by their peers.

#### **Faculty are evaluated by the Vice President for Academics**

Faculty members are evaluated by the Vice President for Academics as outlined in the [Academics Procedures Manual](#) page 79. One semester of each year the Vice President for Academics will observe the faculty member teaching in at least one class. First year faculty will have each course observed. Observations regarding promptness in beginning the class, the procedure at the beginning, presentation format, quality of communication, energy of the instructor, demeanor of the students, media used, overall effectiveness, and the conclusion of the class are noted. Follow-up meetings with individual faculty members allow time to analyze and discuss the points of observation.

At the end of each year, the Vice President for Academics will meet with each faculty member for an assessment review. During this review, the faculty present written goals for improving classroom instruction in individual courses and have input in creating strategies for determining whether those outcomes are achieved. The Vice President for Academics will assess/review faculty and adjunct faculty.

#### **Faculty Self-Evaluations**

At the end of each semester, Faculty members are required to do self-evaluations, listing both positive and negative aspects for each course taught, along with plans for improvement. These are discussed in the yearly assessment review with the Vice President for Academics ([Academics Procedures Manual](#), p. 79).

#### **Faculty are evaluated by students**

The IDEA Student Assessment (A national teaching improvement and course evaluation survey that compares assessments with over 365 colleges and universities) is completed in the fall and spring semesters by students to evaluate the faculty members in instructor's preparation, presentation, demands upon the student, and personal characteristics. This survey is given to both on-line and resident students. These are discussed in the yearly assessment review with the Vice President for Academics ([Academics Procedures Manual](#), p. 79).



The IDEA Student Rating system's Diagnostic Form includes questions relating to 20 teaching methods and 12 learning objectives. Faculty members complete a Faculty Information Form for each course being surveyed identifying which of the 12 learning objectives are most relevant to their specific course. The Vice President for Academics reviews the results and suggested feedback of the IDEA reports with each faculty member and discusses ways to improve instruction. IDEA forms and results are available in the Vice President for Academics Office.

### **Faculty are evaluated by Peers in order to advance in rank**

The Advance in Rank process involves a thorough self-evaluation following a checklist of criteria as well as two peer evaluations. The Advance in Rank process is further explained in the [Faculty Handbook](#) and samples of the criteria checklist and peer observation assessment process can be found in the Vice President for Academics Office.

The faculty members of Appalachian Bible College are ranked in the following categories: Professor, Associate Professor, Assistant Professor, and Instructor. The requirements to advance-in-rank vary. Some must qualify by years of teaching at the current rank, while others must earn an Advanced Degree. Earned degrees must be in an appropriate field of instruction. In addition to tenure and degrees, advancement in rank is based on professional competency as a teacher and scholar and contribution to the work and goals of the college. All levels must demonstrate satisfactory ability as a teacher. ([Academic Procedures Manual](#), p. 76, [Faculty Handbook](#) – Section 3.C., Faculty Welfare pp. 13-15).

Faculty members complete self-evaluation forms during the process of Advance in Rank, assessing their performance in the areas of Routine, Professionalism, and Instruction. Instructions on the form encourage the teacher to “be as objective as possible,” noting that the “motivating force should be the desire to improve, not the urge to prove that he is already proficient.” They are also required to describe their strengths and weaknesses in narrative form.

Assessment by fellow instructors is part of the Advance in Rank process. Two peers observe one or two class periods, taking note of thirty-eight issues such as general control of the class, clarity of lesson presentation, use of visual aids, and utilization of class time. These observers may also respond to questions pertaining to the oral presentation and they are asked to list perceived strengths and weaknesses and make suggestions for improvement. (Per the [Faculty Handbook](#), all of the elements of the Advance in Rank process are submitted to the President by the Vice President for Academics. The recommendation for advancement is then presented to the Personnel and Academic Committee of the College Board of Directors during one of their biannual meetings.) The

Vice President attests that in the previous fifteen years, no faculty member has been denied Advance in Rank once the process had begun.

**3.C.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.**

The college has a variety of processes and resources that help assure instructors are current in their disciplines and adept in their teaching roles. Each member of the Faculty has a personal file kept in the Academic office which keeps a record of their professional development. These files include items such as course evaluations, certificates of completion, professional development reports, classroom observation reports, and student surveys.

Here is a summary of the professional development opportunities available to instructors.

- Faculty Training
- In-Service Training
- Tuition Assistance
- Professional Meetings
- Professional Memberships
- Sabbaticals

**Appraisal & Review**

The Vice President of Academics meets individually with each faculty member on an annual basis to discuss accomplishments, challenges, and goals relating to the individual's professional responsibilities.

**Instructor Evaluations**

All instructors who are eligible for an Advance in Rank undergo an evaluation which includes classroom observations, but any instructor might also be observed in class. Teaching proficiency is also evaluated through the IDEA Center. Consideration is taken on how well an instructor's degree or special certification matches what he/she is given to teach. Each instructor gives a course evaluation at the end of the semester for every course he/she has taught.

**Professional Development**

There are several different avenues of Professional Development, some of which are offered on campus during faculty meetings or special seminars, and some of which are provided for at other locations. An important evidence of Professional Development is the training to use the Learning Management System, Instructure CANVAS. Each

member of the Faculty has a personal file kept in the Academic office which keeps a record of activity. These files include items such as course evaluations, certificates of completion, professional development reports, classroom observation reports, and student surveys.

### **Faculty Meetings**

At the beginning of each academic year, faculty are required to attend two days of training and preparation for the school year. There are also two focused afternoon faculty meetings at the end of the spring semester where the year is evaluated and training for the future is focused upon.

### **In-Service Training:**

Appalachian Bible College Faculty Handbook In-service Training policy states “It is the policy of ABC to encourage its personnel to further their professional competence along those lines that are directly beneficial to the work of the College. They shall be assisted in doing so to the degree that College finances will permit. This policy shall be implemented by the granting of financial assistance and, when necessary, reductions in work load. These provisions apply to faculty members in residence at the College, on level of absence, or on sabbatical leave, and to the extent approved by the Board of Directors.” From 2004-2013, ABC averaged spending \$15,946 per year on faculty development in-service training including tuition, conferences, and other professional development ([Faculty Handbook](#), p.16-18; [ABC Professional Development FY03-FY13](#)).

### **Tuition Assistance**

From 2004-2013, the college averaged spending \$12,780 per year for degree advancement tuition in the academic division ([ABC Professional Development FY03-FY15](#)).

### **Professional Meetings**

From 2004-2013, the college averaged spending \$2,117 per year for professional conferences in the academic division.

### **Professional Memberships**

From 2004-2013, the college has averaged spending \$11,411 per year for staff professional memberships. Of that number, the academic department spent an average of \$7,202 ([ABC Membership Organizations FY03-FY15](#)).

**Sabbaticals** - [Faculty Handbook](#), p. 16-17.

**Materials & Books** – [Faculty Handbook](#), p. 18-19.

## **The Library**

The library purchases books and periodical subscriptions for faculty on request.

### **Changes to Library Operations**

In addition to the expansion of the library's facilities in 2005, changes have been made to the library operations to make the resources more current and accessible. In 2010 the library purchased a Library Module from ABHE-Solutions, which provides an online catalog that can be accessed from any computer with an internet connection. This system is also used to check items out to students and faculty, and it is much more efficient than signing cards. Later that same year the library gained access to some EBSCO*Host* databases provided by the West Virginia Library Commission, they subscribed to the *Christian Periodical Index Online* which they had previously only gotten in print, and they subscribed to a database of 30 theological journals with access to full-text articles through Galaxie software. These electronic resources increased the institution's capacity for research exponentially, and they are available to students off campus, which is especially important for the ABC Connect online students.

### **3.C.5. Instructors are accessible for student inquiry.**

Appalachian Bible College claims to provide a unique closeness that's hard to find at other colleges. One way the college demonstrates this is through instructor accessibility. Instructors are available for student inquiry through a variety of ways. As stated in the [Faculty Handbook](#) (page 33), faculty are to keep regular office hours (9am-4pm) with no less than eight hours per week set aside for student conferences. Since the incorporation of the eLearning Center, students and faculty have a number of ways to communicate concerning enrolled classes. Students and faculty can also list preferred methods of contact; options include email, phone, text, video conferencing, apps, Google Docs, Twitter, Facebook, LinkedIn, etc. Each semester there are required advisor chapel meetings where advisors meet with each student. The [Faculty Handbook](#) (page 33) requires faculty to meet at least two times a semester with their advisees. The College provides for faculty to eat lunch in the school cafeteria to increase opportunities for interaction with students. In order to utilize this benefit, faculty members are told to sit specifically with students and not just with other staff members. Periodically during evening meals, faculty are provided a free meal in order to engage students in a casual way. Some faculty members are assigned to serve on committee's with students where they work with and assist students. One example of this is Mission's Conference planning committees. Both staff and faculty are encouraged to participate in intermural athletic competition with students. There is a "Blue Gray" soccer match during alumni

homecoming, a married student and staff basketball team and dodgeball team that compete against student teams.

**3.C.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.**

**Tutoring**

The College offers students' academic assistance through the HELP program. HELP stands for How to Expand Learning Proficiency and is designed to meet the needs of the individual student in order to improve academic performance. Faculty members who are concerned about a student's academic progress may recommend students to talk with the HELP Coordinator or for the HELP Coordinator to meet with the student. The HELP coordinator will meet with them, evaluate and help the student establish a plan (which may include assigning a tutor) for improving academic progress ([Faculty Handbook](#), pp. 33-34; [Servant's Staff](#), p. 54).

Seldom do we need to hire a tutor for students because most of our students are glad to assist one another since our school puts such a practical emphasis on our motto: "Because Life is for Service." Often tutors are selected on the basis of their academic performance and compatible personality to be Academic Mentors for classmates who need academic help. Usually we select students who are in classes together and who live in close proximity in the residence halls so that they can readily be available to help one another. Sometimes we have paid tutors (students or a spouse of a student) who have demonstrated specialized skills and the desire to give assistance to struggling students in specific disciplines such as math, science, or English. Finally, the members of the faculty are encouraged to offer tutorial assistance to students in their classes as the need may arise. Faculty members regularly have the opportunity to submit electronic reports about the academic progress of students in the H.E.L.P. program.

**Financial Aid advising staff training and support**

Financial Aid staff at Appalachian Bible College experience on-going training, in part, because financial aid is a broad field with federal and state aid programs and policies that are frequently changing. Our Financial Aid office does not have written policies pertaining to requirements and standards for staff qualifications and professional development. However, we do budget for and utilize various training annually (see the 2010-14 budget chart below).

The Director of Financial Aid is the primary person who directly advises students about all forms of financial aid. Admissions staff often answers basic questions during

prospective student recruitment about campus-based financial aid. ABC's IT Director (M.S. in Information and Telecommunications Systems Management) has many years of experience in Federal Financial Aid reporting and the function of PowerFaid, ABC's Financial Aid software. With over ten years of experience in Financial Aid he is able to help behind the scenes and has been a stable bridge over personnel transitions in ABC's Financial Aid office.

Deana Steinke, the current Director of Financial Aid, began her service in that role in May 2012. Like all staff, her most important qualification was agreement with the College's faith beliefs and mission. Furthermore, she had good social and counseling skills that are important for that position's interaction with hundreds of students and parents. She did not have experience and training in a Financial Aid office but her supervisor believed she could learn the position. The previous director's departure and the current directors start overlapped and allowed for over five weeks of training. In addition, a Financial Aid assistant with over ten years of experience continued to help the director learn her task for a period of six months. Finally, our IT Director has continued to add his technical, policy, and reporting expertise to the Financial Aid office. Therefore, the current director has learned the position and is performing well. The Financial Aid office processes and service to students has significantly improved since 2012. The office has shifted away from paper and mail processing to electronic and email processing. For Fall 2014, all students have already received their financial aid packaging; this, earlier than ever before.

The Director of Financial aid receives training annually. This ranges from reading updates on software and aid programs, attending online webinars (estimated at 6-10 annually), receiving personal council from a network of professional associations, and from attending off-site training conferences (including the PASFAA Don Raley Institute in 2012, the NASFAA CORE in 2012-2013, and annual workshops by the WV Assoc. of State Financial Aid Administrators).

<b>2010-14 Financial Aid Training Budget and Spending</b>		
<b>Budget Year</b>	<b>Budgeted \$ for Training</b>	<b>Spent \$ for Training</b>
2009-10	\$2,400	\$1,163.82
2010-11	2,200	950.64
2011-12	2,300	806.99
2012-13	3,000	715.60
2013-14	1,800	65.00
Spending is influenced by various factors, including 1) the necessity and cost of the training, and 2) the need to save budgeted funds to end with a balanced budget. In addition, an increasing amount of training costs little or nothing (e.g. free online webinars) and so a decrease in annual spending does not necessarily indicate a decrease in training.		

### **Academic Advising staff training and support**

One of the supportive responsibilities that faculty members are involved with is student advising. The Academic Office assigns incoming students to faculty advisors based on the student's declared second major. Averaging 12-13 credit loads per semester allows Faculty members who serve as academic advisors to be available to assist and mentor students throughout the year.

Each faculty advisor receives an Advisor's Manual which explains the role of the faculty advisor. This Manual is reviewed annually at the fall Faculty Convocation by the Vice-President of Academics. Throughout the year topics relating to academic advising will be included in Faculty meetings.

The [Faculty Handbook](#) (p. 33) requires advisors to meet with their advisees at least twice a semester to help guide the students in selection of courses as well as goal setting for their required Practical Christian Service. Guidance from advisors helps students stay on track to complete their ministry major in a timely fashion.

Each fall all new incoming freshmen take the Noel-Levitz Retention Management System/College Student Inventory (RMS/CSI) survey. Students meet individually with their academic advisor to review the results of the CSI. The student inventory report gives the student and the advisor insights into areas of the student's strengths and concerns relating to academic motivation, social motivation and general coping skills. Reviewing the individual report with advisors begins the conversation on best plans for the student's academic career at Appalachian Bible College. The report includes specific recommendations for connecting students with campus programs and services that will foster their success. The results allow advisors to prepare personalized interventions that get students started early on the path to success, engaging them with relevant campus services to help them progress in their educational goals

The Noel-Levitz Retention Management System includes training and written guides to assist advisors to focus on strength -based advising. The Vice president for Academics reviews these guides with academic advisors at the beginning of each academic year. When Advisors meet with their advisees to review the CSI survey, working together, they are to complete an 'Individual Game Plan for Success' form and submit this to the Academic office.

The College recognizes the importance of academic advising and, besides the individual meetings with advisees, the administration of the College has designed opportunities for advisors to meet with their advisees in group settings. In the fall during orientation an

hour is set aside for each advisor to meet collectively with the incoming freshmen who have been assigned to them. This provides the first meet and great giving opportunities for the advisor to review the distinctives of the ministry major the students have chosen and field any questions the students may have. Later that same week there is another hour where the advisor meets with freshman and returning students together where upper classmen can share some of their experiences and again questions about requirements in the ministry major can be addressed. The President has also set aside one chapel hour each semester as an adviser chapel where ministry major specific topics can be addressed with all the advisees at once. To encourage development of strong relationships between advisors and advisees the College also offers free lunches for advisors to engage with their advisees in a more casual setting over a meal.

### **Resident Assistants**

Training and weekly meetings.

### **Co-curricular Activities Advising**

Faculty advisors are provided with training and are updated on procedures during the Faculty Convocation in August and periodically in regular faculty meetings.

## **Summary: 3.C. Strengths & Concerns**

### **Strengths**

- The qualifications and development of all faculty are maintained in the personnel files.
- The College will allow, under special circumstance, a faculty member to be hired without first attaining appropriate formal professional education credentials. However, under these rare circumstances, the College develops a plan in which the faculty member will commit to being in the process to completing the education necessary for proper credentials.
- Procedures for the evaluation of faculty are mentioned in numerous documents available to the faculty members.
- The College has significant policies in place to support the profession development of the faculty.
- The College has established several practices to facilitate informal contact between the faculty and students. The faculty as a whole considers it their responsibility to be as accessible to students as possible.
- The staff receives initial and continual training in the areas of student support services.



## Concerns

- The College currently does not have a full-time faculty member credentialed in the area of English grammar and composition.
- A more robust system for tracking the performance and evaluation of faculty members should be established.
- The practice of peer review within the faculty should be strengthened.
- A more robust system of expectation and accountability must be developed for professional development policy of the College. This is especially in relation to the In-Service train programs which funds advancement in degrees.
- While the College budgets for the professional development of the faculty, more must be done to ensure that faculty development is a priority.
- The continued professional development of the Financial Aid staff.

### **3.D. The institution provides support for student learning and effective teaching.**

Appalachian Bible College provides various services for the student body to be able to function well and succeed as part of the campus family. This section will focus on services suited to their academic achievement. Other services available for students will be described in the appropriate sections of this report.

#### **3.D.1. The institution provides student support services suited to the needs of its student populations.**

##### **Admissions**

Prospective students are given a package of information about the college which includes a [\*Degrees & Majors Directory\*](#). Previewers are given the opportunity to attend two classes which are part of the program or major they are interested in, as well as meet with the appropriate Major Chair. They can also attend a chapel service if there is one that day. Visits are tailored to suit the needs and interests of the individual, and the families of prospective students can [schedule](#) their campus visits through the college website.

##### **Academic Advisors**

Each student is assigned to an Academic Advisor who is a member of the faculty. The advisors are assigned by the Vice President of Academics. The advisor assists the student in planning the course schedule each semester. Students with special needs may be referred to others for additional assistance, and faculty members who are concerned with a student's academic progress may recommend the H.E.L.P. Program (see below).

##### **Freshman Seminar**

The Freshman Seminar is a required course for all incoming freshmen, and it is designed to assist the students in a transition into college life at ABC. Academically it focuses on time management and personal study skills, how to utilize various research tools such as the library and online resources, and how to formulate research papers. Study skills addressed include effective note taking, critical thinking, listening, and reading comprehension.

##### **H.E.L.P. Program**

The primary service for struggling students is the H.E.L.P. (How to Expand Learning Proficiency) Program, which is described in the [Servant's Staff](#) on p. 54. Any students who fall at or below a 2.0 GPA (C average) after final semester grades are put on an academic status list.

### **Academic Status**

The academic status list consists of the following levels:

- Good Standing Level
- Alert Level
- Warning Level
- Probation Level
- Suspension Level

The Assistant Registrar has a more detailed code to keep track of the individual student's status and progress, and all new incoming students are initially coded based primarily on ACT or SAT scores, high school transcripts, and previous college transcripts for transfer students. Any student who wishes to improve academically, even if they are already above a C average, may enroll in and benefit from this program. All information regarding grades is kept strictly confidential. The strength of the H.E.L.P. program is that it is flexible and individualized. Many students who have had to be in the H.E.L.P. program throughout their entire time at ABC have been able to graduate. Approximately one half of the H.E.L.P. students have been able to improve their grades enough to no longer need the assistance. As of Fall 2013, students have been able to see their own grades through the eLearning Center, and that has been very helpful.

When there is a student struggling with a particular class, the H.E.L.P. coordinator appoints an Academic Mentor (i.e., another student in that same class who is doing well and whose dorm room is nearby) to assist.

### **Tutoring**

Tutoring is available, but it has been rarely needed because the students at ABC help each other out voluntarily. When tutoring is necessary, students who have been able to test out of classes are contacted to assist the struggling students.

### **Student Services**

The Vice President for Student Services sits on the Academic Review and Retention Committee with the Registrar and the Vice President for Academics. The Student Services division provides input on the decision whether or not to allow a student to Make-Up Work, and the forms need the signature of both the Vice President of Academics and the Vice President for Student Services. Also, the Student Services division has input into the decision as to whether an absence will be excused or unexcused.

Warrior Care is in the process of implementation, and it will flag students on low academic performance. The Retention Assistant will monitor the program and send appropriate referrals to help struggling students succeed.

**3.D.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.**

Education is learning step by step. Students build up gradually to the higher level courses. We use the ACT test to help us with registering incoming students for the fall semester. Students with low ACT scores (16 or lower) are placed in the non-credit high-school-level English course (LA 099). They are not allowed to take the freshman course for English Composition I (LA 105) until they have passed the basic course. This is to keep students from getting frustrated by taking higher level courses that they cannot handle.

Certain courses have pre-requisites. A student must take the first course in order, so that he is eligible to take the next course in his line of study. Also to address this problem, advisors are pro-active in advising the students. Students that are academically challenged are encouraged to take a smaller load. The Freshman Seminar course (PS 105) teaches students how to be successful in their college work, how to budget their time, how to plan in their academic work.

We do everything to ensure the success of our graduates. We want them to enter a field for which their God-given abilities will help them to be successful. Certain people are not cut for certain vocations. We recognize this. Thus certain majors have an entrance platform, such as the Elementary Education, Camping Ministry, and Music majors; as the student ends his/her sophomore year of college, he or she must be accepted into that program. If he or she is not qualified, then he or she is kindly advised to choose another program. Not everyone who comes to ABC who wants to be teacher is qualified to be an elementary education teacher. Also we recognize that the same applies to young men. Some young men will not make good pastors, missionaries, etc. We want to ensure their success; we want them to choose a field in which they can be successful.

Appalachian Bible College has a written statement of overall educational objectives as well as specific objectives for General Education, Bible and Theology, each Ministry Major as well as for the Bible Certificate and Associate of Arts Degrees. Expected student outcomes are clearly stated in the on-line catalog and the faculty handbook. Prescribed courses of study for each certificate and degree program is also clearly laid out through student check sheets which are also available through the on-line catalog. Additionally, the College has deigned its curriculum to make the transition from the

certificate program and the Associate of Arts Degree to the Bachelor of Arts degree program as easy as possible with little loss of credit.

**3.D.3. The institution provides academic advising suited to its programs and the needs of its students.**

**Academic Advisors**

Each student is assigned to an Academic Advisor who is a member of the faculty. The advisors are assigned by the Vice President of Academics. The advisor assists the student in planning the course schedule each semester. This includes limiting hours to what the students can handle, recommending remedial courses when appropriate, and reminding students of prerequisite courses as they register for the upcoming semester. Students with special needs may be referred to others for additional assistance, and faculty members who are concerned with a student's academic progress may recommend the H.E.L.P. Program.

**3.D.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).**

**Technological Infrastructure**

Both faculty and students are provided access to internet resources and our eLearning Center. The current technological infrastructure is adequate to sustain present needs and to address future expansion.

**Scientific Laboratories**

Labs are conducted in the regular classroom and/or we also have some virtual labs that are done via the computer. The fact that the College has limited science courses is also reflect in the amount of equipment designated for those courses. For example, our Earth Science course has a limited number of rock and mineral samples to use for instructional purposes.

**Library**

As of October 2013 the library had a collection of 44,793 items. In addition, the library also hosts the College's computer lab where 28 computers are available for use (computer to student ratio of 12:1).

In addition to the expansion of the library's facilities in 2005, changes have been made to the library operations to make the resources more current and accessible. In 2010 the

library purchased an online Library Module from ABHE-Solutions, which provides an online catalog that can be accessed from any computer with an internet connection. This system is also used to check items out to students and faculty. Later that same year the library gained access to some EBSCO*Host* databases provided by the West Virginia Library Commission, they subscribed to the *Christian Periodical Index Online* which they had previously only gotten in print, and they subscribed to a database of 30 theological journals with access to full-text articles through Galaxie software. These electronic resources increased the institution's capacity for research exponentially, and they are available to students off campus, which is especially important for the ABC Connect online students.

The library continues to expand and update its collection of print and audio/visual materials. The physical collection includes well over 44,000 items. In addition to the monographs, audio CDs and cassettes, and videos that the library owns, the library subscribes to various ephemeral resources such as journals and magazines to meet the needs of students.

### **Extension Ministries**

A unique aspect of Appalachian Bible College is [Alpine Ministries](#). As ABC offers a Camping Major, Alpine gives students the opportunity to put what they learn into practice as they are learning it. Ministry opportunities include a retreats and educational groups throughout the school year with Bible Camp and Adventure programming in the summer.

The [T.R.E.E. House](#) is a facility for Alpine's Outdoor Education, where various groups can come for environmental education instruction. T.R.E.E. stands for "Truth Revealed through Environmental Education", and is an outlet for people to share with the community outside the ABC Campus family. Extensive amounts of equipment and quality facilities are available for utilization by the camping ministry major classes and students.

### **Music**

The music major and students are able to use several music practice rooms with instruments in Anderson Hall to give the students the space they need to hone their skills.

### **Performance Space & Equipment**

Performance groups, such as drama team, puppet team, music ensembles, outreach ministries, etc., have access to props, sound equipment, staging, practice rooms, other equipment, etc. to use for performances.

### **Instructor Resources**

All instructors are given a personal computer for use for work. All classrooms have a projector, El Ed Smart board, transponders, document projector, campus wide Wifi, exercise room in the gym, gym accessibility, E-learning center, technology classes.

### **3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

Students are taught the basics of doing research in Freshman classes such as English Composition and Freshman Seminar. We have also added a Sophomore level class, College Writing and Research, to continue to develop our students in this area. As there is only one full-time librarian, student workers serve as the majority of the library staff. They are trained in how to use the library resources, including the catalog and databases, and in turn can show other students who use the library how to use these resources.

### **Summary: 3.D. Strengths and Concerns**

#### **Strengths**

- The College provides: Dorm Assignments, Freshman Orientation, International Student assistance, Students with Disabilities assistance, Online Student retention rates and assistance, and Career Placement Services
- Under the leadership of the Librarian, the library has become increasingly efficient in the acquisition and management of its resources.
- CAAP Test Results
- Many upper level major courses require research projects.

#### **Concerns**

- Some of our course requirements might not correspond to the course number assigned.
- Academic advising of online and graduate students – While academic advising and services are provide to these students, it is more a matter of the initiative of the personnel involved rather than a policy.
- The College need to establish a more rigorous method for tracking students in the H.E.L.P. program.
- The College needs to better communicate the relationship between the Academic and Student Services divisions in relation to students' ability to make up work and absences.
- There are limited teaching resources for some of our general education courses, such as earth science.

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

Appalachian Bible fulfills its claim for having an enriching educational environment through various programs and opportunities in the areas of spiritual development, student organizations and activities.

**3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

ABC seeks to enhance the collegiate experience for students through offering numerous co-curricular experiences that assist in accomplishing our mission. Several examples of this are: student music groups, student drama and puppet teams, student government, and the mission conference steering committee.

In addition, the College requires church attendance and participation in numerous campus activities focused on the spiritual development of the student.

The College, through the Student Services Division hosts or conducts many student activities, some of which are listed below.

Student Services Activities	
Grandparents Day	Game Nights
Breakfast in Bed	Girls Night at Gilmore
Staff Suppers	Roller Skating
Staff Serve Dinner	Bowling
Ultimate Frisbee	Roommate Day
Dodge Ball	Decorate rooms for Christmas
So-Long-To Summer Fest	Super bowl Party
Coffee House	Blood Drive
Check-Mates	

**3.E.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.**

Appalachian Bible College [makes claims](#) concerning training people for ministry by being servants. These claims are fulfilled through our Practical Christian Service Department, our Athletic teams, and our traveling music teams.



Additionally, the College substantiates these claims that requiring or encouraging our students to be involved in service projects on campus and in the community. Examples of such activities are: the Diakonos project, Adopt-a-Highway, and campus work days.

### **Summary: 3.E. Strengths & Concerns**

#### **Strengths**

- The College sponsor number student activities and groups, which contribute to the accomplishment of the mission of the school and the educational experience of the students.

#### **Concerns**

## **CRITERION FOUR: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

### **4.A. The institution demonstrates responsibility for the quality of its educational programs.**

Appalachian Bible College demonstrates that it is responsible for the quality of its educational program by practicing such policies related to: program reviews, transcript review, credit transfer, expectation of student learning, and faculty qualifications.

#### **4.A.1. The institution maintains a practice of regular program reviews.**

The Academic division, led by the Vice President for Academics, schedules regular program reviews in a 3 year cycle (See [Academic Assessment Plan: Characteristics of Academic Assessment](#), pp. 10-18).

#### **4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.**

Appalachian Bible College evaluates all the credit that it transcripts, including what is earned at accredited and unaccredited institutions, in the course of Military Training, through Life Experience, and/or by successfully earning minimum scores on specified assessments.

[Credit for military training and experience](#) may be awarded on a limited basis as evaluated by the *American Council on Education's Guide to the Evaluation of Education Experience in the Armed Services*. Up to nine credit hours of Life Experience credit may be awarded to those who have completed three or more years of full-time vocational Christian ministry and successfully challenge with a formal paper aligning learning experience with course objectives per the syllabi. Likewise, the institution recognizes four assessment routes for the granting of credit: the College Level Examination Program, i.e. CLEP (28 hours maximum), courses identified by the College Entrance Examination Board as Advanced Placement (12 hours maximum), the ACT/SAT Test Administration Program for the granting of credit for English Composition I, and the [ABHE Standard Bible Content Exam A](#) for the granting of credit for Bible Doctrine Overview.

The institution offers Dual Credit for four courses – English Composition I, English Composition II, Bible Doctrine Overview, and Sociology of the Family. Designed

primarily for high school seniors with a cumulative grade point average of 2.5+ on a 4.0 scale, the principals have the primary responsibility to monitor the program on site. The College assures that courses are equivalent in learning outcomes and levels of achievement to its higher education curriculum through the credentials required of instructors (Masters Degree in the field of instruction, earned or in progress, or equivalent), approved content and course requirements, and annual reviews of performance. Professional development workshops are provided annually by the college.

**4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.**

Transfer credit is normally granted for individual courses which have been evaluated to be equivalent (in content or educational philosophy/purpose) to those offered at ABC; completed with a 2.0 GPA (C) or higher; and taken at an accredited institute, college or university. Courses completed at non-accredited undergraduate institutions with a grade of 2.0+ may be transferred to Appalachian Bible College on a provisional basis, pending two semesters of enrollment at ABC in which a minimum 2.0 cumulative GPA is earned. Until that time, all potential transfer credits is considered “provisional” and not transferred if a 2.0 is not earned at the conclusion of 24 credit hours attempted at ABC ([College’s catalog](#), p.21).

**4.A.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.**

The procedures of the institution for maintaining oversight over all matters affecting student learning are clearly set forth in the [Board Handbook](#) (II. C., p.12).

The Vice President for Academics is in “charge of the curriculum, the assignment of faculty, and all matters pertaining to scholastic matters of the institution” ([Board Handbook](#), p.23). While being designated as the person who is primarily responsible, he is nevertheless accountable to the President. He is therefore on call to meet with the President regarding matters of concern of his division, but also on call to meet weekly with the President and the other Vice Presidents to address institutional matters of concern as a whole.

The means by which the Vice President for Academics is able to maintain authority and oversight of the Academic Division of the College is through the organizational structure of the division as set forth in the [Organizational Chart](#). Not only are the faculty aligned

under Department Heads who are accountable to the Vice President for Academics, but a list of the various [standing committees](#) to which faculty are assigned by the Vice President for Academics is distributed for general information at the beginning of each school year ([Staff Handbook](#)). The committees are as follows; the Academic Review and Retention Committee, the Undergraduate Academic Committee, the Practical Christian Service Committee, the Graduate Studies Committee, and the Library Advisory Committee.

It is in the above stated manner that the institution is able to maintain and exercise authority over all matters of scholastic concern. Specifically, the institution maintains and exercises authority over the *prerequisites* that may be required for any course being offered. They are clearly outlined in the description for each course (see [Catalog](#), BI 207 and LA 301).

The Vice President for Academics provides an [example syllabus](#) to the faculty and reviews the syllabi submitted to him in advance by the faculty, to insure that students are expected to demonstrate learning in each course by both the assignments, quizzes, and exams that are scheduled for the student by the instructor, but also to insure that an expected level of performance is required by the manner in which grades are proportioned according to *student rigor and expectation of student learning*. One area that has greatly enhanced the ability of students to assess their performance throughout the semester is by means of improved technology through the [eLearning Center](#) which has now been made available to all students registering for courses. Students have *access to learning resources* in a variety of ways. Technological advances through the *eLearning Center* have greatly improved faculty and student communication and learning. Being a small Bible college also allows the students to have greater personal interaction with the faculty personnel themselves, which also aids in student learning.

The Librarian has faculty status and has a direct line of accountability to the Vice President for Academics ([Faculty Handbook](#), II.A.1.a), p. 9). The Library has undergone great improvements over the past twenty years in both resources and in providing an environment conducive to student learning. The most significant improvement was during the 2006 renovation of Pipkin Hall, the building that houses the library.

Qualifications for faculty are carefully monitored by the Vice President for Academics ([Faculty Handbook](#)). Generally speaking, all faculty members are required to have a Master's Degree in the specific areas of their instruction, or to be working towards a Master's Degree; all faculty members are encouraged to obtain advanced degrees with the help of the institution. A pictorial list of the faculty and their qualifications are given on the institution's [website](#).

**4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.**

The Elementary Education department has [approved program status](#) with the [West Virginia Dept. of Education](#).

**4.A.6. The institution evaluates the success of its graduates.**

Currently, the institution has no systemized plan for evaluating the success of its graduates. Because of this, a [survey](#) was developed and sent to about 900 alumni. The suggestion has been given to the Development Division to utilize a systematic survey of our graduates on a yearly basis. The institution does use a variety of tests to assure programs prepare students for advanced study and /or employment such as [CAAP Test](#), [Bible Content Exam](#) and Praxis (El. Ed.)

**Summary: 4.A. Strengths & Concerns**

**Strengths**

- The College has a well-established policy for accepting transfer credit and all other credit it transcripts, such as experiential learning, military involvement, etc.
- The institution follows a clear organizational structure that helps maintain and exercise authority over all matters of scholastic concern.

**Concerns**

- The lack of a systematic method of evaluating the success of the institution's graduates is a concern that is being addressed through the Developmental Division, which is responsible for overseeing the Alumni Association.

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

Appalachian Bible College's assessment of student learning demonstrates a commitment to educational achievement and improvement.

**4.B.1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

The assessment of student learning is vital to the quality of education provided by the College. Clearly portraying the goals of student learning, as well as a thorough assessment of learning enables the institution to better shape and define the programs offered. These learning goals are clearly presented on the college's [website](#), outlined in the course [catalog](#) and [syllabi objectives](#), and emphasized through verbal reinforcement.

The institution's website includes descriptions of the four academic programs (one-year [Bible Certificate](#), two-year [Associate of Arts](#) degree in Biblical Studies, four-year [Bachelor of Arts](#) Degree in Bible, and the [Master of Arts in Ministry](#) Degree). A description of the second ministry majors' learning goals is also included on the website under the Bachelor of Arts Degree (Ministry Majors: Camping, Elementary Education, Interdisciplinary, Missions, Music, Pastoral, and Youth & Family). The [catalog is available for download](#) from the website and it includes all of the learning goals listed above.

Goals for student learning are clearly stated in the [syllabi objectives](#). Instructors regularly evaluate the goals and make changes based on the data they find to better equip students as they learn.

Not only are these learning goals available in written format, but the staff and faculty regularly reinforce these goals by verbal means. In New Student and Returning Student Orientations, the college's general learning goals are reviewed. When students meet with their Ministry Major Chairs, the Chair explains in detail the goals of the specific major. Faculty members also review both the general and specific learning goals on the first day of class as well as periodically throughout the semester.

These goals are assessed through a variety of methods, at a variety of levels. Assessment occurs at the course, program, and institutional level. Individual courses offer assessment through the performance of written and/or oral exams, including a final exam for most courses. Faculty also assess student learning through classroom discussion, class projects, general observation, and the performance of course-specific tasks. Internships, music juries, etc. also allow opportunities for assessment of learning goals. The instructors are

required to do [self-evaluations](#) in which they list both positive and negative aspects of each course taught. They must also provide plans for improvement. These evaluations are discussed in follow-up meetings with the Vice President of Academics. Each semester student GPAs are evaluated to ascertain the quality of student learning.

As students prepare to graduate, there are several methods that are used to evaluate the achievement of goals and the success of the processes for assessment. Elementary education students are required to take the Praxis exams in order to achieve a state license.

**4.B.2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

Student learning assessment occurs at the course, program, and institutional levels. There are a variety of direct and indirect methods used to assess student learning. At the individual course level, students are assessed by the faculty through written or oral testing, including a final exam for most courses. Assessment also occurs through student participation in classroom discussion, class projects, and course-specific tasks.

At the program level, student performance is evaluated to ensure the successful completion of the course work as they pursue their declared academic program. Students are assigned an academic advisor who meets with them each semester ([The Servant's Staff](#), p. 39), or more often if desired, for academic and personal counseling. Additionally, certain chapel times are designated Ministry Major Chapels that allow the Chairs of the programs to meet with students in their program.

At the institutional level, student learning is assessed through the [Collegiate Assessment of Academic Proficiency](#) (CAAP) test. Three components of the CAAP test are given, evaluating student writing skills, critical thinking, and essay writing. Students are also assessed through the Bible Content Exam (developed by the [Association for Biblical Higher Education](#)) to evaluate the students' general Bible knowledge. One version of the exam is given to all incoming freshmen and a different variation is given to all those graduating from the Associate of Arts and Bachelor of Arts programs. See recent scores from [CAAP](#) and [Bible Content Exam](#).

**4.B.3. The institution uses the information gained from assessment to improve student learning.**

The information gleaned from assessment is used to improve student learning. Each semester, faculty are required to complete self-evaluations of their courses, listing both positive and negative aspects of each course taught, as well as providing plans for improvement. A follow-up meeting with the Vice President for Academics is also part of the evaluation process and modifications based on the information gained from the evaluations are established.

Information gleaned from the [CAAP Test](#) and [Bible Content Exams](#) is also used to improve student learning. The results of these exams are [presented to the faculty](#) for consideration and discussion so that specific areas of improvement may be identified and addressed.

**4.B.4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff.**

The curriculum relies heavily on assessment results and faculty input. Faculty members are responsible for developing goals and objectives based on the institution's mission statement. Regular faculty meetings, peer reviews, and self-evaluations allow faculty and other staff to assess the institution's processes and methodologies.

**Summary: 4.B. Strengths & Concerns**

**Strengths**

- The institution clearly states the goals for student learning in a variety ways.

**Concerns**

- Faculty regularly evaluate and assess student learning, however there is limited data available to support these evaluations.
- The Elementary Education program clearly lays out the results of assessment and modifications made based on the information gleaned from evaluations. The other programs of the institution should have clearly laid out modifications as well.



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

**4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate for its mission, student populations, and educational offerings.**

The Student Services division of Appalachian Bible College has formulated a student [retention policy](#) with defined goals appropriate to the school mission and student population. Retention rates of Appalachian Bible College are comparable with other like institutions as reported by ABHE in the following [report](#). Retention was assessed by the institution in the Fall of 2012 in fulfillment of strategic planning regarding the institution's OPS (Our Path for Servants) mission and vision planning process (see [Long Form Retention Statistics](#) report).

As a result of the College's 2012 assessment a [Retention Committee](#) was established and [retention software](#) was purchased.

**4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.**

Appalachian Bible College collects and analyzes student retention data and program completion rates through the use of IPEDS and WVICU reporting and recently purchased retention program from [Pharos Resources](#). Student Services keeps "stop out" lists on a semester basis and uses that data to make contact with students, encouraging their return to complete their degree goal. The College defines a "stop out" as a student who has not completed their desired academic goal (or graduation) at ABC. Reasons include financial difficulty, academic inability, personal decision or transfer to another higher learning institution (see [Fall 2013 "Students Not Returning" list](#)).

**4.C.3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

Appalachian Bible College uses information on student retention, persistence (defined as continuation behavior leading to a desired goal), and completion of programs to make improvements as warranted by the data. Students declare intended academic goals (certificate, Associates or Bachelor program) with the registrar's office upon admission to ABC. Student Services uses its "stop out" list to contact students by mail (see attached

sample letter). The Admissions team makes phone contact as well. Staff and students are paired in a prayer partner ministry and encouraged regularly to make contact and get together. A [retention report](#) is given by the Dean of Students in monthly staff meetings as signified under the section titled “Information Items” on the staff meeting agenda. The student-led Checkmate program provides an atmosphere of accountability through small groups in the residence halls.

**4.C.4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.**

Appalachian Bible College collects and analyzes information on student retention, persistence, and completion of programs through the “stop out” list and the retention program from Pharos Resources. Student Services communicates with individual faculty and staff members on students who are “at risk” either academically or emotionally, for their help and involvement. Each semester, those students who have not persisted in their program at ABC are contacted by letter or phone call and encouraged to re-matriculate. Staff prayer partners are informed when a student indicates they are not returning the next semester so they can intervene with encouragement or counseling where applicable. Appalachian Bible College’s student population size allows the Resident Assistants to be able to ascertain the plans or academic decisions the resident students make and report such to Student Services in a timely manner for personal counseling and intervention.

**Summary: 4.C. Strengths & Concerns**

**Strengths**

- The retention policy adopted October 2013 and the Pharos software purchased the summer of 2013 are great tools to track persistence rates, analyze data and implement good retention practice.
- Faculty and staff are briefed monthly on intentional processes and methodologies in the area of retention, which assists the College in maintaining and improving student retention practices.

**Concerns**

- The College is transitioning from simple tracking model to strategic planning in the area of retention on an inter-divisional level.
- The College is attempting to more effectively utilize current personnel to gather and manage retention data.

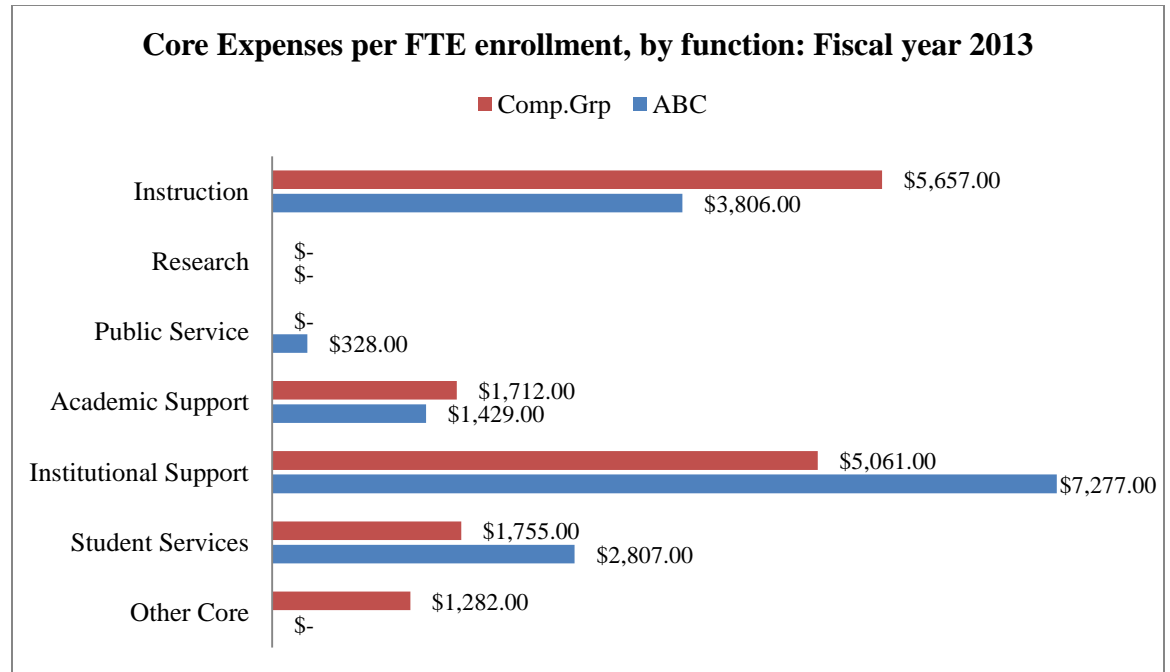
## **CRITERION FIVE: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS**

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

**5.A.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.**

Appalachian Bible College demonstrates it has the fiscal resources sufficient to support its operations. The College historically has paid its vendors on a timely basis as the [College's Dun & Bradstreet dashboard](#) indicates. The Paydex score for ABC is 79, which reflects as 2 days beyond terms. Industry standard Paydex for Peers is 75, which is 8 days beyond terms.

It is seen in our [IPEDS Data Feedback Report](#) based on Fiscal Year 2013 (see accompanying chart) that ABC invests \$3,806 per student as related to Instruction Costs as compared to our peers (IPEDS source names 45 institutions in our comparison group median), which invests \$5,657 per student. Further total core expenses reflect that the College invests \$15,647 for all seven expense functions (Instruction, Research, Public Service, Academic support, Institutional support, Student Services, and other core expenses) as compared to our peers for the same amount of \$15,647.



### Human Resources

Appalachian Bible College demonstrates it has human capital to accomplish our mission. An [organizational chart](#) of our Staff and Faculty from September 2014 indicates this.

Evidence that the College has sufficient human resources from [IPEDS](#) Fiscal Year 2013 reflects Full-time equivalent (FTE) Staff. For Postsecondary Teachers and Staff, ABC has 13 FTE and Peers have 19 FTE. ABC's Instructional support occupations have 5 FTE and Peers have 3 FTE. ABC's Management has 6 FTE and Peers have 4 FTE. Business and Financial Operations for ABC is 2 FTE and the same for Peers with 2 FTE. Computer, Engineering, and Science for ABC is 2 FTE and Peers have 0 FTE. Community service, legal, arts, and media for ABC is 2 FTE and 0 FTE for Peers. Finally, "Other" for ABC is 24 FTE and Peers is 11 FTE. Totals for ABC FTE are 54 FTE and Peers FTE totals are 39. The difference of 15 overall FTE is explained by the presence of our Extension Ministries (camps, conferences, and retreats) along with additional maintenance personnel that are required to maintain our 150 acres of campus and corporate vehicle fleet. Further explanation is five of our six management team teach in the classroom on a part-time basis.

The instructors' [Teach Load Agreements](#) show that all prescribed courses are covered so that no one faculty member is over burdened with an excessive work load.

Evidence that ABC's physical plant is sufficient to accomplish our mission includes our residence halls have capacity to hold 254 single students and 28 married families. As of

Fall 2014 we have 162 single students or 64% occupied in our residence halls and 24 out of 28 married student housing or 86% occupied. We have further capacity for single and married student residents in our campus housing. In our fourteen (14) classrooms we have the approximate maximum hourly capacity to hold seven hundred (700) students, which reflects that we are 42% occupied when calculated with our 295 headcount for Fall 2014. Currently we have 65 offices, which adequately house our 55 Faculty and Staff members. We could comfortably fit 69 Staff members with our current office configurations, so we are approximately 80% full. Our Chapel/Music Building Anderson Hall can sit 750, which easily accommodates our current student population and Staff and Faculty. Our dining facility Hanmer Dining Hall can accommodate 450 persons for each meal time, providing room for increased population.

Appalachian Bible College has sufficient technology infrastructure to support our academic programs through a qualified technology services staff, a stable network infrastructure, available classroom technology, and a variety of software and web services.

### **Technology Services Staff**

The College currently employs 2.50 FTE in the Technology Services staff. These qualified and experienced staff members include our Director of Technology Services, who has served with ABC since 2003 and has a Master of Science in Information & Telecommunications Systems Management. The Assistant Director of Technology Services has served with ABC since 2008, and has a Bachelor's Degree in Information Systems. The Technology Services Specialist has served at ABC since 2014 and is near completion of a Bachelor's Degree in Computer Science.

The Technology Services staff are responsible for implementing and maintaining all technology on campus, including, network & server infrastructure, classroom technology, staff & faculty computers, student tech. support, software, and web services.

### **Network Infrastructure**

Every building on campus is networked via gigabit fiber optic cable. All classrooms, residence halls, and public areas have wireless access, with the residence halls being upgraded to 802.11n wireless in November 2014.

The campus' internet connection is provided through a fiber optic connection with a speed of 10mbps upload and download, burstable to 100mbps. This connection was put in place in November 2013 to supply an increased demand in bandwidth and has proven to be very adequate to support the campus' internet needs.

Also in November 2013 the campus phone system was upgraded to a VoIP system, which provides a unified communications system for staff and faculty integrating phone, fax, chat, and web communications. This system will meet our current needs as well as allow for future growth. The investment to purchase the phone system reached \$26,000 and installation totaled \$12,340. These costs are not reflected in the operational expenses of our Technology area the past ten years, as this investment was capitalized. For the past ten years ABC has invested nearly \$370,000 as evident by [Technology Departmental Expenditures](#).

### **Classroom Technology**

Every classroom on campus is equipped with a projector and DVD player. Faculty can connect a laptop or other devices via a VGA cable. Some classrooms also have specialty equipment. For example, the Elementary Education classroom is also equipped with an interactive digital board and a dedicated classroom computer. The Music Computer Lab is equipped with digital keyboards and workstations and the Library Computer Lab is designed for twenty-four (24) computer stations.

Some other portable equipment available to faculty includes document cameras, portable projectors, and a wireless student response system.

### **Software and Web Services**

Since 1997, the College has utilized Jenzabar EX for its Student Information System. This software platform has proven to be sufficient to meet the needs of student processing and the maintaining of student's academic records. This software integrates information from multiple departments including: Admissions, Registrar, Business Office, Development, and Financial Aid.

ABC utilizes a hosted Learning Management System called [Canvas by Instructure](#), which we call the "ABC eLearning Center". We have used Canvas since the Fall of 2012. Course information and enrollment data is automatically pulled from our SIS (Jenzabar EX). Nearly every course offered at ABC, both on-campus and online, utilizes Canvas in some way, including posted syllabi, announcements, document submissions, online quizzes, discussion forums, digital resources, and more. The Canvas LMS also incorporates a great communication system allowing faculty and students to easily communicate through the services and devices they regularly use, such as Facebook and SMS. [Faculty receive a refresher training](#) at the beginning of each academic year and on-going support is available through our Technology Services Department. Students are also enrolled in a Canvas [orientation course](#) and also receive support through Technology Services.

In addition to the Canvas Learning Management System, ABC's online program (ABC Connect), uses Adobe Connect, which is an online system that hosts all of the recorded course content as well as provides a system for hosting live, online classes with support for video and audio streaming, powerpoint presentations, and other interactive components.

The College utilizes Google Apps to provide email and other Google services to all of its staff, faculty, students, and alumni. Some of the other services that are regularly used besides the email is Google Hangouts (live chat), Google Drive (file hosting, sharing and online document editing), and Google Calendar.

As of November, 2014, as part of the school's Microsoft licensing, we are now able to offer Microsoft Office 365 to all of our students for free, which include Microsoft Word, Excel, Powerpoint, and other Microsoft Office programs and online services.

Some other web-based services that support our academic programs include an [online bookstore](#), an [online library catalog](#), [digital library resources](#), and the [ABC Campus Web](#), which is a home-grown campus portal that provides a central location for announcements, links to resources, and a system for students to report their required Christian Service and church attendance.

**5.A.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.**

Appalachian Bible College makes its academic programs a priority in its budget. One example is that [the Academic Division has the highest percentage of our budget](#) with 20% of our operational expenses being dedicated to that division. The largest concentration of Payroll Expenses is for our Faculty in the amount of \$803,857 or nearly 28% of our overall payroll budget.

When one examines overall Auxiliary Function we realize about \$1,559,103 in Income and \$1,020,402 in Expense (FY 2014-2015), resulting in Net Income of \$538,701 as indicted in our [Budget Summary 2014-2015](#) for the anticipated revenue and expense.

Essentially without that anticipated Net Income from our Auxiliaries, we would have to generate more revenue from higher tuition or greater gift income.

Historically our Ladies Auxiliary has given gifts to ABC in order to fund scholarships (such as sale of ABC calendars) or special projects. From a review of internal accounts

on February 7, 2015, our balances show \$13,519 more Revenue has been given than expensed for Ladies Auxiliary.

We have examined the [Revenue and Expenses for Extension Ministries](#) for the past ten years from May 2004 through May 2014. From a simplistic sense, it is realized we must increase revenue or decrease expenses for this portion of our ministry. From an examination of the ten years, only in two years did we generate more revenue than expense (2005 and 2006). It is noted we began to allocate a portion of Depreciation and Interest Expense to the Extension Ministries Division for our Fiscal Year End 2007. Prior to that time those line items were absorbed in our General Institutional Expense. Essentially this percentage of square footage based on usage of the ministry has been applied throughout our campus and throughout our financial statements. In spite of the financial disparity, we believe we have no difficulty justifying we gain benefits through areas that may be difficult to measure, such as constituent enhancement, student recruitment, academic development, and summer employment. The existence and sustainment of our Extension Ministries Division is in keeping with our missional commitment to serve our community. However, we realize through our processes of evaluation that we must more systematically track tangible evidence of gains from this ministry area.

**5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The College's mission statement, vision statement, and core values are general and principled statements. More specific goals related to the College's mission flow from the strategic planning process and are designed to be realistic and achievable in light of organization, resources, and opportunities. Several principles written in the strategic planning process ensure that annual goals are realistic.

Key principles of strategic planning at Appalachian Bible College are described below. This whole process is titled [Our Path for Servants](#) (*OPS*), and thus highlights that the strategic plan has institutional-wide involvement and ownership (Our), is intentional and directed (Path), and is marked throughout by a chief organizational value (Servanthood).

**Our Path for Servants is Mission-Driven.**

[Our Path for Servants](#) begins and ends with the Mission of Appalachian Bible College and the Mission's realization in the College's Vision Statement. The Mission articulates the compelling reason for the College's existence and determines the focus of its resources, planning, and work. The Vision articulates the realization of the Mission. It states what the College would be when it accomplishes its Mission; therefore, Vision =



Mission Accomplished. The Vision articulates the achievement of the Mission according to five primary areas of institutional planning. These five areas are: Curriculum, Co-curriculum, Personnel, Size/Impact, and Resources; each of the five qualifying statements in the Vision (below) focus on one of these areas. In this way, the College vision represents a balance of five critical areas for measuring institutional health. Everything in the strategic planning process (all the way through Implementation and Evaluation) is directed by the Mission and Vision.

#### The Mission of Appalachian Bible College

Appalachian Bible College equips servants through a biblical curriculum of quality academics and guided Christian Service that nurtures Christ-like character leading to effectiveness in passionately serving the fundamental church community.

#### The Vision of Appalachian Bible College

Our vision is to be a quality fundamental ministry of biblical higher education by:

- Creating a quality future-driven learning environment and academic experience that prepares servants to effectively fulfill Christ's mission for His Church. (Curriculum)
- Providing Christ-centered opportunities, which nurture the whole person to maturity. (Co-curriculum)
- Securing and sustaining a qualified team of missionaries and support members dedicated to achieve our mission with excellence. (Personnel)
- Expanding our student body and increasing our outreach and ministry among all people that we serve. (Size/Impact)
- Assuring financial and physical resources that support current and long-term ministry plans. (Resources)

#### **Our Path for Servants has Broad and Balanced Input from Multiple Levels in the Organization.**

The Assessment Plan has a proper and balanced mix of administrative leadership and staff and faculty participation and input. Furthermore, parts of each year's cycle of planning are presented by the President during Board of Director's meetings for their knowledge, input, and adoption.

*Our Path for Servants* is also flexible, always seeking to match the particular Assessment Initiatives and Strategic Initiatives with the best mix of personnel to serve on an Assessment Review Panel, Assessment Task Force, or Strategic Initiative Action Committee. As Assessment Initiatives and Strategic Initiatives change annually, so does the combination of College personnel that are directly involved in those issues. This

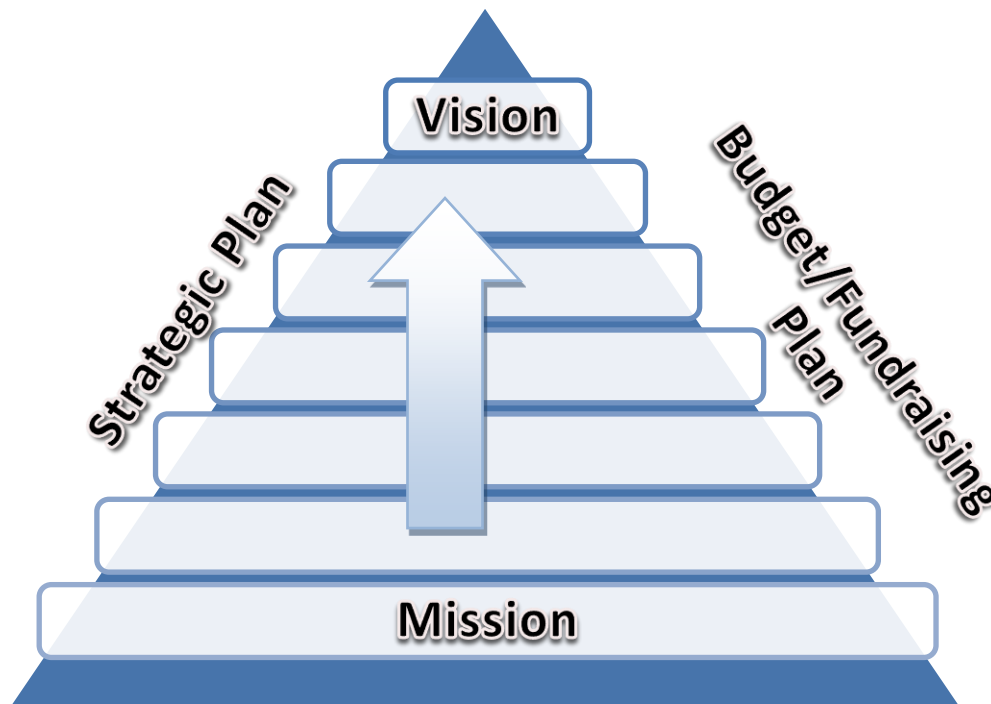
broad and customized input fosters a context that aids in achieving goals related to the mission.

**Our Path for Servants is Cyclical and Calendarized.**

The Assessment Plan is a regular and annual part of the institutional Strategic Plan. During every month of the year some phase of the Assessment Plan is in process as part of a perpetual and renewing Strategic Plan. There are also standard checkpoints throughout the process in the form of Board meetings and Planning Committee meetings. This level of accountability and input helps to make missional goals achievable.

**Our Path for Servants Links Strategic Initiatives (Goals) and Financial Planning.**

As each strategic initiative is considered and formed, the College also considered the financial feasibility of the initiative. Can it be funded through the budget and fundraising plan. Unless a Strategic Initiative is planned in connection with budget-building and fundraising plans, the Initiative has been created in a vacuum and is not linked to the limitations and potentialities that arise in the stage of implementation. Each strategic initiative action plan includes a column for “budgetary impact” to note the financial implications for carrying out the initiative. The following chart illustrates how Strategic Initiatives are directly linked to Budget Building.



The Mission forms the foundational basis for the advance of the plan. The Vision is the realization and goal of the Mission. For each advancing step in the Plan, the Strategic Plan is linked to the feasibility of the Budget/Fundraising Plan.

#### **5.A.4. The institution's staff in all areas are appropriately qualified and trained.**

The Staff of ABC are appropriately qualified and trained. The [organizational chart](#) reflects all of our Staff positions and personnel in those positions as of September 1, 2014.

Following examples illustrate that are staff are appropriately qualified and trained.

##### **Business Division**

*Vice President for Business*—Ken Lilly has his Bachelor of Arts in Bible and Theology from ABC in 1988. Ken earned his Master of Arts in Religion from Liberty University School of LifeLong Learning in 1991. Ken served fourteen years in a local bank in a variety of functions with his last four years as a commercial lender. He then earned his Executive MBA from West Virginia University in 2008. Ken has served as our VP for Business and Treasurer for sixteen years. He has also taught a variety of classes here at ABC, such as *Organization & Administration; Introduction to Business; and Consumer Math*.

*Business Manager*—Chris Smith has his Bachelor of Science in Accounting from Shepherd College (now Shepherd University) in 1993. He has served at ABC since January 2009 and became our Business Manager September 2010.

*Director of Maintenance*—Rick Golden has his Bachelor of Arts in Bible and Theology from ABC in 1982. He has served as an HVAC Technician, HVAC Salesman, and Office Manager for sixteen years as well as an Assistant Manager of Eckerd and Big B Drugs for four years. He has been part of our Maintenance Department since July 2005.

*Director of Technology Services*—Michael Rowe has his Bachelor of Arts in Bible and Theology from ABC in 2003. Further, he earned his Master of Science in Information and Telecommunications systems Management from Capitol College in May 2010. Michael began serving as the President's Executive Assistant as of June 2012. Currently he devotes approximately 70% of his time to Technology Services and 30% of his time to the President. Michael has served ABC since June 2003.

##### **Development Division**

*Vice President for Development*—Jonathan Rinker earned a BA from ABC (1998), a Master of Divinity from Virginia Beach Theological Seminary (2001), and he is a candidate for a Ph.D. in Biblical Studies from Baptist Bible Seminary (PA). Since 2001 he has also been a leader in an area church where he mentors ABC students gaining

practical ministry experience. His theological education and church leadership experience has equipped him to ensure that the practical activities of Admissions, Alumni Services, Financial Aid, Fundraising, and Public Relations align with the College's mission, doctrinal beliefs, and church constituency. He has also taken courses in stewardship and fundraising from The Center on Philanthropy at Indiana University, enhancing his abilities in fundraising and donor relations. Mr. Rinker is also an effective assistant professor and member of the College's Bible faculty.

*Director of Admissions* – Scott Ross, Director of Admissions since 2008, earned his BA from ABC in 2009, after a 21-year career in the U.S. Navy. His eleven years as a Navy Counselor and three as a USN Recruiter equipped him with professional experience that has enabled him to organize and lead the College's recruitment and enrollment efforts. Further, as an alumnus of ABC and father of a current student he has enhanced ability to relate with and counsel prospective students and their parents.

### **Extension Ministries Division**

*Vice President for Extension Ministries* – Dave Holloway earned a Bachelor of Science degree in Administrative Management from Temple University in 1981. Dave served as the Dean of Men at Pensacola Christian College from 1981-1983. From there he had several years working in retail management in a chain of lumber stores. Dave has 16 years of camp management experience at [High Point Camp & Conference Center](#) in Geigertown, Pennsylvania. Dave joined the staff of ABC in 2002 as the Vice President for Extension Ministries. He has certifications in CPR, First Aid, Certified Pool Operator, Outdoor Emergency Care, Lifeguarding and Scuba.

*Director of Retreats* – Ruth Knicely received her Bachelor of Arts in Bible and Theology from ABC in 1986. After graduation Ruth served as Secretary to the Registrar and Secretary for Christian Service. During the summer months she served at Alpine in a variety of roles. As Alpine developed into a year-round ministry she transitioned to Alpine full time, serving as the Camp Secretary and Secretary to the Vice President for Extension Ministries. Ruth has served as the Director of Retreats since 2003.

#### **5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.**

The budget planning cycle of the College starts in January and continues through September for a particular fiscal year. The annual, full operating budget is developed with details from each department and program. The Vice Presidents of each division submit their proposed budget through the Administrative Committee (ADCOM) in multiple steps.

A Staff member submits a [request](#) for any expenditure. A mid-level manager must sign for approval. The applicable Vice President must authorize purchase requisitions. Finally, the VP for Business must sign to approve the expenditure. Expenditures are checked to make certain a line item does not get overspent or else a Variance to Budget form needs to be filed.

The Business Manager generates a monthly report by the 15<sup>th</sup> of the following month. The VP for Business attaches a summary sheet and distributes them to the President and Vice Presidents for review. These regular financial reports ([10/13](#), [2/14](#), [5/14](#)) are produced monthly and distributed to administrators for proper internal management of the budget. The department heads are accountable to monitor their spending in accordance with the budget. The administration is able to make effective decisions in line with the budget through using these accurate and timely reports.

The Vice President for Business regularly summarizes the financial results not only for the administration and department heads, but also for the Finance Committee of the board at their scheduled meetings. The auditor has given an unqualified opinion on the annual financial statements of the institution for a number of years.

## **Summary: 5.A. Strengths & Concerns**

### **Strengths**

- The College's external financial accountability measures indicate that it has sufficient funds for current operations.
- The College's investment per student is slightly less but still on target as compared to similar institutions.
- The number of instructors and the teaching loads they maintain indicate that the College supports its educational programs.
- The College's current technology staff and infrastructure are sufficient for current operations and future expansions.
- The College's budget allocations indicate that the academic programs of the school are the priority.
- The College's assessment plan, Our Path for Servants, ensure that all aspects of its operation are driven by the mission of the school.
- The staff of the College is appropriately qualified and trained.
- The budgeting and monitoring of expenses is well developed.

### **Concerns**

- The College needs to make more intentional systematic efforts for forecast changes in the organization, resources, and opportunities it faces so as to adequately plan for the future.

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

**5.B.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.**

As observable in our Finance Committee minutes and Personal Academic Committee (PAC) minutes, our Board of Directors has oversight of the entire organization. These minutes reflect examples of their engagement at the oversight level and not the day-to-day operations of our institution. Corporate minutes for [Sept 2013](#), [January 2014](#), and, [April 2014](#) are included for your review in order to see an entire annual cycle as the Board meets.

**5.B.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.**

Our five Vice Presidents submit reports to the President when we prepare for our three Board meetings a year. This divisional report captures relevant, essential items that are being dealt with within each division. These areas include personnel, areas of oversight, and upcoming events. These divisional reports are incorporated into the Board of Directors' Agenda Books, which allows them to stay up-to-date with each division. There are Committees of the Board that meet cyclically with the College administration. A few examples include Finance Committee meets with Vice President for Business each meeting and Audit Committee meets with external auditors annually. Another illustration is Student Services Committee meets with Student Deans during September Board meetings and Student Council during April Board meetings. These cycles of meetings ([January](#), [April](#), & [September](#)) provide examples of how the Board stays informed and engaged with college events. Further, the Board meets informally with campus personnel while they are on campus, such as meal times and other opportunities of personal conversations. After each Board meeting, the President shares a thorough review of the Board minutes with the Staff to keep them informed of Board decisions and actions.

Faculty meet three out of four Thursdays a month (alternating meeting with Staff), which allows them to pray and stay informed of academic blessings and challenges in the classroom.

Every Monday afternoon that the President is not travelling to represent our ministry, we have [administrative meetings](#) attended by our Vice Presidents. We discuss relevant cross-divisional items and pray for our ministry.

Each division has periodic meetings with its divisional members. Those minutes are forwarded to the President to keep him abreast of divisional events. Here are some examples of divisional meeting minutes: [Business Division](#), Student Services Division ([8/13](#), [8/14](#), [12/14](#)), & [Extension Ministries Division](#).

**5.B.3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Appalachian Bible College is committed to engaging “grass-roots” in order to have equipped students to enter vocational ministries. To that end, administration, faculty, staff, and students work together throughout the year collaboratively to graduate prepared servants by completing academic requirements, exhibiting approved Christian character, and demonstrating commendable zeal in practical Christian service. This is a continual process and not just an one-time event. This process begins with our All-School Reception when the President charges the student body and Staff to commit themselves afresh (or for the first time) for the rigorous academic year to our finish line of the academic year when we have a campus-wide Work Day with students and Staff working side by side, an All School Picnic that allows fellowship and serious reflection of the accomplishments of the academic year, and a few days later with a final charge that crescendos into our Commencement Exercises that is at the apex of a Spring Bible Conference. Our Commencement is always used as a reminder that our focus is not just acquiring knowledge to fill our heads, but a challenge to use our equipped hands for the urgent task to make a difference in people’s lives along with a stirred heart that provides the appropriate motivation. In short, our motto “Because Life is for Service” is a reflection of “buy-in” from everyone associated with our institution. This inward reality is only evident in outward behavior that is observable in our campus family that embraces serving others instead of focusing on ourselves.

We prepare an IDEA survey for our student body to assess Faculty each semester to evaluate effectiveness of teaching in the classroom.

We conduct periodic surveys to assess the effectiveness of various campus services. An example, our contracted Food Service Aladdin Food Management of Wheeling, West Virginia conducted a 25 question survey within last few years, asking students how well they are doing. Aladdin took the results of the survey and made specific, direct changes



as a result of students' input. A handful of years ago we participated in [Best College Workplace](#) and was awarded recognition in 2009 to be among their top Colleges.

## **Summary: 5.B. Strengths & Concerns**

### **Strengths**

- The structure of the Board of Directors ensures that they provide oversight into all aspects of the College.
- The structure and organization of the College ensures that its internal constituents are involved in the schools governance.

### **Concerns**

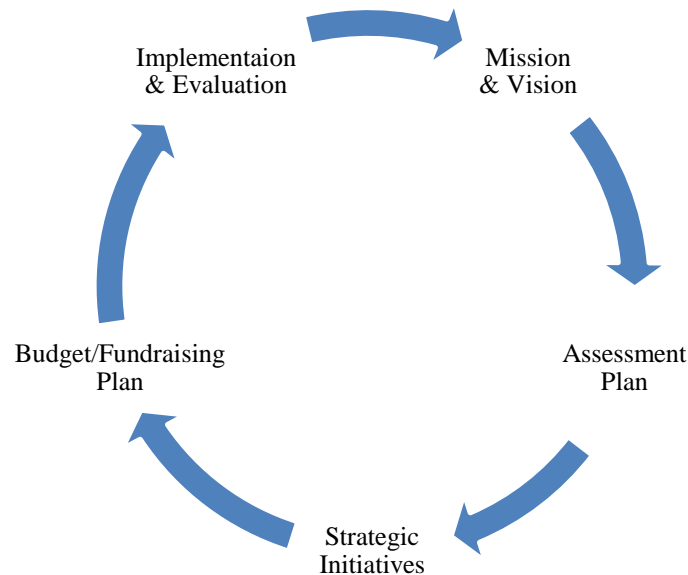
- In the 2014 Focused Visit on Finances, the HLC team expressed some concern about the Boards know of the College's financial status. Even though the team expressed this concern, they still found that the College was in compliance with this criterion. The College has accepted the advice of the HLC team and has taken measures to ensure that the Board's knowledge of the school financial status is adequately communicated.
- While the College does engage the student body in the governance of the school through the student government, it might be helpful to strengthen this area.
- While the College's assessment process for students allow them input in setting academic requirements, the collection, storage, and analysis of this information needs strengthened.
- Instruments need to be developed to receive feedback from all the internal constituents of the College for setting academic requirements.

### 5.C. The institution engages in systematic and integrated planning.

Appalachian Bible College aligns its resources with its mission, links assessment and evaluation with planning and budgeting, involves the whole institution with input from internal and external constituents, understands its current capacity and plans with both the possibility of future challenges and advancements in mind.

#### 5.C.1. The institution allocates its resources in alignment with its mission and priorities.

The College's allocation of resources flows from a mission-driven strategic planning process. Annual strategic planning begins with an assessment cycle that grades areas of mission-critical need in reference to the College's vision. These areas of mission-critical need are then crafted into strategic initiatives. Thus, each year both human and fiscal resources are devoted to sharpening effectiveness for advancing the mission. The College's strategic planning and assessment process demonstrate that the mission and vision are the starting reference point for planning that leads to the allocation of human and fiscal resources.



**5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

The College's planning process demonstrates that it links assessment of student learning, evaluation of operations, planning, and budgeting. For example, surveys such as the [Student Satisfaction Inventory](#) (SSI) and the Standard [Bible Content Exam](#) (given to freshman and juniors) and other assessment tools are data-rich resources used in the College's annual assessment and planning processes.

As each strategic initiative is considered and formed, the College also considers the financial feasibility of the initiative: Can it be funded through the budget and fundraising plan? Unless a strategic initiative is planned in connection with budget-building and fundraising plans, the initiative has been created in a vacuum and is not linked to the limitations and potentialities that arise in the stage of implementation. Each strategic initiative action plan includes a column for "budgetary impact" to note the financial implications for carrying out the initiative. A [strategic initiative](#) from 2012 is given as an example.

**5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

The College demonstrates that its planning process encompasses various shareholders from the whole institution, considering internal and external constituents most appropriate for effectively carrying out the planning process. Recent cycles of the planning process have included board members, alumni, and current students, in addition to college personnel representing various skill sets. Each of the college's five major divisions (academic, business, development, extension ministries, and student services) has been represented on assessment task forces and action plan committees. The following example of a [2012-2013 STRATEGIC INITIATIVE ACTION PLAN](#) shows both the Business (Ken Lilly & Chris Smith) and Academic (Charles Bethel) divisions are represented.

The Assessment Plan has a proper and balanced mix of administrative leadership and staff and faculty participation and input. Furthermore, parts of each year's cycle of planning are presented by the President during Board of Director's ([Sept 2013 Board Minutes](#) under "Personnel & Academic Committee Report," point 4) meetings for their knowledge, input, and adoption.

The Strategic Plan is also flexible, always seeking to match the particular Assessment Initiatives and Strategic Initiatives with the best mix of personnel to serve on an

Assessment Review Panel, Assessment Task Force, or Strategic Initiative Action Committee. As Assessment Initiatives and Strategic Initiatives change annually, so does the combination of College personnel that are directly involved in those issues. This broad and customized input fosters a context that aids in achieving goals related to the mission.

**5.C.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.**

Appalachian Bible College has successfully planned and prepared through its strategic planning process called [Our Path for Servants](#). This strategic analysis has allowed us to examine our Strengths, Weaknesses, Opportunities, and Threats ([ABC SWOT Analysis](#)). As part of our planning process, we meet weekly through the academic year and for extended periods during Retreats. It is our normal cycle to meet for an entire day as first semester ends, a full day as spring semester ends, and two and a half days during the summer to prepare for the upcoming academic year. An example of our Retreat planning and discussion can be found in our [ADCOM minutes](#) from December 2013.

While it is desirable to anticipate all that could face our institution both internally and externally, the reality of our sixty-five years of existence is ultimately rooted in a balance of dealing with facts of our actual context with faith of our institution to serve our community. It is easily seen in our area of southern West Virginia, we have a lot of dependence on coal as one of our main industries. As price of coal has had changes in value in the marketplace, our geographical area reflects the same volatility, although it normally does not have the extremes (as high or as low) as our national economy. We are acutely aware of that. As an example much of our Gift Income (to keep student tuition as affordable as we can) comes from our area, whether corporate gifts or individual gifts. Consistent general gift income is received, but historically, some donors wrote fair sized checks to support our institution. It has been very challenging in our current market for some corporations involved with coal and construction to contribute checks that had been given in increments of hundreds of thousands of dollars historically. The Lord has faithfully provided for us, but we have had to be creative to supplement the dollars that came in large checks historically. As enrollment has fluctuated (challenge of only 65 enrolled freshmen in Fall 2011 when we expected 90 freshmen) to the largest freshman class of 108 in our history a year later in Fall 2012, we have dealt with volatility. We always go back and assess what we need to adjust upward or downward to have an acceptable budget. In West Virginia, we receive PROMISE funds for those in-state students that excel academically.

Simply stated, ABC has direct control over some areas and very little control over other areas, but we are diligent to identify internal and external factors that assist us or hamper us in accomplishing our mission. We make adjustments accordingly to live within what revenues we receive. ABC management continues to discuss desire to begin funding part of depreciation, which would improve the Department of Education ratio that we are realizing it is more and more important to reach 1.50 as our goal.

**5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

Appalachian Bible College demonstrates an awareness of how emerging technologies and globalization impacts our college campus family and our students. Staff and Faculty have opportunities for professional development and seek workshops to improve their trade or teaching capabilities. For example several of our administrators and Faculty participate with Association for Biblical Higher Education (ABHE) in an annual conference in February each year along with our VP for Business is engaged with Association for Business Administrators of Christian Colleges (ABACC) as a Member and as a Board Member. Further our VP for Academics normally attends HLC Conferences in Chicago to bolster our ability to enhance a quality education to our students.

The College maintains memberships and subscriptions to such resources as *The Chronicle of Higher Education*, National Association of Independent Colleges and Universities (NAICU), and West Virginia Independent Colleges and Universities (WVICU). These resources allow ABC to stay abreast of emerging factors that affect higher education. The conferences allow ABC to gather resources to prepare for planning and strategy sessions.

A [recent survey](#) conducted by Technology Services identified that students typically utilize 3 to 5 wireless devices. We further realized our network had slowed down from both aging infrastructure (routers) as well as growth of number of devices. The College upgraded equipment in our resident halls to handle the increased Internet traffic, which has encouraged our student body as well as enhanced their learning abilities to browse and find information for their research. This directly improved morale, especially for the students to see the improvement with upgraded equipment and increased speed that now delivers our internet traffic.

The College has some exposure to globalization by presence of international students on our campus. Some of our alumni have sent their children to attend ABC and now we have some grand-children, thereby impacting three generations. Some of these alumni

minister on mission fields in New Zealand, Uruguay, and other countries. This has enhanced our campus with their presence and input into our campus family. Our VP for Extension Ministries has taken several trips to help build camp initiatives (such as a ropes course or team-building apparatuses). Through the years a team of students and Staff have visited Brazil, Uruguay, South Africa, and Colombia, South America.

## **Summary: 5.C. Strengths & Concerns**

### **Strengths**

- The College's allocation of resources flows from a mission-driven strategic planning process.

### **Concerns**

- While the College's assessment plan clearly links the budget to planning, the school needs to do more than project costs. The College needs to establish goals as to how it plans to fund those initiatives which are approved for implementation.
- The strategic planning process, as a whole, seeks to engage all part of the institution through contribution of the various vice presidents. However, a more intentional and systematic effort needs to be given to include all aspects of our constituency in the development and planning of institutional strategic initiatives.

**5.D. The institution works systematically to improve its performance.**

Appalachian Bible College seeks to work systematically and intentional to improve performance in all aspects of the institution.

**5.D.1. The institution develops and documents evidence of performance in its operations.**

**Academics**

The Academic Division of the College seeks to improve its performance by developing and document evidence that indicate its areas of strength and those areas where improvements are need.

This process begins with an evaluation of the Vice President for Academics. The President annual conducts an [Appraisal & Review](#) with the Vice President for Academics. This Appraisal & Review typically takes place in the early to mid-summer. In addition, the Vice President for Academics regularly as faculty member how he might improve his service to them.

The next aspect related to the systematic improvement of operations is the evaluation of the faculty by the academic leadership. The Vice President for Academics meets with each faculty member during the summer for an [Appraisal & Review](#) time ([Faculty Handbook](#), p. 9). This time not only includes a review of their course evaluation and related IDEA surveys, but also a review of their contribution to our institution as a whole. The Appraisal & Reviews of the faculty are place in their personnel file. Additionally, the Vice President for Academics will observe faculty in the classroom.

The faculty must also complete self-evaluations of their courses. These evaluations are submitted to the Academic Office and placed in their personnel file. These evaluations are the course evaluations that the Vice President for Academics will use to help improve the performance of the faculty member.

The final aspect in improving our academic performance is the student component. We currently employ the IDEA Student Rating of Instruction instrument to gain student input on instructional performance. We have found this tool more helpful in regards to large classes or with instructors who teach a large number of students. However, this tool does not work as well with smaller sized classes or with instructors who do not teach a large number of students. It is the desire of the Vice President for Academics for the faculty to develop a student survey which might better fit our context. We have always found the data provided by IDEA to be helpful when the courses meet the statistical standards.

## **Finances**

Our external auditor Gibbons & Kawash has prepared management letters as part of the normal audit response. We have attempted to improve our business operations from each letter they have provided. The latest three fiscal year [Management Letters](#) are from 2011, 2012, and 2013. As evidenced by our improving and not having an item repeated the following year reflects we take to heart what is presented and attempt to have that item cleared in a subsequent year.

Another invaluable tool provided by our external auditor is a Performance Review of our financial information as compared to industry peers. It has been helpful for us to realize we must increase our cash reserves, which will in turn improve our Department of Education ratio. The last three Performance Reviews are [2011](#), [2012](#), and [2013](#).

We do provide financial summaries to our Board Members each Board meeting, but it may be helpful and definitive to develop a list of metrics or dashboard items to be used internally that we could share with the Board. It would assist our administration to have a weekly or monthly pulse of what is happening throughout our institution. From a business perspective, we do provide monthly financial data to our administration, mid-level managers, and department heads. We have shared examples in an earlier part of the narrative, but a [sample](#) is included here if you would like to review.

## **Student Services**

The Student Services Division continually seeks to improve the performance of the services offered to our students through the following measures:

- Student interviews
- Resident Assistants
- Dorm meetings
- Exit interviews

## **Financial Aid**

The Development Division oversees our Financial Aid Department. The Financial Aid Department stays abreast of all issues related to the aid our students could potentially receive and the impact that new regulations might have on the ability of our students to receive aid. The Financial Aid Committee seeks to adjust or develop new areas of student aid to meet the needs of our students.



**5.D.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.**

Historically Appalachian Bible College has focused its attention on keeping tuition affordable for students and investing what scholarship dollars could be given to retain students. We constructed a lot of comfortable buildings on campus, hoping to attract new students and retain current students with a comfortable, family-oriented campus. Just because “we built it has not translated that students have come or at least that they have stayed”. We are beginning to realize through these past years that we invest a lot of time and energy, writing reports for what strategic steps we could take to “get off of watch lists” or to improve our ratio. It is a matter of “balancing our faith with our factual reality”.

What must we do:

- 1) Improve our unrestricted cash to nearly \$1,600,000 within our current operational level;
- 2) Increase our campus student population to 175 or above;
- 3) Offer academic programs that fit our mission that students desire;

**Summary: 5.D. Strengths & Concerns**

**Strengths**

- The College works to improve its planning process through input received and gathered from both internal and external constituencies.
- The College adapts from lessons learned through its operational experience.

**Concerns**

- The College should be more intentional about forecasting emerging factors that might affect its planning through future oriented studies and projections.

## **SUMMARY OF STRENGTHS AND CONCERNS**

The following lists are a summary of the strengths and concerns found in the self-study process. These are summary statements of some of the key findings in each Criterion section, and reflect 1) the areas of significant accomplishment in fulfilling ABC's mission and 2) the areas of concerns that have surfaced, and that are being further examined.

### **Criterion One – Mission**

#### **Strengths**

- The amount of credit hours of Bible and Theology is higher than the norm for ministry training at other similar schools.
- A Practical Christian Service Director staff position is in place to oversee the aspect of our mission related to “guided Christian Service.”
- The Christian character assessment process is thorough and accurate in identifying the required qualities in the students.
- The strategic planning and budgeting process is well developed and integrated.
- The mission statement is clearly and publicly advertised on the campus website and all public development pieces for distribution to constituents. These pieces are updated and reordered for distribution yearly.
- ABC's mission and purpose statement are amplified regularly to the campus family and community constituency in chapel services, literature pieces, website, academic communications and are incorporated into the Strategic Plan on an administrative level.
- Appalachian Bible College understands the relationship between its mission and the constituency we serve.
- The academic offerings of the College reflect diversity in the areas of: gender, age, language, culture, and religion.
- The College offers various opportunities for students to engage in cross-cultural exposure.
- Appalachian Bible College intentional engages in the public good through various well publicized events and activities.
- 

#### **Concerns:**

- Some academic department chairs do not have terminal degrees or terminal degrees from an accredited institution.
- Future degree programs and offerings must carefully fit into the institutional mission and core values and within the confines of a biblical curriculum of quality academics.
- While the College maintains a website, it recognizes the need to be more intentional in expressing its mission through social media outlets.

- While the student population of the school reflects our context, it must be intentional in engaging a more diverse constituency guided by our mission and doctrinal statements.
- While no specific concerns were surfaced, the College continues to seek new ways to demonstrate its commitment to the public good.

## **Criterion Two – Integrity: Ethical and Responsible Conduct**

### **Strengths**

- The College maintains both internal and external accountability measure to ensure that it operates with financial integrity.
- The College has policies in place that ensure academic integrity.
- The College has policies in place that clearly indicate the responsibilities and benefits of the staff.
- The auxiliary functions of the College operate with integrity.
- The College presents itself in a clear way to its constituency and the general public regarding its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.
- The priority of the Board is the sustainment and advancement of the College's mission.
- The Board structure and make-up allow it to receive input from both internal and external constituencies.
- The Board Handbook includes policies that protect the Board from undue influence from outside sources.
- The policies and practices of the Board show that they provide oversight of the entire institution allowing the day-to-day operations to be managed by the administration.
- The College has established clear and appropriate guideline in relations to freedom of expression and the pursuit of truth.
- Due to, what is in our view, the critical nature of our mission in relation to personal credibility, the College stresses integrity and ethical behavior in all areas of it operation and in the lives of our students, staff, and faculty.
- The College continually and consistently communicates to our students the appropriate of information resources.
- The College consistently enforces its policies regarding academic honesty and integrity.

### **Concerns**

- While most departments within the College have a policy and procedures manual, there were a few areas where these could not be readily identified.
- A possible improvement in this area could be the intentional reminder of what the College communicates concerning the items in this areas in all its regular meetings; for example: staff meetings, faculty meetings, dorm meetings, divisional meetings, ministry major meetings and chapels.

- There should be a policy in place which establishes how the Board records its discussion and action when it deems it is necessary to deviate from established policies for the well-being of the institution. Additionally, there should be a mechanism in the policy which would require the Board to redress those decision that deviate from the established policy to determine if the policy needs changed.
- A possible improvement in this area could be a more intentional communication to our campus family as to what constitutes an appropriate freedom of expression and pursuit of truth within our confessional and missional distinctiveness.
- Due to the continual advancement in information technology and the somewhat informal way that our society views the use of information found in such areas as social media sites, the College should develop a formal “philosophy of technology and information usage” with the intention of constructed in a way that it establishes timeless principles to guide our staff and students.

### **Criterion Three – Teaching and Learning: Quality, Resources, and Support**

#### **Strengths**

- The College’s assessment process seeks to improve existing programs and develop new programs appropriate to higher education.
- Our library resources are continually updated through the acquisition of new materials and technology. The library seeks not only to provide information to the students, but to also help them manage that information appropriately.
- The College’s programs and courses are structure in such a way as to ensure that the appropriate level of academic achievement is maintained.
- The use of standardized testing in both general education and our majors allows the College to compare its academic achievement to other institutions of higher education.
- The College has improved in its general educations offerings since our 2005 visit.
- The College’s Philosophy of Education includes statements related to its goal to provide integration of broad learning and skills.
- The College uses the CAAP standardized test to ensure that the breadth and depth of its educational programs conform to the standards of higher education.
- The addition of highly qualified faculty in our General Education Department.
- The Practical Christian Service Department facilitates the ability for students to use what they are learning in their current environment.
- The student body reflects the diversity of the constituency we serve.
- The faculty are continually encouraged and enabled to advance their education through various means.
- The faculty contribute to the discovery and communication of knowledge through writing and speaking engagements.

- Certain ministry majors share major projects with the campus community at-large (Camping Major – Develop Career Portfolio, Research Current Trends; Music Major – Senior Recital; El Ed – Student Teaching).
- The qualifications and development of all faculty are maintained in the personnel files.
- The College will allow, under special circumstance, a faculty member to be hired without first attaining appropriate formal professional education credentials. However, under these rare circumstances, the College develops a plan in which the faculty member will commit to being in the process to completing the education necessary for proper credentials.
- Procedures for the evaluation of faculty are mentioned in numerous documents available to the faculty members.
- The College has significant policies in place to support the profession development of the faculty.
- The College has established several practices to facilitate informal contact between the faculty and students. The faculty as a whole considers it their responsibility to be as accessible to students as possible.
- The staff receives initial and continual training in the areas of student support services.
- The College provides: Dorm Assignments, Freshman Orientation, International Student assistance, Students with Disabilities assistance, Online Student retention rates and assistance, and Career Placement Services
- Under the leadership of the Librarian, the library has become increasingly efficient in the acquisition and management of its resources.
- CAAP Test Results
- Many upper level major courses require research projects.
- The College sponsor number student activities and groups, which contribute to the accomplishment of the mission of the school and the educational experience of the students.

## Concerns

- A more rigorous process for assessing the need and feasibility of new academic programs should be established.
- All institutional documents need to be reviewed to ensure that there is a consistency in the language and terms used (e.g., “second ministry major” instead of “minor programs”).
- While all adjunct faculty are given access to the College’s “Faculty Resource Site,” there needs to be a more robust system for ensuring that they are being kept up-to-date on the discussions of the faculty, technology tools, and the functioning of the school.
- The chairs of our ministry majors need the ability to do fuller assessments of their programs.
- Continued effort needs to be given to strengthening our general education offerings.

- Develop a process to align general education courses with program needs and learning outcomes.
- An assessment is need to ensure that our leveling of courses (100, 200, 300, 400 level) are consistent with other institutions of higher education.
- The College needs to develop a process where the various programs are enabled and held accountable for how knowledge attainment is gained through multiple stages.
- Currently, the faculty members do not post a Curriculum Vitae on the College's website, which could be helpful in communicating their credentials and the quality of education a student might expect from them.
- The College currently does not have a full-time faculty member credentialed in the area of English grammar and composition.
- A more robust system for tracking the performance and evaluation of faculty members should be established.
- The practice of peer review within the faculty should be strengthened.
- A more robust system of expectation and accountability must be developed for professional development policy of the College. This is especially in relation to the In-Service train programs which funds advancement in degrees.
- While the College budgets for the professional development of the faculty, more must be done to ensure that faculty development is a priority.
- The continued professional development of the Financial Aid staff.
- Some of our course requirements might not correspond to the course number assigned.
- Academic advising of online and graduate students – While academic advising and services are provide to these students, it is more a matter of the initiative of the personnel involved rather than a policy.
- The College needs to establish a more rigorous method for tracking students in the H.E.L.P. program.
- The College needs to better communicate the relationship between the Academic and Student Services divisions in relation to students' ability to make up work and absences.
- There are limited teaching resources for some of our general education courses, such as earth science.

#### **Criterion 4 – Teaching and Learning: Evaluation and Improvement**

##### **Strengths**

- The College has a well-established policy for accepting transfer credit and all other credit it transcripts, such as experiential learning, military involvement, etc.
- The institution follows a clear organizational structure that helps maintain and exercise authority over all matters of scholastic concern.

- The institution clearly states the goals for student learning in a variety of ways.
- The retention policy adopted October 2013 and the Pharos software purchased the summer of 2013 are great tools to track persistence rates, analyze data and implement good retention practice.
- Faculty and staff are briefed monthly on intentional processes and methodologies in the area of retention, which assists the College in maintaining and improving student retention practices.

### **Concerns**

- The lack of a systematic method of evaluating the success of the institution's graduates is a concern that is being addressed through the Developmental Division, which is responsible for overseeing the Alumni Association.
- Faculty regularly evaluate and assess student learning, however there is limited data available to support these evaluations.
- The Elementary Education program clearly lays out the results of assessment and modifications made based on the information gleaned from evaluations. The other programs of the institution should have clearly laid out modifications as well.
- The College is working to move from simple tracking to strategic planning in the area of retention on an inter-office level.
- The College is seeking to more effectively utilize current personnel to gather and manage retention data.

## **Criterion Five – Resources, Planning, and Institutional Effectiveness**

### **Strengths**

- The College's external financial accountability measures indicate that it has sufficient funds for current operations.
- The College's investment per student is slightly less but still on target as compared to similar institutions.
- The number of instructors and the teaching loads they maintain indicate that the College supports its educational programs.
- The College's current technology staff and infrastructure are sufficient for current operations and future expansions.
- The College's budget allocations indicate that the academic programs of the school are the priority.
- The College's assessment plan, Our Path for Servants, ensure that all aspects of its operation are driven by the mission of the school.
- The staff of the College is appropriately qualified and trained.
- The budgeting and monitoring of expenses is well developed.

- The structure of the Board of Directors ensures that they provide oversight into all aspects of the College.
- The structure and organization of the College ensures that its internal constituents are involved in the schools governance.
- The College's allocation of resources flows from a mission-driven strategic planning process.
- The College works to improve its planning process through input received and gathered from both internal and external constituencies.
- The College adapts from lessons learned through its operational experience.

### **Concerns**

- The College needs to make more intentional systematic efforts for forecast changes in the organization, resources, and opportunities it faces so as to adequately plan for the future.
- In the 2014 Focused Visit on Finances, the HLC team expressed some concern about the Boards know of the College's financial status. Even though the team expressed this concern, they still found that the College was in compliance with this criterion. The College has accepted the advice of the HLC team and has taken measures to ensure that the Board's knowledge of the school financial status is adequately communicated.
- While the College does engage the student body in the governance of the school through the student government, it might be helpful to strengthen this area.
- While the College's assessment process for students allow them input in setting academic requirements, the collection, storage, and analysis of this information needs strengthened.
- Instruments need to be developed to receive feedback from all the internal constituents of the College for setting academic requirements.
- While the College's assessment plan clearly links the budget to planning, the school needs to do more than project costs. The College needs to establish goals as to how it plans to fund those initiatives which are approved for implementation.
- The strategic planning process, as a whole, seeks to engage all part of the institution through contribution of the various vice presidents. However, a more intentional and systematic effort needs to be given to include all aspects of our constituency in the development and planning of institutional strategic initiatives.
- The College should be more intentional about forecasting emerging factors that might affect its planning through future oriented studies and projections.



## **SELF-STUDY SUMMARY**

The purpose of this summary is to identify the major themes that are evident in the listed concerns.

Four themes have been identified from the concerns listed.

### **1. Financial Issues**

- With the growth in our physical assets a continuing challenge is funding depreciation.
- Our endowment needs expanded.
- We must increase our cash reserves.
- We must aggressively seek to increase enrollment.

### **2. Governance Issues**

- The Board of Directors needs to clearly indicate their knowledge of the operations of the College, particularly as it relates to the finances oversight.

### **3. Assessment Issues**

- As the College has grown and personnel changes have occurred, we have recognized the benefit for a central place on campus to store and organize data produced by the assessment instruments used by the College for effective and efficient analysis and retrieval.
- The current assessment plan needs to be continually reviewed and refined.

### **4. Communication Issues**

- Improvement of cross-divisional communication on the middle manager level.
- A system of communication that ensures that information is appropriately disseminated each level of the institution and constituencies reach all other levels.