

Response to the Evaluation Team Report
submitted

to the
Commission on Accreditation

of the
Association for Biblical Higher Education
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by

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INTRODUCTION

This document is a response from the PVBI Steering Committee and the Accreditation Liaison to the Evaluation Team Report, after their visit April 24-26, 2013; it was submitted to the Commission on Accreditation, November 1, 2013. The recommendations and suggestions are copied from body of the draft received from ABHE office, June 13, 2013, and this response follows the same order.

Notice of the April 24-26, 2013 Evaluation Team Visit was posted on the institution's web site, beginning March 14, 2013.

The administration of Penn View Bible Institute expresses their sincere thanks and appreciation for the professional and very personable manner in which the visit was conducted. In response to the ABHE Evaluation Visit Report, the institution reports the following actions under each Standard. Suggestions are addressed in Appendix F.

In addition, the response to the Federal Requirements Questionnaire received from ABHE before the Team Visit is posted in Appendix A. This same information was made available to the Team when they arrived for the visit.

STANDARD 1 – MISSION, GOALS, AND OBJECTIVES

The Team made no recommendations on this standard. PVBI acknowledges that the pursuit of accreditation has provided additional motivation to identify the goals more specifically, advertise those distinctive goals, and govern the institution accordingly. This will also provide stability when the institution begins the pursuit of degree-granting status with the Commonwealth of Pennsylvania.

STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS AND PLANNING

Standard 2A – Assessment of Student Learning

Recommendations:

1) 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]

EE1. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.

EE5. A process whereby these outcome measurements lead to the improvement of teaching and learning.

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

EE7. The ongoing provision of reliable information to the public regarding student achievement, including graduation and employment rates.

Recommendation 1 and Suggestion 2 (See Appendix F) both deal with the continuing development of the assessment process. The Team Report commented that the process was “well on its way.” Previous assessment efforts were worked into the process scripted in the 2012 Assessment Plan, and that plan was being implemented so that data collection

was interpreted and the results utilized in decision making. The annual Faculty Assessment and Planning Week, which was begun the week after commencement in 2011, was held May 28 – 31, 2013 in accordance with the Assessment Plan and included review of assessment data from 2012-2013, work on the Institutional Goals, revision of program requirements, and consideration of attendance policies. A part-time position of Coordinator of Institutional Effectiveness (CIE) was created and was filled July 10, 2013. This person also chairs the Assessment Committee, which was created to drive assessment for Standard 2A and envisioned as expanding to include Standard 2B. The CIE Job Description (included in Appendix B) specifies responsibility for connecting the assessment elements to planning, improvement, and resource allocation. The Assessment Committee met during the spring of 2013, and the CIE has been convoking monthly meetings, which began August 12, 2013.

In regard to Recommendation 2, EE7 was not in the 2012 *Comprehensive Standards* so this requirement was new to the institution; however, as soon as the administration was aware of the requirement, they included data in the newly revised *Catalog*, then posted information on the web site. Multiple emails from the ABHE office have added more detail to the understanding of the requirement. The Team Report indicated that they did not find this information posted on the web site. This has been remedied and both the new 2012-2014 *Catalog* and the Graduation Rate are present on the web site. They are located at <http://www.pvbi.edu/catalog.html> and <http://www.pvbi.edu/GradRate.html>.

Standard 2B – Assessment of Institutional Effectiveness and Planning

The Team made no recommendations on Standard 2B.

STANDARD 3 – INSTITUTIONAL INTEGRITY

The Team made no recommendations on Standard 3.

STANDARD 4 – AUTHORITY AND GOVERNANCE

The Team made no recommendations on Standard 4.

STANDARD 5 – ADMINISTRATION

The Team made no recommendations on this standard. The Director of Finance position is vacant. The text of the Team Report (June 13, 2013, p. 13) under Standard 6B stated the position has been vacant since 2011, but actually it has only been vacant since the spring of 2012. Search has been conducted but has not yet been successful. The Business Office personnel and the President have redistributed various responsibilities in order to function and to continue in compliance with generally accepted accounting principles (GAAP). The 2012-2013 audit is compliant with generally accepted government accounting standards (GAGAS) in anticipation of applying for Title IV funding if candidate status is received.

STANDARD 6 – INSTITUTIONAL RESOURCES

Standard 6A – Human Resources

The Team made no recommendations on Standard 6A.

Standard 6B – Financial Resources

Recommendations:

1) 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]

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

Standard 6: The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

Recommendation 1 specifies the separation of the Institute finance from the Academy finance. The distinctions have been in place in the chart of accounts and most transactions have been posted accordingly (for example, tuition, salaries, and utilities) and are shown on the Statement of Functional Expenses. The Business Office is committed to refine this separation in greater detail throughout the 2013-2014 school year.

Cash flow needs to be increased (Recommendation 2). Student work hour rate has been evaluated for reduction because it has escalated far beyond minimum wage, but it was too close to the beginning of another year to notify students; the reduction is planned for next academic year. The President obtained more matching funds for the annual Penn View offering at the God's Missionary General Camp Meeting with the result that the offering was up by \$15,000. This reflects continuing commitment from the God's Missionary Church conference. The institution has negotiated and obtained a lower rate from the electric company that should save a projected \$10,000 - \$12,000 per year. In addition, maintenance has changed lighting fixtures in three buildings with the prospect of saving as much as \$11,000 per year in energy costs. Maintenance is planning to replace windows in two of our commercial buildings by May 31, 2014. A project to improve energy efficiency is underway on another faculty residence. On October 17, 2013, the Board agreed that if we are granted Candidate Status, we will immediately apply for Title IV funding which will significantly increase revenue. The Board further approved contracting with Weber & Associates of Greenville, SC to facilitate the application and to manage the Title IV process. Weber believes funding can be approved for the fall 2014 term.

The Team Report (June 13, 2013, p. 13, second paragraph) read, "Reports are given to the president and board at least monthly." Actually, reports are given to the president at least monthly and to the board and finance committee at their regular meetings.

Standard 6C – Physical Resources

The Team made no recommendations on Standard 6C.

Standard 6D – Technological Resources

The Team made no recommendations on Standard 6D.

STANDARD 7 – ENROLLMENT MANAGEMENT

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 7: The institution has developed and implemented an enrollment management plan that is consistent with its mission and addresses issues of recruitment, admissions, financial aid and retention.

Standard 7D, EE3: A functioning assessment process that measures student retention, attrition, and completion rates, and that stimulates improvement.

PVBI does have an Enrollment Management Plan, which was included in the Self-Study, Appendix H, and is included as Appendix D in this document. The administration recognizes the need to continue developing the plan and to use data formally for student retention. The administration would appreciate more specific direction on this recommendation. Based on the existing plan, recruiters and other staff have worked hard, and the fall 2013 enrollment is stronger than fall 2012. The headcount (including audits) is down from 91 to 90; but the full-time enrollment is up from 73.67 to 79.42 (FTE); and the dorm population is up from 48 to 57. The PR Director has assembled a social media team to further develop the use of FaceBook and Twitter.

Retention, attrition, and completion rates are calculated every year by the ABHE definitions; this year the freshman-to-sophomore retention rate was 9 returnees out of 20 potential returnees (45%). The completion rate from fall 2007, indicated 26 entering freshmen and 7 completions in 2013 (27%). These data are scheduled to be reviewed each December in a meeting of the Coordinator of Institutional Effectiveness, the Dean of Students, the Enrollment Manager, and the Student Recruiter. The institution uses the Noel-Levitz Student Satisfaction Inventory and the College Student Inventory, which is part of the Retention Management System. The Coordinator of Institutional Effectiveness has worked with the Dean of Students, the At-Risk Student Advisor and the Academic Dean to conduct personal conferences with students and utilize insights to increase student success and retention. The Coordinator will also be directing the increased use of data from both instruments relevant to the Enrollment Management plan.

ABHE-Solutions software is being used to advance contacts with prospects, but several functions are still carried on from the previous Prospect database while those functions in ABHE-Solutions are under development. The October 26, 2013 webinar provided by ABHE Technical staff and attended by the Enrollment Manager and the Coordinator of Institutional Effectiveness, outlined additional functionalities that can be implemented.

Preparations to apply for Title IV funding are under way in the hope that candidate status may be received in February of 2014. Title IV funding will likely enhance enrollment. Contact has been made with Weber & Associates for insights on the process of applying and achieving approval. The administration has arranged for the 2012-2013 financial audit to be GAGAS compliant in order to be eligible for Title IV approval during the fall of 2014.

The Team Report (June 13, 2013, p. 16, second paragraph) reads, “Noel/Levitz Institute Student Inventory,” but it should read, “Noel-Levitz College Student Inventory.” That is not a reference to Penn View Bible Institute; it is the name of the specific Noel-Levitz instrument being used for this purpose.

STANDARD 8 – STUDENT SERVICES

The Team made no recommendations on Standard 8.

STANDARD 9 – FACULTY

The Team made no recommendations on Standard 9.

The Team Report (June 13, 2013, p. 19) stated that the Faculty Personnel File policy had been adopted in April 2013, but this was a misunderstanding of the PVBI Update document that was presented to the Team. That document stated, “The Faculty and Library Sub-committee has drafted a policy for elements to be included in the faculty professional files. The draft will be made available to the Team if requested, and later it will be presented to the faculty for further approval.” The draft of the Faculty Personnel File policy was amended May 8, 2013 and approved by the faculty September 11, 2013.

STANDARD 10 – LIBRARY AND OTHER LEARNING 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, EE 3]

EE 3. Sufficient funding, staff, and practices to procure and maintain needed learning resources and services for all instructional modalities used by the institution.

The institution recognizes that library funding needs to be made a priority. The institution had begun to address this issue by:

- Hiring a credentialed librarian in the spring of 2012, who has developed library administrative policies that support the curriculum. This includes policies which when fully implemented will increase resources and services.
- Recognizing that resources need to be made available despite the limited funding. Therefore, since the 2012-2013 academic year, Penn View has required students to apply for a Snyder County public library card. This allows students to access Power Library and Access PA. These are state-wide consortia with research databases, 24/7 reference services, and ILL services. Access PA alone has over 73.3 million holdings, which include books, e-books, periodicals, and more. Types of libraries represented in Access PA include academic, public, elementary, middle school, high school, special libraries and more. Penn View students have access to these services directly from Penn View campus through their Snyder County library account. The Team report, (June 13, 2013, p. 22, first paragraph)

reads, “. . . but patrons may apply for a Snyder County Library card”
Actually, all Institute students obtained a Snyder County Library card as part of the fall 2012 registration process.

- Purchasing ABHE-Solutions for the library and providing funding and resources to begin the conversion from a card catalog system to a digital catalog.
- Developing a procedure that would allow for the librarian to give input into the development of the library budget.

The institution recognizes that library funding needs to continue to be a priority and that the percentage of library monies spent compared to the general and educational expenses needs to increase. After learning more about the way those expenses are calculated, the President realized a number of items had not been included in the earlier reports on library expenses, which would have boosted the percentage for those years. In 2012-2013, the expenses totaled \$34,632.63, an increase of \$14,349.12 over the earlier average. Compared to total educational and general expenditures of \$1,290,967.50 in the 2012-2013, this calculates to 2.7%. Another factor to be considered is the fact that the Academy (K-12) expenses are also included in the total educational and general expenditures of \$1,290,967.50. This reduction in expenses used for the calculation would further impact the percentage in question. As stated under Standard 6B, the Business Office is committed to refine this separation in greater detail throughout the 2013-2014 school year.

The 2013-2014 budget contains with the same level of funding for the library as the 2012-2013. The institution plans to bring library expenditures in the acceptable range of 5% of total educational and general expenses by 2014-2015.

STANDARD 11 – ACADEMIC PROGRAMS

Recommendations:

1) 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]

2) 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]

3) 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]

Standard 11A, EE5: A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.

Standard 11A, EE6: Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree.

Standard 11A, EE9: A Bible/theology component equivalent to 30 semester hours, 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate, 18 semester hours of Bible/theology for a non-traditional degree completion program and 12 semester hours of Bible/theology for a one-or two-year program.

Standard 11A, EE10: A core of general education studies 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.

Standard 11C, EE4: A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.

In regard to Recommendation 1, the administration was surprised that the recommendation does not seem to be in the language of the Essential Elements referenced, particularly in recommending standardization of syllabus format, which seemed to imply formatting of paragraphs and fonts. The faculty had already been working on improving syllabi and will continue to do so. The Peer Review Committee had initiated a provisional syllabus checklist in the fall of 2012. During the May 13, 2013 Faculty Meeting, the faculty amended and approved that syllabus checklist. On July 31, 2013, the Academic Dean distributed a memo instructing faculty members to apply the checklist to their fall 2013 syllabi. The syllabus checklist and a sample syllabus were posted in PV Online in the Faculty Forum for faculty to use in improving their syllabi. These documents addressed consistency and order of content. The actual institution-wide policies required by the syllabus checklist were included in the sample syllabus for faculty members to copy into their syllabi.

In regard to Recommendation 2, the faculty addressed these shortages and resolved nearly all of them during Faculty Assessment and Planning Week. The remaining issues were resolved by the faculty August 20, 2013. The general education requirements were also adjusted to meet the Pennsylvania Department of Education requirement of 40 hours. Appendix E represents the new program requirements (except for the Music Education program, which is still one hour short of the Pennsylvania requirements, but will be addressed in the near future.)

Recommendation 3 has been resolved. Student records are now housed in fire-proof cabinets in the Registrar's office that are locked daily. Backups of data not housed in ABHE-Solutions are now stored on a computer placed in the Miller Dining Center.

In the Team Report, (June 13, 2013, p. 24, paragraph 3), the title "Director of Ministry" was misunderstood. In the second sentence, "Director of Ministry" should be struck, and further in that paragraph, "The Director of Ministry" should read "The Director of Christian Service Learning." Also in the middle of that same paragraph, "Inter-Serv" should be spelled "InterServe."

APPENDIX A – FEDERAL REQUIREMENTS QUESTIONNAIRE

This text was included in the PVBI Updates that was provided to the Evaluation Team.

Following is content received from the ABHE office, March 6, 2013, with instructions for these questions to be addressed specifically for the Evaluation Team.

Please complete this questionnaire and provide copies to members of your evaluation team. If a specific question has been answered directly in the compliance document, you may simply provide the page number of the compliance document rather than replicate the answer here.

1. *Does the institution make appropriate information concerning the achievement of objectives regarding **student performance**, including graduation and employment rates, available to the public? Where is this information found? (Standard 2a, EE 7)*

[EE7. A system for monitoring institutional progress in achieving planning goals.](#)

PVBI's Assessment Plan describes the full detail of assessing both the administrative units supportive of instruction and those for institutional maintenance and well being, with the awareness that the process must continue to develop. An Assessment Committee has been elected, in accordance with the Assessment Plan with primary focus on academic assessment, but it is anticipated that the responsibilities of this committee will be expanded in the future to encompass the whole organization. The Planning Document is the result of years of striving to do strategic planning and of the Self-Study process. The Board, administration, faculty, and staff are committed to the continuing development. (Compliance Document, pp. 21, 24).

Graduation rates and the number of graduates in ministry are reported in the *Catalog* (2012-2014, p. 23), which is available on the web site.

2. *Does the institution make appropriate information concerning achievement of objectives regarding **institutional performance or effectiveness** available to the public? Where is this information found? (Standard 2b, EE 8)*

[EE8. The ongoing provision of reliable information to the public regarding its performance.](#)

This essential element was not in the version of the *ABHE Manual* the Steering Committee used to prepare the Self-Study, so it was not addressed in the Compliance Document.

Graduation rates and the number of graduates in ministry are reported in the *Catalog* (2012-2014, p. 23), which is available on the web site.

3. *What evidence is there that measures (key indicators) of student learning outcomes used to reflect achievement of institutional objectives are*
 - (a) *appropriate for demonstrating achievement of institutional objectives (validity)*
 - (b) *rigorous enough to validate that outcomes and objectives are achieved*

(c) adequately achieved (i.e., results demonstrate that the institution is successfully achieving its stated objectives)(Standard 2a, EE 1 & 5)

EE1. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.

Testimony in regard to the level of achievement is provided in the statement on Academic Rigor in the Compliance Document, p. 78 as well as the letters in Appendix C of the Compliance Document (pp. 91-99).

EE5. A process whereby these outcome measurements lead to the improvement of teaching and learning.

Assessment of Teaching Effectiveness is described in the Assessment Plan (pp. 27-28).

4. *Does the institution have an adequate system in place for recording student complaints? Has the institution had any complaints since its last comprehensive evaluation by ABHE? Has the institution handled complaints consistent with institutional policies concerning student complaints? Do complaints collectively reflect any issues of compliance with ABHE Standards for Accreditation? If no complaints have been received since the last ABHE comprehensive review (candidacy, initial accreditation or reaffirmation visit), describe the system for recording potential complaints. (Standard 8, EE 8)*

EE8. Opportunities for students to provide input in institutional decision-making.

The Student Grievance process is articulated in the Student Handbook (pp. 25-26), which will be distributed in the beginning of the new academic year 2013-2014. Historically, this was published as an Appeals Process in the Student Handbook.

5. *Does the institution make its transfer of credit policies and criteria for awarding transfer credit public? Where is this public information found? Does the institution have any articulation agreements with other institutions and is this information made public? Where is this public information found? (Standard 7b, EE 3)*

EE3. Published policies and procedures related to transfer credit and prior learning.

The policy on accepting transfer credit from other institutions is published in the *Catalog* (p.22). Penn View Bible Institute does not have any articulation agreements with other institutions, but the letters in the Compliance Document (pp. 91-99) describe a long history of acceptance of PVBI graduates at a number of other institutions.

6. *Does the institution define a credit hour of academic work in its catalog, website, or other institutional documents? Where is that definition of a credit hour found? Is that definition consistent with the ABHE definition of a credit hour? (Standard 11c, EE3)*

EE3. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.

The definition of a credit hour is published in the *Catalog* (p. 24).

APPENDIX B – COORDINATOR OF INSTITUTIONAL EFFECTIVENESS

Job Summary

The Coordinator of Institutional Effectiveness (CIE) provides leadership and supervision for institutional effectiveness and its requisite research, analysis, assessment, and planning. The CIE contributes broadly to PVBI's fulfillment of its mission and its growth through continually monitoring institutional effectiveness and promoting improvement of student learning and supporting services, with primary focus on student learning outcomes. The CIE works in conjunction with the Assessment Committee, serving as the committee's chair. The CIE position constitutes a quarter work load.

Essential Functions and Responsibilities

The CIE fosters an institutional culture of ever-increasing effectiveness through ongoing assessment and planning based on assessment.

- Provides for institution-wide education about assessment, planning, and effectiveness.
- Conducts specific faculty and staff training as needed for involvement in assessment and planning processes, use of assessment data, and work with assessment tools.
- Coordinates reviews, with the appropriate units, of academic and support programs.
- Supports all academic and support units in their assessment, planning, and effectiveness efforts.

The CIE facilitates the institution-wide clarification and ownership of PVBI's mission, values, goals, and objectives.

- Guides periodic reviews of PVBI's foundational documents: mission statement, core values, philosophy of education, and institutional goals.
- Consults with academic units in developing or reviewing program objectives.
- Consults with support units in developing or reviewing performance outcomes.
- Promotes throughout the institution a sense of ownership of PVBI's mission, values, goals, and objectives.

The CIE directs the development of PVBI's assessment plan.

- Oversees the continuous review and revision of the PVBI comprehensive system for assessing academic and services outcomes (including spiritual formation, student learning, program reviews, supporting services, and student satisfaction) by which PVBI monitors institutional effectiveness, measures improvement, and holds itself accountable to its constituents.
- Identifies and obtains or designs research instruments, to be used internally and externally, for assessing institutional effectiveness in fulfilling its mission, goals, and objectives.

The CIE implements the assessment plan.

- Coordinates all data collection activities according the Assessment Plan.
 - Administers and records institutional surveys, evaluations, focus groups, interviews, etc.
 - Compiles data on areas such as institutional characteristics, enrollments, student retention, student transfer activities, enrollment projections, grades, other student performance indicators, etc.
- Analyzes and interprets data to support institutional assessment, planning, decision making, and the continuous improvement of institutional effectiveness consistent with the college's mission, values, goals, and objectives.
- Assesses student learning and support services outcomes based on assessment data.
- Produces monitoring and year-end reports.
- Stores the data, analyses, and reports in a comprehensive institutional assessment data library.
- Maintains a flow of relevant, timely, and accurate information to the PVBI community (administration, board, faculty, and staff) in support of PVBI's program review, planning, budgeting and decision-making needs.
- Provides appropriate information for dissemination to PVBI's external constituency through the website and other means.
- Assists PVBI's leadership in translating research, analyses, and assessment into the formulation of plans, policies, and procedures that contribute to the continuous improvement of institutional effectiveness.

APPENDIX C – SYLLABUS CHECKLIST

Initial Approval by Faculty: December 10, 2012

Revised and Approved by Faculty: May 13, 2013

1. Course information
 - a. Course title, number, and credit hours
 - b. Semester, year, days of week, time
 - c. Classroom site
 - d. Prerequisites or permissions required
2. Instructor information
 - a. Full name and title
 - b. Office (if applicable)
 - c. Contact number (home phone, cell phone, office phone, etc.)
 - d. School email address
4. Course description (must be taken from school catalog)
3. Textbook information
 - a. Required text (author, title, edition, publisher, copyright date)
 - b. Collateral reading (bibliographical information)
 - c. Supplementary materials
5. Course goals and/or objectives
6. Course calendar/schedule
 - a. Schedule of topics
 - b. Due dates for major assignments
 - c. Schedule of tests, quizzes, and other assessments
 - d. Special events (field trips, concerts, etc.)
 - e. Statement regarding schedule flexibility
7. Course policies
 - a. Class participation
 - b. Missed exams or assignments/late work
 - c. Extra credit (if applicable)
 - d. Textbook policy
 - e. Specific safety or health issues
8. Institution-wide policies
 - a. Attendance/tardiness
 - b. Grading scale/distribution
 - c. Composition manual of style
 - d. Plagiarism
 - e. Cell phone
9. References (bibliographical information)

APPENDIX D – ENROLLMENT MANAGEMENT PLAN

(Some unexpected formatting resulted from pasting various documents together)

Enrollment management is a process of moving interested prospects into enrollment, then graduation and alumni status, replete with memories of a beneficial ministry so that alumni can recommend the college to others. The process endeavors to move prospects relationally by incremental nudges.

Historically, PVBI has targeted mostly traditional, full-time, resident students. In addition, the school has recruited non-traditional part-time students with evening classes. The priority continues to be the traditional student, but plans are projected to develop online studies later, which would target non-traditional students.

Process

Categorize the target population into specific groups

- **Suspects** – 9th grade and older people who show signs of developing college eligibility and have an interest in serving God
- **Prospects** – people who have submitted an information request form or given some indication of interest in Penn View
- **High Interest Prospects** – high school seniors and those who have indicated a level 3 or higher interest on an information request form (Scale is 1 to 5)
- **Applicants** – people who have submitted an application
- **Students** – people who have enrolled for classes
- **Graduates** and **Alumni** – students who have graduated from a program of study and former students

The goal is to recruit not just freshman-to-be, but graduates-to-be — lifelong learners

Establish an enrollment goal.

In the current setting, the enrollment goal is 100 students for Fall 2013 and up to 150 (including online students) by Fall 2017. Historically, each year about 66% of the students return in the fall. Out of the current student body of 90 students, a projection of 60 returning is reasonable. In order to reach 100, the freshman class needs to come to 40. Because a few may drop off in the late summer, the projections should be elevated 20% to 50.

Divide the goal into cumulative monthly applicant goals

Cumulative monthly goals have been set as follows:

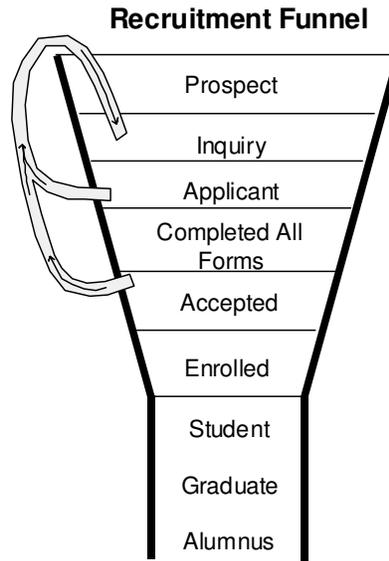
	<u>5 / month</u>
By Christmas	5
January	10
February	15
March	20
	<u>10 / month</u>

April	30
May	40
June	50

This creates a margin in case some applicants do not actually enroll.

Advance the population through the categories from Suspects to Graduates

The target population has been categorized into the various categories so that specific recruitment activities can systematically advance the individuals from group to group. The following graphic is intended to illustrate the process, including the reentry for those who do not actually enroll.



Recruitment

The following actions are taken in the effort to move individuals from one category to the next.

Suspects (9th grade and older people who show signs of developing college eligibility and have an interest in serving God.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Create and maintain attractive recruitment literature and tools	PR Director/ Recruiter	Yearly
Step 2	Hold special PR services at approximately 200 locations per year including churches, camps, and youth camps.	PR Director/PR Teams/Recruiter	Yearly
Step 3	Visit Christian schools and large conventions such as Youth Challenge, IHC, and Bus and Outreach Convention	PR Director/PR Teams/Recruiter	Yearly
Step 4	Target the young people at these events with recruitment literature and obtain their contact information.	PR Director/PR Teams/Recruiter	Yearly
Step 5	Submit information request cards to Enrollment Mgr. for insertion into prospective student database.	PR Director/PR Teams/Recruiter	Ongoing
Step 6	Insert contact information into database for future management/update existing records	Enrollment Manager	Ongoing

Prospects (Suspects who have submitted an information request form.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Send a welcome letter in response to all first time information request cards received.	Enrollment Manager	Upon initial entry into database
Step 2	Send personal letter in response to all information request cards received in summer and early fall.	Enrollment Manager	Yearly in Sept.
Step 3	Send personal letter in response to all information request cards received from prospects who are under 9 th grade	Recruiter/ Enrollment Manager.	Yearly in Jan.
Step 4	Mail announcements for Campus Days and Senior Day	Enrollment Manager	*See mailing schedule
Step 5	Continue to target the young people at these events with recruitment literature and conversations	PR Director/PR Teams/Recruiter	Ongoing

*The Campus Days mailing schedule is as follows:

Prospect Mailing 1	early February	prospects 9 th grade and older	brochure
Pastor Mailing	early March	pastors	brochure and letter
Prospect Mailing 2	early March	prospects Jr. Sr., just graduated	first-class handwritten postcards
Prospect Mailing 3	mid March	prospects 9 th grade and older	brochure and letter from President

The Senior Day mailing consists of one postcard, sent in mid November.

High Interest Prospects (Prospects who are high school seniors and have indicated a level 3 or higher interest on an information request form.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Mail applications for enrollment	Recruiter/ PR Secretary	Yearly in October
Step 2	Follow-up phone call to explain application packet	Recruiter/ PR Secretary	1 week after mailing
Step 3	Text message encouraging prospect to fill out application	Recruiter/ PR Secretary	2 weeks after mailing
Step 4	Continued weekly contact until application is received	Recruiter/ PR Secretary	Ongoing
Step 5	Recruitment contacts via FaceBook, txt, phone, etc.	PR Director	Ongoing

Applicants (High interest prospects who have submitted an application.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Personal letter indicating application status.	Enrollment Manager	Day after application is received.
Step 2	Continued contact until entire application including fee is received	Enrollment Manager	Semimonthly
Step 3	Application is processed and submitted for acceptance	Enrollment Manager	Ongoing
Step 4	Acceptance is recommended	Academic Dean	Ongoing
Step 5	Acceptance letter is mailed to prospect	Registrar	Ongoing
Step 6	Information is passed on to appropriate Divisional Directors	Enrollment Manager	Ongoing
Step 7	Dorm student information is passed on to appropriate Social Dean	Enrollment Manager	Mid August

Applicants who do not enroll continue to be listed as prospects, unless Enrollment Manager knows they have enrolled at another college or they are no longer interested. Enrollment Manager continues contact with those who are still interested.

Retention

Students (Applicants who have enrolled for classes on registration day.)

	Retention Activity	Completed By	Time Frame
Step 1	Friendly Registration process	Registrar	Registration Day
Step 2	Progress Chart produced with their projected course of study outlined	Division Directors	
Step 3	Noel-Levitz CSI administered registration week	Registrar	
Step 4	Noel-Levitz SSI administered by end of September	Registrar	
Step 5	Results of Noel-Levitz CSI and SSI communicated to appropriate administrators and Faculty	Academic Dean	
Step 6	Student Course Evaluation	Registrar	End of semester
Step 7	Progress chart updated every semester	Registrar	
Step 8	Academic Assistance Meetings Personal meetings with At-Risk students	At-Risk Advisor Administrators and Faculty	Every Monday and as appropriate Ongoing
Step 9	Student life program	Dean of Students	Ongoing
Step 10	When a withdrawal form is requested, a series of meetings is initiated	President Academic Dean Social Dean Relevant Faculty Business Office	As needed

Students who come, then discontinue attendance, are re-listed for contact if they are still interested and if they complete another information request.

At-Risk-Students are defined as students who are experiencing difficulty in any one of these three areas: academics, spiritually, and socially.

Students with academic problems are identified through grade reports. These students are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills.

Students with spiritual problems are identified through one-to-one conversations, assessment tools outlined in assessment plan, and interviews with social deans as well as other faculty and staff. These students are monitored and disciplined through scheduled meetings with deans, other staff, faculty, and administrators. In addition, there are chapel services and revivals on campus, as well as special services in area churches which students are encouraged to attend.

Students with social problems are identified through interaction with Social Deans as well as input from fellow students. Student problems are resolved through the guidance of the Social Deans along with other Staff involvement. This resolution process includes scheduled meetings as well as on-going interactions to resolve the difficulties.

Alumni Relations

To be developed

Graduates (Students who have completed their course of study and graduated)

Collect and update names, addresses, contact information

Send Focal Point

Distribute email news

Alumni (Students who enrolled at least one semester)

Collect and update names, addresses, contact information

Send Focal Point

Distribute email news

APPENDIX E – PROGRAM REQUIREMENTS

Updated 2013-09-07 to agree with Faculty decisions during Faculty Assessment and Planning Week 2013 and approved during Faculty Orientation 2013-08-20

Numbers in parentheses are the older data submitted in the PVBI 2012 Self-Study.

Program	Bible / Theology credits required by ABHE/PVBI	General Education credits required by ABHE/PVBI	Professional Education credits required by ABHE/PVBI	Total credits required by PVBI	Scheduled for Review
Advanced Diploma in Biblical Studies	30/59 (30/56)	36/43 (36/34)	18/24 (18/36)	126	2013
Advanced Diploma in Child Evangelism	30/50 (30/47)	36/43 (36/40)	18/33 (18/39)	126	2013
Advanced Diploma in Christian Education (Elementary)	30/30 (30/30)	36/57 (36/51)	18/48 (18/57)	135	2014
Advanced Diploma in Christian Education (Secondary English)	30/30 (30/30)	36/60 (36/51)	18/45 (18/57)	135	2014
Advanced Diploma in Christian Education (Secondary Social Science)	30/35 (30/38)	36/55-58* (36/49)	18/42-45* (18/51)	135	2014
Advanced Diploma in Christian Music Education (Piano Major)	30/30 (30/30)	36/39 (36/31)	18/70 (18/75)	139	2014
Advanced Diploma in Christian Music Education (Not Piano Major)	30/30 (30/30)	36/39 (36/31)	18/67 (18/75)	136	2014
Advanced Diploma in Hispanic Studies	30/45 (30/45)	36/45 (36/45)	18/45 (18/45)	135	2015
Advanced Diploma in Ministerial Studies	30/51 (30/51)	36/42 (36/39)	18/39 (18/42)	132	2013
Advanced Diploma in Missionary Nursing (Shared Program)	30/30 (30/30)	36/40 (36/19)	18/50 (18/18+66)	120 (133)	2015
Advanced Diploma in Missionary Studies	30/48 (30/48)	36/45 (36/39)	18/42 (18/48)	135	2015
Certificate in Biblical Studies	12/15 (12/15)	NA/13 (NA/10)	NA/2 (NA/5)	30	2013

With the exception of the Christian Music Education Program, General Education requirements have been expanded to comply with the Pennsylvania Department of Education requirement of 40 semester credit hours of general education in a baccalaureate degree.

*These numbers depend on whether the missions elective is counted as General Education or Professional Education.

APPENDIX F – RESPONSE TO EVALUATION TEAM SUGGESTIONS

Standard 2A – Assessment of Student Learning

Suggestions:

- 1) The team suggests that PVBI continues the implementation of the systematic review of learning goals and objectives across all programs and curricula.
- 2) 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.

In regard to Suggestion 1, revised Institutional Goals were proposed during Faculty Assessment and Planning Week, May 28 – 31, 2013. The proposed revisions were considered in the full Faculty Orientation meetings, August 20, 2013 and September 9, 2013, then distributed to the campus family for comment. They were approved by the Board October 17, 2013. The 2012 Assessment Plan laid out the process of reviewing and revising learning goals and objectives across all the programs. The Assessment Committee and the Faculty will be implementing that process.

Suggestion 2 was addressed above along with the related Recommendation under Standard 2A.

Standard 2B

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.

This Suggestion is identical to Suggestion 2 under Standard 2A; therefore, the response to the recommendation under Standard 2A applies here as well. The CIE Job Description (see Appendix B) includes responsibility for Standard 2B.

Standard 5

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.

Response relative to this suggestion is given under Standard 5 in the main body of this document.

Standard 6B

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

The budget process has advanced to engage key persons with decision-making powers in building the annual budget. The 2013-2014 budget was approved April 10, 2013, and a hard copy was provided to the Team. The administration takes seriously the suggestion, and the budgetary process is under continuing development.

Standard 8

Suggestions:

- 1) The team suggests that Penn View Bible Institute develops a budgetary process that allows participation by all departments.
- 2) The team suggests that the Penn View Bible Institute Administration grants a greater role by Student Service personnel in institutional decisions that affect students.
- 3) The team suggests that Penn View Bible Institute separate the student government functions of the Bible institute from the high school academy.

In regard to Suggestion 1, as mentioned under Standard 6B, the budgetary process has been expanded to include key persons. The Dean of Students will be involved in the process in the next budget.

In regard to Suggestion 2, the Dean of Students is already a member of the Administrative Committee, but to this point, the Dean of Students has been operating under the Director of Operations. Nonetheless, he is authorized to make most decisions relating to student life.

Suggestion 3 involves separating “the student government functions of the Bible institute from the high school academy.” The Dean of Students brought a proposal to the Administrative Committee; that proposal was approved, and in the fall elections the Institute students elected their own officers with responsibility only for Institute functions.

Standard 11

Suggestions:

- 1) The team suggests that course syllabi be revised to reflect more recent scholarship.
- 2) The team also suggests that attention be given to developing additional opportunities for students to serve in community contexts outside the church.

Suggestion 1 urged that “course syllabi be revised to reflect more recent scholarship.” Earlier in the year, the Librarian had asked faculty to enlarge the bibliographic listings in their syllabi in order to give suggestions for library acquisitions. The July 31 memo from the Academic Dean asked faculty members to include recent resources in their bibliographies.