



The Association for
Biblical Higher Education
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ABHE Evaluation Visit Report

For

Penn View Bible Institute

Penns Creek, Pennsylvania

April 24-26, 2013

Table of Contents

Introduction	3
Comprehensive Integrated Standards	
1. Mission, Goals, and Objectives	6
2a. Assessment of Student Learning and Development.....	7
2b. Assessment and Planning	8
3. Institutional Integrity	9
4. Authority and Governance.....	9
5. Administration	10
6. Institutional Resources.....	11
6a. Human Resources.....	11
6b. Financial Resources	12
6c. Physical Resources.....	14
6d. Technological Resources	15
7. Enrollment Management	16
8. Student Services.....	17
9. Faculty	18
9a. Faculty Qualifications, Development, & Welfare	18
9b. Faculty Decision Making.....	19
10. Library and Other Learning Resources.....	20
11. Academic Programs	23
Summary of Actions	
Commendations	26
Suggestions	26
Recommendations.....	27

Introduction

Penn View Bible Institute (PVBI) is located in central Pennsylvania at the northern end of the Appalachian range. Founded by the God's Missionary Church, it is one of several small Bible Colleges that adhere to the conservative doctrinal principles associated with the Wesleyan Holiness movement. The evaluation team in the words of the team chair was a "mature" or well-experienced team representing a diversity of ABHE institutions, doctrinal backgrounds, geography, and size.

Purpose of the Visit

The purpose of this evaluation visit was to determine whether PVBI, as an applicant institution, should at this time be recommended to the ABHE Commission on Accreditation for candidate status or not.

Membership of the Visiting Evaluation Team

The following persons served on the Visiting Evaluation Team:

Mr. Luciano Lombardi	Academic	Master's College (ON)
Dr. Larry Davidhizar, Chair	Administration	Moody Bible Institute (IL)
Mr. Dale Solberg	Library	Alaska Christian College (AK)
Dr. Judy Lincoln	Finance	St. Louis Christian College (MO)
Dr. Mark Comeaux	Student	Hope International University (CA)

Evaluation of Self-Study Materials

PVBI's self-study document was thorough without being laborious. There was a nice balance between description and evaluation. The Report was edited, not redundant, and provided supporting documentation. Since the final edition of the Report was completed almost six months prior to the Team visit, PVBI provided to the Team "Updates to the Self-Study Documents" which included any changes or additions to the self-study as a result of board or administrative actions since the final report had been submitted. The Resource Room had the majority of needed documents in hard copy and in easy-to-find notebooks and folders.

The Report

The following Evaluation Team report is organized according to the 2010 Standards. The use of “Team,” with a capital “T” refers to the visiting evaluation team, “Institution” with a capital “I” refers to the school visited, and “Report,” with a capital “R” refers to the Institution’s compliance document.

Commendations, Suggestions, and Recommendations are found in bold and summarized at the end of the Team report.

The Institution’s History

On July 31, 1966, after more than 15 years of praying and planning regarding the establishment of a Christian day school and Bible institute, the God’s Missionary Church conference conducted a Ground Breaking Service on the newly purchased property adjoining the camp meeting grounds. That fall, the Academy opened with Grades 1 through 11, and the next fall witnessed the opening of the Institute. In 1973, the original four-year ministerial program and three-year Bible diploma were supplemented by additional programs in missions, music, and Christian education. Later the Bible diploma transitioned into a one-year certificate and a four-year program in Biblical studies. In addition, programs in Christian music education, child evangelism, missionary nursing, and Hispanic studies were added. Penn View Bible Institute offers education on the postsecondary level, but does not offer degrees. The four-year programs are termed “Advanced Diploma” and the one-year program is termed “Certificate.”

ABHE Actions

On October 30, 2009, Penn View Bible Institute (PVBI) submitted its application to the Association for Biblical Higher Education (ABHE). In February 2010, the Commission on Accreditation (CoA) approved the institution for applicant status. The fall 2010 and fall 2011 Progress Reports were accepted by the CoA in February 2011 and 2012. An ABHE Staff Consultant visited the campus August 9-10, 2010; March 29, 2011; and March 5, 2012. The Team was provided the reports of these consultant visits.

The Institution’s Organization

Penn View Bible Institute is incorporated by the small denomination known as God’s Missionary Church. The Board of Directors of PVBI is composed of five ministers from the denomination and three

professional laymen for a total of eight directors. The Board hires the president who has been at PVBI for over 20 years. The president has six direct reports and the current director of development is a member of the Board of Directors and serves in this capacity as a volunteer. The director of finance position is vacant at this time. The academic dean has over thirty years of academic leadership at PVBI and has eight division directors.

Initial Comments

The initial impression of the general leadership structure is that Penn View Bible Institute as a whole has grasped what it means to enter the world of higher education. The mission statement was rewritten to include the phrase “To prepare Christ-like Servant Leaders **through higher education.....**” as a testament to PVBI’s future goals of ABHE accreditation and state of Pennsylvania degree-granting approval. Likewise the Board of Directors has undergone a major metamorphosis as it has moved from a very hands-on operational board to a board that focuses on general oversight and control and trusts the president to serve as the chief executive officer.

Comprehensive Integrated Standards

Standard 1 Mission, Goals, and Objectives

As is the case with most Bible Colleges, the mission statement of Penn View Bible Institute is clear and concise and reflects the distinctive of PVBI. Board Minutes and the Report reflect that this has been a major topic of discussion over the last three years as the Institution has begun discussions with ABHE in seeking candidacy. In addition to the widely-distributed mission, a “Statement of Core Values” was recently drafted by the faculty, reviewed by staff and ultimately approved by the Board of Directors. The Core Values are consistent with the mission of PVBI and articulate with more specificity what underlies the mission statement.

Board minutes and interviews with the board and administration confirm that the mission statement does guide board, faculty and administrative decision-making relating to planning, resource allocation, program development and educational outcomes. Interviews with faculty, staff, administration and governing board, shows there is a consistent understanding and support of the mission as stated.

PVBI has developed and communicated objectives for each of the academic programs. These objectives are consistent with the mission statement, the core values, and are communicated to the constituencies via the catalog and website. As PVBI seeks candidacy with ABHE, it has a strong mission statement that is appropriate to higher education and it serves as the foundation for institutional operations and programs.

Commendation

The Institution is to be commended that the mission of PVBI is tightly held and supported enthusiastically by the students, the faculty, the staff, the administration, and the Board of Directors.

Standard 2a

Assessment of Student Learning

In the Report and the Team visit, PVBI is found to be well on its way to implementing a consistent review and assessment of learning. Evidence of a mixture of quantitative and qualitative assessments have been put in place that help the Institution to determine the effectiveness of student learning and the achievement of learning outcomes based on Institutional and Programmatic goals and outcomes. During the visit, the Team observed a consistent intuitive environment of awareness by Academic staff and faculty relative to the assimilation of outcomes by students. Meetings with students during the visit also show evidence that students are verbalizing the accomplishment of such learning outcomes during their time at PVBI. Although at times general in their nature, the learning outcomes are identified and clearly communicated to students through program information in the catalog and course objectives in the syllabi. There is a commitment at an Institutional level to review the Institutional and programmatic outcomes in order develop greater clarity and distinction as they apply to the varied programs of learning. Positive indicators evidenced in both the Report and Visit show that PVBI is headed in a positive direction toward creating a healthy and mature assessment culture that will translate into planning and improvement in student learning.

In reference to USDE requirements, PVBI has posted graduation and placement rates in their most recent 2012-2014 Catalog. Upon searching the website for the information, the Catalog was not present. It would be best to have a static page linked to the website homepage that lists the data clearly and can be updated easily and regularly throughout the course of each year.

Commendation

The Team commends PVBI for the demonstrated competency exhibited by the academic leadership in creating a positive culture of the assessment of student learning.

Suggestions

The team suggests that PVBI continues the implementation of the systematic review of learning goals and objectives across all programs and curricula.

The team suggests that PVBI continues to improve the institutional assessment process to define more clearly the relationships among the assessment elements including planning and resource allocation.

Recommendations

The team recommends that PVBI in the assessment of student learning continues efforts that insure consistent use of data to drive planning and improvement. [Standard 2A, EE 1, 5]

The team recommends that PVBI clearly posts graduation and employment rates for public access. [Standard 2A, EE 7]

Standard 2b: Assessment of Institutional Effectiveness and Planning

Penn View Bible Institute has a written assessment plan for Institutional Effectiveness and Planning. Three of the six institutional goals presented in the PVBI Planning Document relate to matters of finances and advancement, physical plant, and technology. The other three are for accreditation and program initiatives, marketing and enrollment, and student services. Clearly, the Institute has studied the needs of the college and has made them priorities.

It was difficult to determine how assessment data was used to prepare the budget and allocate resources. Much of the reported assessment data was gathered by the use of in-house surveys, which may or may not be appropriate for all areas. Other possible methods that can be used for assessment for institutional areas include food service inspection reports, insurance company inspection reports, fire department inspection reports, emergency evacuation drill times, positive cash flow, unqualified opinions on audit reports, and maintenance records. While the college collects data and uses it to improve the Institute, it should have more formal statements showing the progression from the data to planning and budgeting.

Suggestion

The Team suggests that Penn View Bible Institute continues to improve its institutional assessment process to define more clearly the relationships among the assessment elements including planning and resource allocation.

Standard 3 Institutional Integrity

Penn View Bible Institute holds integrity in high regard. Institutional publications and website accurately describe the Institution, the academic programs, and the expectations of all internal constituencies. All handbooks have been updated while in the case of some such as the Board of Directors---newly created. The Faculty Handbook, Student Handbook, and Administrative Handbook address grievance procedures for the affected parties as well as policies/practices for resolving internal conflicts. Currently the president acts as the human resource manager as well as the arbitrator in grievance or conflict matters. There would be an advantage of having a more neutral ombudsman or even a specific committee for each of the constituencies (faculty, student, staff) that would hear the grievances that arise.

There is an academic freedom statement in the Faculty Handbook and the catalog lists the graduation rates and placements of the PVBI graduates. The Business Office is on excellent terms with local vendors and initiates the conversation when there is a cash flow issue and a delay in payments. The Institution also has open communication to all the internal constituencies when it comes to compliance with accrediting and state governing agencies. A breadth of internal constituencies was in attendance at the exit interview of this ABHE visit. PVBI exhibits model Christian ethical behavior and demonstrates integrity in all of its practices and relationships consistent with its own stated policies.

Standard 4 Authority and Governance

The Institution is operating legally within the Commonwealth of Pennsylvania as evidenced by a letter from the Pennsylvania Department of Education. PVBI currently does not have permission to offer degrees but will seek degree-granting status once candidate status with ABHE is achieved and there are enough funds in an endowment that will allow for an application to be completed. These are state restraints.

Interviews with the Board of Directors, the president, and a review of the Board of Directors Handbook reflect a Board in transition. Changes to the Board documents (Constitution/Bylaws) reflect the evolution of a Board from seemingly daily operational oversight that approved every decision made by the

president to a Board of general oversight with a trust and expectation in the president to handle the day-to-day matters of the Institution in a professional manner. The governing board has officers that do not include the president and it assists the president in generating resources needed to sustain and improve the Institution. There is an annual evaluation of the president. A conflict of interest policy is in the Board of Directors Handbook and there is an annual reporting form for the directors to complete.

While the Board does not have women on it, an impression made on the visiting team was the cross-generational dynamic of the Board with active participation by all. There is a balance of clergy with business leaders. The Board is autonomous though there are connections to the denominational hierarchy. A challenge for the future is the ongoing dynamic of separating the K-12 Academy from the Bible Institute. There might even be a day when the Academy has its own Board of Directors. The Administrative Handbook also speaks to the assessment of a board member's effectiveness along with the orientation and development of new members. The Board has been encouraged to recruit additional members as a means to broaden the sense of ownership with external constituency groups.

Commendation

The team commends PVBI for the means by which the Board of Directors has owned and embraced this accreditation initiative and has rewritten its responsibilities moving from a hands-on operational board to a board of oversight and control that trusts and supports the president and chief executive officer.

Suggestion

The team suggests that PVBI's Board of Directors develop a succession plan for the office of president and chief executive officer.

Standard 5 Administration

The administration of Penn View Bible Institute is very characteristic of smaller, denominationally controlled institutions. Most of the administrators have a healthy tenure with the Institution and most serve the denomination by pastoring churches or preaching on a regular basis. The president of PVBI has been at the campus for over twenty years and the chief academic officer for over thirty. Both are appropriately

credentialed for their respective positions. At the time of the evaluation visit, the director of finance position was vacant with duties being assumed by support staff and the president.

The organizational chart is clear and the lines of authority are easily understood and practiced. As is true with smaller institutions, there is the challenge to not micromanage and allow the skilled professionals the freedom to perform the duties as described. Handbooks have been revised, are exhaustive, and clearly delineate the expectations of the administrators as well as support staff. Interviews acknowledged that evaluations are performed on a regular basis and records are securely maintained. All in all, PVBI has a strong administration group who are deeply committed to the mission and who are positioned in the organization such that their passions and skills can be used for maximum effectiveness.

Suggestion

The team suggests that PVBI hire a Director of Finance as soon as possible so the president is removed from these tasks and is also free to travel and raise funds for the Institution.

Standard 6 Institutional Resources

6a. Human Resources

Penn View Bible Institute has an adequate number of qualified personnel to provide services to students, faculty, and administration. There are written job descriptions and written procedures for hiring, disciplinary action including firing, and grievance procedures in the Faculty and Staff Handbook. Also included in the Handbook are salary rates which are based on education and years of service. The rates of pay and benefits for employees seem to be minimal and below the national averages for employees, both faculty and staff. No group health insurance is provided, but the Institute does provide for some reimbursement of some medical expenses. On campus housing, utilities, and dining hall meals are provided for all employees and their families as a part of the overall employee compensation package. Off campus housing allowances are given to those not living on campus. Benefits also include free tuition for children of employees. The Institute has written policies for medical leave, but does not have a statement relating to compliance with the Family and Medical Leave Act.

The institute employees seem very happy with their work and environment and seem dedicated to the education of the students. The employees are all Caucasians and are all active members of God's Missionary Church. The constituency is, likewise, primarily Caucasian. Staff development is primarily the responsibility of the employee, since there is little, if any, money available for staff development.

The college employs approximately thirty student workers who exchange work hours for tuition and board and room. They work primarily in the areas of custodial, grounds, and food service. The Institute also has a registered nurse on duty during the hours students are usually on campus. This position is important for the college and academy since the nearest hospital and ambulance service is twenty minutes away from the campus. Board members and many other volunteers are very active in the activities of the Institute and provide much needed services and expertise. One board member volunteers as the Director of Financial Development and has written development initiatives with goals to increase revenues for the college.

Commendation

The team commends Penn View Bible Institute for the many volunteers who serve countless hours on behalf of the college.

Suggestion

The Team suggests that Penn View Bible Institute adjusts the salaries and benefits of all non-student employees to a level consistent with other ABHE colleges.

6b. Financial Resources

At present the Institute, consisting of the higher education programs, and the Academy, consisting of both an elementary and a secondary school, are sharing resources, including finances. The financial audit has been prepared by an independent Certified Public Accounting firm for the past two years. The audit reports included both the Institute and the Academy as if they were one entity. Both FY11 and FY12 show a decrease in net assets. It appears that the Institute is responsible for approximately 60% of both the income and the expenses. PVBI has studied the separation of the Institute and the Academy and has begun the process of implementing the changes necessary for the two groups to operate separately. It is understood that

some resources and expenses will be allocated between the organizations, such as personnel, facilities and maintenance.

The weighted ABHE financial score for 2011-12 was 2.11. Much of this score can be attributed to the amount of assets, including buildings and \$195,000 in pledges. Revenue sources are primarily from contributions, student fees, and fundraisers. Volunteers organize community events such as musical performances, auctions and summer camps and donate profits from a retail shop to help with the support of the college.

The Institute has been operating without a Director of Finance since June 2011. Duties have been divided between the president and the business secretary, both long time employees. The college has a detailed procedural financial plan document. Evidence is present that the procedures are followed. The Finance Committee, appointed by the Board of Directors, oversees the financial policies and activities of the organization. It is made up of business people who have expertise in financial matters. Reports are given to the president and the board at least monthly.

The final budget is prepared by the president and approved by the Finance Committee and Board of Directors. The college is making changes to improve its budgeting process to include planning and assessment. This year, the president invited all departments to participate in the process, although no clear delineation of department allocations was made. Comparisons of the actual and budgeted amounts for FY11 and FY12 show that actual incomes were slightly higher than budgeted incomes but actual expenses were greater than budgeted expenses, resulting in reductions in net income. Year-to-date comparisons of June-January FY12 and FY13 show a reduction in net income in FY13 of \$70,000 from FY12. Part of the reduction may be due to decreased enrollment and to its large student discount and work scholarship programs. The college has liquidity issues that have caused it to postpone payments of some current obligations for as much as 90 days. The college is aware of its current financial situation and is reviewing its policies and procedures and is analyzing its reports to determine ways to improve. The various departments should be involved in the process.

The college has implemented the ABHE-Solutions software to help with its recordkeeping, data security, and reporting. There is sufficient liability and property insurance to protect it in case of emergency. An endowment fund has been established, partially in order to meet the state of Pennsylvania requirements for degree granting institutional certification.

Suggestion

The team suggests that Penn View Bible Institute develops a budgetary process that allows participation by all departments.

Recommendations

The Team recommends that Penn View Bible Institute separates its financial and other business activities from the Academy, including the audit, budget, purchasing, payroll, contributions, student revenue, management, fundraising, and asset allocation. [Standard 6b]

The team recommends that Penn View Bible Institute revises its financial policies and practices to insure a continuous cash flow. [Standard 6b]

6c. Physical Resources

The facilities and grounds are owned by God's Missionary Church, Inc. Penn View Bible Institute has a Memorandum of Understanding (2012) with God's Missionary Church that allows the Institute to operate the facilities and to claim them as assets. The buildings are large, clean and well maintained. They are sufficient for the activities of the Institute and the Academy. The Institute is in compliance with all health, safety, and disability access codes as evidenced by inspection reports of state and local compliance agencies. The Miller Dining Center has been designated as a Red Cross Shelter for the community in case of weather or other emergency situation. All of the community emergency responders have 911 maps for the Institute. The Institute does not, however, have signage on buildings that would facilitate emergency vehicles. Since Penn View Bible Institute does not participate in the Federal student financial assistance program, it is not required to complete the Campus Safety and Security Survey.

Commendation

The team commends Penn View Bible Institute for the excellent maintenance and upkeep of the buildings and grounds and the learning laboratory such work opportunities provide for the students.

Suggestion

The team suggests that Penn View Bible Institute implements its signage plan to facilitate the location of buildings by emergency vehicles.

6d. Technological Resources

The Information Technology Specialist has a degree in computer science and is well informed as to the technology needs of the Institute. The Institute also has a volunteer who works as a consultant to plan and implement the phone system across the campus. The fiber optic system on campus is extensive. Both the IT Specialist and the phone system volunteer are working with the administration to improve the technological offerings at the college.

The Technology Plan includes goals, strategies, cost analysis, and evaluation methods. Not included with the compliance document, but presented at the site visit, was a more complete document which included the evaluation of effectiveness of the PVBI Technology Department. This document included job descriptions, a hardware/software audit report, a revised campus computer user agreement, a procedure for protection against data loss or corruption, a backup plan, a plan to guard against unauthorized access to the network, a plan for evaluating technology equipment used by students, and a troubleshooting plan for end-user support. It also included methods of assessment to be used by the department and a cost estimate of planned projects.

The Institute is aware of the challenges that technology presents and has plans that support upgrades within its financial means. E-rate grants, sponsored by the U. S. Department of Education for non-public schools and libraries, are used to supplement financial resources in providing technology equipment to schools.

The Institute has installed the ABHE-Solutions integrated software. The hosted software provides the protection of privacy rights and confidential data. Daily backups of the college are stored in the same area as the main computer unit. The Institution has many buildings that could be used to store backup data and programs. The Miller Dining Center might be a possibility, especially since it has already been designated as an emergency shelter.

Commendation

The Team commends Penn View Bible Institute for implementing an integrated software package for the offices.

Standard 7 Enrollment Management

Recruitment strategies reflect the mission of Penn View Bible Institute and are producing a student body that consistently reflects its constituents. Recruitment personnel have communications standards for responding to student inquiries about the Institute. The director of recruitment is also serving in public relations and is pressed to accomplish goals in both positions, and leading to inadequate attention to recruitment. Recruitment materials and view pieces are reviewed and upgraded annually, which appears to be adequate.

Penn View has an admissions committee that reviews all students' transcripts to assess their ability to benefit from education at Penn View. This assessment identifies students who are academically underprepared. Steps are then implemented to monitor students' progress for the first year with mentoring for students that struggle. The Noel/Levitz Institute Student Inventory is administered to incoming students to assess their readiness for collegiate-level work and to identify students at risk.

Penn View's transfer policies for courses from accredited institutes require the use of syllabi to compare course content, along with students' grades and number of units passed. This policy is published in the catalog.

The financial aid offered is limited to special monetary gifts. The majority of financial aid is in the form of work scholarships. The work scholarships are issued to students who apply to the scholarship committee and qualify. These scholarships along with eligibility requirements and conditions are communicated to students through view pieces and the Penn View website. Institute practices meet legal and regulatory requirements.

Retention and enrollment management plans are based on student surveys given at the end of the year. Results are assessed and plans are made for the next year. The culture of Penn View is one of nurture and encouragement, but a focused retention plan would aid the institute in building enrollment more quickly.

Suggestion

The team suggests that Penn View Bible Institute allocate additional personnel to increase the effectiveness of recruitment and enrollment efforts.

Recommendation

The team recommends that Penn View Bible Institute create a comprehensive enrollment management plan that addresses marketing, recruitment, admissions, retention, and staffing, complete with assessment measures of retention rates, attrition rates, and completion rates. [Standard 7d, EE 7]

Standard 8 Student Services

The institute has programs that reflect its missions and aid its students in holistic growth. Weekly chapels, church services, community groups, resident hall meetings, and other events nurture and encourage students spiritually. There is also opportunity for physical activity in various events hosted by students in local gymnasiums and resident lounges.

Community standards are communicated in the Student Handbook and on the institute's website. The institute requires students to read the handbook and sign a Student Handbook Agreement before attending orientation.

Student Services is in the process of developing programs to reflect classroom objectives. Activities such as leading worship, prayer time, leading devotions, and community service, etc., are encouraged and supported by Student Services personnel. Currently there is not an adequate communication system for budgetary needs in the student services area.

The Dean of Students is new to the institute and has a heart for the work in the Student Services area. He has two direct co-workers in the Social Deans. The Social Deans supervise the residents and are responsible for the training and supervision of the Resident Assistants. Meetings are held throughout the year for planning, adjustment, assistance, and encouragement.

Student satisfaction surveys are used to gauge student opinions about services provided and reveal areas of need for administrative focus. These surveys have proven to be very helpful in gathering information from students. Focus groups are then used to establish a plan of action to address the survey results. As trends are discovered adjustment to programming is made as needed. This process is new to PVBI and it will produce evidence for adjustment and change that the administration will need to support.

The Penn View Bible Institute Student Council serves the student body. This council organizes social events and has the administration's support to organize events that will meet the social and emotional needs of the student body. Many of the events have developed into traditions, which the students embrace. Currently, the institute's Student Council is combined with the high school academy's Student Council. However, the Penn View Bible Institute's students do not see this organizational structure as beneficial.

Community life is enhanced by the work of the Social Deans and Resident Assistants coordination of activities and interaction. Events such as weekly floor meetings and other student-led gatherings are held during the semester.

The Student Handbook contains the process for formal complaints, which includes the contact information for the Association of Biblical Higher Education. Policies and procedures for disciplinary issues are spelled out and comply with regulations.

Students do formally participate in selected institutional decision-making processes, such as official committee appointments. There is also an informal means by which students are free to communicate opinions concerning institutional decisions.

Health Services is handled by a nurse on campus and by a local clinic near the institute.

The institute complies with the laws pertaining to students with disabilities.

Commendation

The team commends PVBI for its nurturing community that challenges students to develop leadership skills, spiritual depth, and servant attitudes.

Suggestions

The team suggests that Penn View Bible Institute develops a budgetary process that allows participation by all departments.

The team suggests that the Penn View Bible Institute Administration grants a greater role by Student Service personnel in institutional decisions that affect students.

The team suggests that Penn View Bible Institute separate the student government functions of the Bible institute from the high school academy.

Standard 9a Faculty Qualifications, Development, & Welfare

The faculty members at Penn View Bible Institute are spiritually mature and are strongly involved in modeling and mentoring relationships with students. PVBI employs 13 core faculty members (10 full-time and 3 part-time). Seven faculty members have Master's degree with two in progress. Two members hold a doctorate, with two in progress. All degrees are from accredited institutions. Two faculty members do not hold the minimum of a Master's degree. There is not a faculty rank system. The Academic Dean is aware that new hires must hold the minimum of a Master's degree, and that the institution must continue moving all faculty members to teaching within their primary areas. The faculty is representative of the diversity of the constituency which is mostly Caucasian. There are nine male and four female faculty members (69% and 31%) as compared to a student body that usually stands right at 50%/50% male and female. All faculty members hold

to conservative Wesleyan-Arminian theology and practice which is also the well-defined constituency among the student body.

A Faculty Personnel Files Policy was adopted in April 2013. Faculty personnel files are complete and include official transcripts for all faculty members as well as a record of subject teaching areas, specific course, academic credentials, and professional/experiential qualifications. The files are securely housed in the Registrar's office.

A faculty (and staff) handbook delineates appropriate policies and procedures for faculty. The handbook covers discussion of educational policies and structures as well as various benefits and amenities. Until recently faculty evaluation was only accomplished through student evaluations. A system and cycle of peer reviewing is now in place, and there will also be more direct input from the Academic Dean.

While faculty members have the opportunity to contribute greatly in teaching, ministry, and service, there is not a lot of opportunity for scholarship through publishing and other means. There is some release time for degree completion and conference attendance, but there has not been financial support for professional advancement and development.

There is a published statement of academic freedom and adherence to its principles within the context of the institutional mission and theological perspective. Faculty helped develop the policy, and the policy was approved by the Board of Trustees.

Standard 9b Faculty Decision Making

The faculty is of sufficient size and expertise, and they are strongly committed to the school and its mission. The faculty takes responsible for the quality of academic functions through the supervision of the Academic Dean. The academic structure is in the process of moving from six to seven divisions with Arts and Sciences supporting the other divisions with each division linked to the various diploma offerings: Arts and Science (general education), Bible and Theology, Child Evangelism, Christian Education, Ministerial, Missions, and Music. There is some overload among teaching faculty

members, but it is mostly balanced. There will need to be consideration for faculty hiring as the student enrollment increases. Faculty hiring has been the responsibility of the President and the Academic Dean, but there is the intention of more faculty input. The Academic Dean noted that a new faculty member would never be hired without input from the respective division director. Faculty has been involved in academic processes and academic decision making, and steps are being taken to formalize various policies that have been long standing practices.

There is a clear and publicized statement of requirements for graduation. There is not a committee established to approve candidates for graduation, but there is faculty input in the process.

Commendation

The Team commends Penn View Bible Institute for a spiritually mature faculty (and staff) who engage in modeling and mentoring relationships with students and who contribute significantly in the formation of their biblical worldview.

Standard 10 Library and Other Learning Resources

The Library Mission Statement noted in the Library Handbook is consistent with the mission of the Institution. The Library Handbook was approved in May 2012. It includes policies covering administration, collection development/maintenance, circulation, technical services, reference services, preservation/archival, and security. A detailed daily procedures manual is being incorporated into the sections of the handbook.

The total collection count is at around 18,200 volumes. In comparison to other ABHE applicant status institutions, the average collection count for the reporting institutions is 15,363 volumes (ABHE 2009-2010, 2010-2011, 2011-2012 Reports and Statistics) so the PVBI Library is above the average in comparison. The strength of the collection in size and quality is in the 200's Dewey range (Religion). By observation it can be noted that the materials are in need of care through preservation as well as evaluation through analysis of content, utilization, connection to the curriculum, etc. De-selection of materials will be necessary with stacks currently at capacity. Collection analysis and assessment using bibliographies from PVBI syllabi and other selection sources is being implemented by the Librarian.

The size of the facility is 2,400 square feet, with another 500 square foot storage area available for development. The facility is pleasant and orderly. There is seating capacity at tables and on soft chairs and couches for about 40.

The average annual PVBI Library expenditures including salaries for the last three reporting cycles (2009-2010, 2010-2011, and 2011-2012) stands at \$20, 283.51. The average percentage compared to total educational and general expenditures for the last two reporting cycles is 1.57% which is below the ABHE applicant status average of 5% for the reporting cycles (2009-2010 and 2010-2011) and below the ABHE preferred 5-6% of strong library support. The higher materials budget for 2012-2013 budget and the hiring of a one half time director should boost the percentage for the Fall 2013 reporting. The services and collections are basic and traditional. The Library lacks access to some essential services and products including e-book collections, full-text research databases, network/consortium memberships, newer computers, and other equipment. The periodical and audiovisual collections are small, but developing.

The Library is accessible 54 hours per week including evening and Saturday hours. The Librarian lives several hours from the campus and telecommutes, but also travels to the campus at least every four-six weeks and spends several days on-site. She serves at .5 FTE, but is always readily available via Skype or other communication means. The Associate Librarian serves full-time, and student work study is approved for up to 40 hours a week. Best practices in professional librarianship are being strengthened or developed. The transition to the ABHE Solutions online catalog has been time consuming because of technological and software issues, and it will likely not be completely accessible with all fields of data including subject headings for several years. There are ten computers (two new) available for accessing the online catalog, Internet, and word processing. Printing and photocopying services are available, and it is hoped that a new photocopier can be purchased that will have scanning/digitizing capability.

The Librarian appears to be very pro-active in working with faculty in securing resources within the limited time constraints and limited budget, and faculty members are becoming active in supporting collection development. A library newsletter serves as a means to promote new materials and services.

The Library is not a member of a regional, state, or local consortia or of any network, but patrons may apply for a Snyder County Library card which provides access to collections, electronic research databases, interlibrary loan services, and 24/7 reference service. The PVBI Library staff provides on-site reference services and other services to all patrons.

The Librarian holds the requisite ALA accredited degree, is a core faculty member and reports to the Academic Dean. She also serves as a member of the Faculty/Library Committee. She has previous experience in a biblical higher education setting. Recently she presented at a faculty meeting on the concepts of collection development and collaboration with faculty members as subject experts in their field, and the integration of information literacy. The Librarian has attended several of the Association of Christian Librarians annual conferences. The IT office is housed within the Library, and the areas work well together.

Circulation reports, user satisfaction surveys, patron headcounts, and other assessments have begun to be used. The Librarian has offered to conduct orientation session as well as bibliographic and research session as per need in courses.

The need remains for a more comprehensive, ongoing assessment plan that will continue to address all aspects of library services at PVBI and the impact that lack of funding and therefore lack of services, resources, and staffing will have on the curriculum development and access to necessary information resources.

Recommendation

The Team recommends that Penn View Bible Institute insure that the Library receives sufficient budgeted funding and staffing in order to provide the availability of learning resources and services of appropriate range, depth, and currency to support the curricular offerings and meet the information and service needs for all patrons. [Standard 10, Essential Element 3]

Standard 11 Academic Programs

In the Report and Team visit, PVBI is found to have a broad curriculum that serves the need for ministry leadership and Christian education in their constituency. For the size of the Institution, the number of divisions poses potential issues. In conversation with the Academic Dean, it was communicated that at times it becomes challenging to get a critical mass in some of the courses related to programs that have small enrollments. He did identify that the Institution continues to offer the programs because of the interest expressed by prospective students. It would benefit the Institution to categorize their divisions in keeping with the ABHE nomenclature of Bible/Theology, General Education and Professional courses and organize departments under these categories.

There is ample evidence of opportunities for experiential learning crafted into the course learning assessments that help students from the early onset of their program integrate theory with practice. The curriculum is predominantly focused on study within a Christian worldview and in consultation with the Academic Dean there are pieces in various courses, specifically missions focused, that address the student's identity and understanding within the greater world culture and worldview. This is not reflected completely across the curriculum.

Course syllabi are presently in various forms of quality and detail that reflect the breadth of learning but make it difficult to view the consistency of policies across the curriculum. Some syllabi have missing information related to credit hours and exhibit the use of dated textbooks that do not reflect recent scholarship in the areas of study. Some of the syllabi lack a breadth of bibliography that informs students of relevant resources in the subject matter.

Overall sequencing of courses in the programs, for the most part, show consistency in scheduling that pays attention to levels of study and learning. Biblical Hermeneutics should be introduced no later than sophomore year so that students learn the art and skill of biblical interpretation earlier on and thus benefit from it in Homiletics and Senior bible/theology courses. Learning assessments become more rigorous and challenging as the student progresses through his/her program. In the Team Visit, students communicated their "pride" for PVBI as they compared their level of learning with those in their peer group that attended

other colleges. Recognition of PVBI graduates evidenced in the exhibits provided from graduate institutions give evidence that students are prepared to carry on learning at the advanced graduate level.

For the most part, the programs comply with the credit hour requirements in Bible/Theology, General Education and Professional courses with the exception of four programs: Advanced Diploma in Christian Education and Advanced Diploma in Christian Education Elementary falling below the required Bible/Theology at 27 credit hours. In addition, the Advanced Diploma in Christian Music Education and Advanced Diploma in Biblical Studies fall below the required General Education at 34 credit hours.

There is ample evidence of the integration of ministry formation in the curriculum both within the courses and in the Christian Service Learning program. Most of the faculty are serving as pastors in congregations that are part of the Institution's constituency and bring their experience and context to the classroom. Faculty give students access to communication and leadership opportunities both inside the classroom and within their ministry contexts. There is a high degree of ministry formation credit completion and interviews with students show evidence of their desire and enthusiasm to be involved in Christian service.

The internship program focuses on giving students a varied degree of experience within their program of learning. It is separated in two six week summer assignments arranged in co-operation with the Director of Ministry, Academic Dean and Division Director. There is a question as to the level of experience students are offered outside their ministry contexts and in the greater community outside their churches. The Inter-Serv program that predates the Christian Service Learning program has given students opportunities to engage in ministry outside their traditional church contexts i.e., nursing homes and prayer stations. More exposure to other non-faith based volunteer settings may help to round out a student's ministry experience at PVBI. The Director of Ministry has occasionally allowed students to do "make work" projects in the community designed to help others in the greater community of Penn's Creek.

Student records are kept in fire proof cabinets in the Registrar office but the cabinets are not lockable. The Registrar's office door is lockable but the concern is that the records are accessible should the Registrar leave her office momentarily to consult and visit other staff. Student data base is housed off site at

ABHE Solutions. All other student related data housed on PVBI network is backed up on separate servers with a rotating DVD copy every 48 hours but both servers and DVDs are stored at the campus facility. A meeting with the Registrar showed evidence of good record keeping and information that is available to students to help them matriculate through their programs. Faculty advising is available and happens periodically. Program Directors communicate with students in their program regarding requirements and the Academic Dean also advises students in regard to their programs. The Catalog has a clear set of faculty-adopted guidelines for graduation and the faculty will be formally including a documented minute in their future faculty meetings approving a list of graduates for graduation at the end of each year.

Commendation

The team commends the Institution for the means by which the faculty offers in class and outside of class varied and ample opportunities that foster practical ministry formation in the lives of the students.

Suggestions

The team suggests that course syllabi be revised to reflect more recent scholarship.

The team also suggests that attention be given to developing additional opportunities for students to serve in community contexts outside the church.

Recommendations

The team recommends that PVBI standardizes its course syllabi across all divisions and departments both in format and in the consistency of academic policies. [Standard 11a, EE 5, 6]

The team recommends PVBI adjusts academic programs that fall below the required credit hours in Bible, Theology, and/or General Education to meet the required ABHE standard. [Standard 11a, EE 9, 10]

The team recommends that PVBI in securing sensitive data has its student records housed in locked fireproof cabinets to prevent unauthorized access and data not housed on ABHE Solutions be stored in a separate location. [Standard 11c, EE 6]

COMMENDATIONS

The team commends Penn View Bible Institute for.....

1. a mission that is tightly held and supported enthusiastically by the students, the faculty, the staff, the administration, and the Board of Directors.
2. the means by which the Board of Directors has owned and embraced this accreditation initiative and has rewritten its responsibilities moving from a hands-on operational board to a board of oversight and control that trusts and supports the president and chief executive officer.
3. the demonstrated competency exhibited by the academic leadership in creating a positive culture of the assessment of student learning.
4. its many volunteers who serve countless hours on behalf of the college.
5. the excellent maintenance and upkeep of the buildings and grounds and the learning laboratory such work opportunities provide for the students.
6. the implementation of the integrated software package in the offices.
7. for its nurturing community that challenges students to develop leadership skills, spiritual depth, and a servant's attitude.
8. for a spiritually mature faculty (and staff) who engage in modeling and mentoring relationships with students and who contribute significantly in the formation of their biblical worldview.
9. the means by which the faculty offers in class and outside of class varied and ample opportunities that foster practical ministry formation in the lives of the students.

SUGGESTIONS

The team suggests that Penn View Bible Institute.....

1. and its Board of Directors develop a succession plan for the office of president and chief executive officer.
2. continues the implementation of the systematic review of learning goals and objectives across all programs and curricula.
3. continues to improve the institutional assessment process to define more clearly the relationships among the assessment elements including planning and resource allocation.
4. hire a Director of Finance as soon as possible so the president is removed from these tasks and is also free to travel and raise funds for the Institution.
5. adjusts the salaries and benefits of all non-student employees to a level consistent with other ABHE colleges.
6. develops a budgetary process that allows participation by all departments.
7. implements its signage plan to facilitate the location of buildings by emergency vehicles.
8. allocates additional personnel to increase the effectiveness of enrollment efforts.
9. encourages a greater role by Student Service personnel in institutional decisions that affect students.
10. separates the student government functions of the Institute from the Academy.
11. that course syllabi be revised to reflect more recent scholarship.
12. that attention be given to developing additional opportunities for students to serve in community contexts outside the church.

RECOMMENDATIONS

The team recommends that Penn View Bible Institute.....

1. in the assessment of student learning, continues efforts that insure consistent use of data to drive planning and improvement. [standard 2A, EE 1, 5]
2. clearly posts graduation and employment rates for public access. [standard 2A, EE 7]
3. separates its financial and other business functions from the Academy including the audit, budget, purchasing, payroll, contributions, student revenue, management, fundraising, and asset allocation. [standard 6b]
4. revises its financial policies and practices to insure a continuous cash flow. [standard 6b]
5. creates a comprehensive enrollment management plan that addresses marketing, recruitment, admissions, retention, and staffing complete with assessment measures of retention rates, attrition rates, and completion rates. [standard 7d, EE 7]
6. insures that the library receives budgeted funds and sufficient staffing in order to provide the availability of learning resources and services of appropriate range, depth, and currency to support curricular offerings and meet information needs for all patrons. [standard 10, EE 3]
7. standardizes its course syllabi across all divisions and departments both in format and in the consistency of academic policies. [standard 11a, EE 5, 6]
8. adjusts academic programs that fall below the required credit hours in Bible, Theology, and/or General Education to meet the required ABHE standard. [standard 11a, EE 9, 10]
9. in securing sensitive data has its student records housed in locked fireproof cabinets to prevent unauthorized access and data not housed on ABHE Solutions be stored in a separate location. [standard 11c, EE 6]