

Progress Report
submitted
to the
Commission on Accreditation
of the
Association for Biblical Higher Education
5850 T.G. Lee Blvd, Suite #130
Orlando, FL 32822

by

Penn View Bible Institute
125 Penn View Drive
Penns Creek, PA 17862

Timothy L. Cooley, Sr., Academic Dean
Email: TimCooleySr@pvbi.edu

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INTRODUCTION

Background/History of the Institution

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.¹ General Superintendent, George I. Straub, called on Rev. Truman Wise to read the Scripture. Rev. Arthur Thomas took a Polaroid picture of Rev. Wise reading from II Chronicles 6. Opening the camera, he seemed to hear a voice saying, "This is the seal of my approval upon the school." When the picture developed, a phenomenal seven-branched, flame-like forked lightning hovered over the Bible.² God had given evidence that He was pleased and that His presence would continue with them. 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." The *Catalog* (2018) lists the following programs:

- Advanced Diploma in Biblical Studies
- Advanced Diploma in Child Evangelism
- Advanced Diploma in Christian Education (Elementary)
- Advanced Diploma in Christian Education (Secondary English)
- Advanced Diploma in Christian Education (Secondary Social Science)
- Advanced Diploma in Christian Music Education
- Advanced Diploma in Hispanic Studies
- Advanced Diploma in Ministerial Studies

¹ Accounts of this service have been published in the *Catalog* across the years and in several audio recordings that the school has produced. A number of individuals who were present at the service and are still alive frequently testify to the events. These include President John Zechman and Academic Dean Timothy Cooley, Sr.

² In the copies, only six branches extend into the sky.

Advanced Diploma in Missionary Studies
 Advanced Diploma in Missionary Nursing
 Certificate in Biblical Studies

Penn View Bible Institute entered a new era on June 1, 2018, when, following Rev. John Zechman’s 28-year administration as President, Rev. Daniel Durkee (a 1993 graduate of the Institute) took office as President.

The Institute classifies 1,599 people as alumni (attended at least one semester). There are 452 graduates, including one-year Certificates and four-year Advanced Diplomas.

Process of Accreditation

On October 30, 2009, Penn View Bible Institute (PVBI) submitted its application to the Commission on Accreditation (CoA) and received applicant status on February 17, 2010, candidate status on February 19, 2014, and initial accreditation on February 8, 2017, as expanded in the following table.

<i>When?</i>	<i>Who?</i>	<i>Action</i>	<i>Status</i>
10/30/2009	PVBI	Submitted application to CoA	
02/17/2010	CoA	Approved PVBI for Applicant Status (CoA Action letter dated 03/17/2010)	Applicant
11/15/2012	PVBI	Submitted Self-Study	
04/24/2013 – 04/26/2013	ABHE Evaluation Team	Conducted three-day, on-site Evaluation Team Visit	
02/19/2014	CoA	Approved PVBI for Candidate Status (CoA Action letter dated 02/28/2014)	Candidate
05/18/2016	PVBI	Submitted Self-Study	
10/12/2016 – 10/14/2016	ABHE Evaluation Team	Conducted three-day, on-site Evaluation Team Visit	
02/08/2017	CoA	Approved PVBI for Initial Accreditation (CoA Action letter dated 02/22/2017)	Initial Accreditation

The process of accreditation has induced growth throughout the whole organization and continues to bless the school.

Institutional Mission and Goals

During 2008, 2009, and 2010, the PVBI Board of Directors and the faculty and staff had worked through a broad-based process to revise the Mission Statement. The Board of Directors approved the revised statement on October 4, 2010. The statement was revisited and reaffirmed on April 14, 2015 as well as the Core Values and Institutional Goals.

Penn View Bible Institute
Our Mission:

To prepare Christ-like Servant Leaders

through higher education
that engages spiritual transformation,
academic excellence,
social integrity,
and practical experience,

in the conservative Wesleyan-Arminian tradition
to fulfill our Lord's Great Commission.

The foundational documents have substantially the same focus as the earlier Mission Statement and the goals, which had been published in the *Catalog* throughout the years (for example, 2010, pp. 1, 8). They tie in closely with the founding purpose and the mission as it has been throughout the history of Penn View. The Mission Statement, the Core Values, and the Institutional Goals are published in the *Catalog* (2018, pp. 8-9) and on the web site; they are also a part of the PVBI Constitution. This Mission Statement is displayed throughout the Campus and in the promotional literature.

In August of 2018, the faculty proposed a revised Philosophy of Education, and on September 13, 2018, the Board of Directors evaluated and approved that revised statement. The Philosophy of Education is published in the *Catalog* (2018, p. 8) and on the web site. Each academic program has program-specific objectives, which are published in the *Catalog* (2018, pp. 26-37).

Progress Report Document

This Special Progress Report is organized around the 2017 Institutional Accreditation Standards of the ABHE, with the related Essential Elements (EE) listed under the respective standards. The report was prepared by the Accreditation Liaison and the Coordinator for Institutional Effectiveness with collaboration by the President, administrators, and other individuals. It was reviewed for final approval by the ## on ## and by the Board on ##. It is submitted by Penn View Bible Institute to the Commission on Accreditation of the Association for Biblical Higher Education in response to the Commission's Action Letter of March 7, 2018.

STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS, AND PLANNING

ABHE Standard 2

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular, comprehensive, and sustainable system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills and competencies against institutional and programmatic goals.

The Assessment Plan (2016, available at [https://pvbi.edu/abhe-docs/2016.SS%20Penn%20View%20\(PA\)%20Assessment%20Plan.docx](https://pvbi.edu/abhe-docs/2016.SS%20Penn%20View%20(PA)%20Assessment%20Plan.docx)) describes the full program of assessing the programs and activities to determine whether PVBI is accomplishing its mission. The document describes the four-year Assessment Cycle and an Annual Assessment Calendar that systematize the assessment efforts.

Standard 2A – Assessment of Student Learning

No report required.

Standard 2B – Assessment of Institutional Effectiveness and Planning

- EE1. A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.
- EE2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.
- EE3. Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.
- EE4. A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process
- EE5. A plan that reflects the institution's mission, is based on assessment results, and is aligned with realistic resources projections.
- EE6. A system for monitoring institutional progress in achieving planning goals.
- EE7. The ongoing provision of reliable information to the public regarding its performance.

Relationship Between Institutional Goals and Institutional Effectiveness

While recognizing that an educational institution often addresses administrative and support functions at the level of Institutional Goals, PVBI has intentionally chosen to keep its Institutional Goals clearly focused on student outcomes, thereby emphasizing that our student products are the heart of why we exist. PVBI implements that Mission through six broad Administrative Areas (Executive, Public Relations, Finance, Operations, Academics, and Student Life) and through Administrative and Educational Support (AES) Units, all of which serve the purpose of supporting, facilitating, and advancing student learning. Laying out the foundational documents and aligning administrative functions in this manner has heightened consciousness of the variety of ways in which non-teaching personnel can contribute to advancing the institution's mission and goals. While, for example, Operations may seem to have only indirect input to student formation through providing a functional physical environment, the Director of Operations works with keen awareness that by example, by influence, and by actual work experience with the students, he is contributing to the Mission Statement and a number of the Institutional Goals. The Business Office exhibits courteous, conscientious, and professional quality in conducting financial affairs, thereby modeling for students, excellence in business behavior. Thus all the parts of the institution contribute directly or indirectly in "preparing Christ-like Servant Leaders." The table below demonstrates how the entire organization is related to the Mission Statement, the Core Values, and the Institutional Goals.

<p>Our Mission:</p> <p>To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.</p>	<p>Core Values</p> <p>God, His glory, and worship form the center of all values at Penn View. This center radiates through:</p> <p>1) Authority of Scripture (inerrancy) in every area of life (obedience), in all relationships (social), and in all thinking (biblical worldview)</p> <p>2) Personal Experience of saving and sanctifying grace; victorious holy living; a life of prayer and faith; Christlikeness that produces integrity in spiritual, moral, relational, financial, and educational dimensions</p> <p>3) Stewardship of all resources — mind, body, gifts and abilities, opportunities, influence, time, finances, and natural resources</p> <p>4) Great Commission — Spirit-filled evangelism and ministry, emphasizing the dignity and value of each individual; discipleship (including a conservative holiness lifestyle)</p>	<p>Institutional Goals</p> <p><i>Spiritually</i> To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living</p> <p><i>Intellectually</i> To understand basic Bible content and doctrine To construct a biblical worldview To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning To establish an adequate intellectual foundation for professional ministry</p> <p><i>Socially</i> To become effective in the cultivation of interpersonal relationships To develop communication skills, professional courtesy, and a culture of mutual understanding To become a responsible member of social structures such as family, church, nation, and world</p> <p><i>Practically</i> To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance To achieve entry-level proficiency in professional Christian service To develop commitment to lifelong learning</p>	<p>Penn View Bible Institute carries out the Mission Statement through six Administrative Areas, each of which directly or indirectly supports the fulfillment of the institutional goals.</p>	Executive
				Public Relations
				Finance
				Operations
				Academics
				Student Life

EE1 Written Comprehensive Assessment Plan

EE1. A written comprehensive assessment document that describes how the institution measures its effectiveness in an ongoing and structured way.

PVBI's Assessment Plan (2016) describes the full detail of assessing both the Administrative Areas and the AES Units (EE1). PVBI employs a Coordinator of Institutional Effectiveness (CIE) to chair the Assessment Committee and to coordinate the assessment process throughout the organization. Together, the CIE and the Assessment Committee form the Office of Institutional Effectiveness (OIE) that systematizes assessment in all six Administrative Areas and the respective AES units (EE2).

The Assessment Committee approved the use of a five-column chart (see **Exhibit A##**), based on Nichols and Nichols (2005), as a means of pulling together unit mission statements, aligning them with PVBI's Mission Statement and Institutional Goals, identifying specific unit objectives, establishing means and criteria of assessment, recording a summary of assessment data, stating judgments about effectiveness, and recording decisions based on assessment data. The CIE utilizes a training PowerPoint™ to instruct AES personnel in PVBI's philosophy of institutional effectiveness and how to use the five-column chart. The various functions of the organization were organized into AES units in great detail by an *ad hoc* committee August 18, 2015; nevertheless, as the

assessment of the units has progressed, the Assessment Committee has decided that some of those AES units may not need specific assessment documents but rather be included in the documentation of a higher unit. The following table (with colored text) gives the full listing of Administrative Areas and AES Units (as originally identified), with those units currently assigned to assess themselves indicated by blue text, and the units targeted to assess themselves in the near future in purple text.

Administrative and Educational Support (AES) Units

100 Executive Administrative Area	500 Academics Administrative Area
105 Executive Administration	505 Academic Administration
106 <i>President's Office</i>	510 Academic Programs
107 General Office	511 Ministerial
110 Board of Directors	512 Missions
120 External Recognition	513 Christian Music Education
121 PDE	514 Christian Education
122 ABHE	515 Child Evangelism
130 Assessment & Planning	516 Biblical Studies
131 <i>Institutional Research and Effectiveness</i>	520 Christian Service Learning
140 <i>Development</i>	530 Registrar
141 Planned Giving	540 Enrollment Management
142 Donors	550 Faculty
143 [Grant Writing]	551 Instruction
150 Alumni	552 [Professional Development]
200 Public Relations Administrative Area	560 Library
205 Public Relations Administration	561 Library Administration
210 <i>Marketing and Communication</i>	562 Collection Development
220 <i>Church Relations</i>	563 Circulation
230 Music Groups	564 Reference
240 <i>Student Recruitment</i>	565 Technical Services
300 Finance Administrative Area	566 Preservation
305 Finance Administration	600 Student Life Administrative Area
306 Finance Committee	605 Student Life Administration
310 <i>Human Resources</i>	610 Spiritual Life
320 <i>Accounting Services</i>	620 Social Life
321 Accounts Receivable	630 <i>Student Services</i>
322 Accounts Payable	631 Advisement
323 Payroll	632 Financial Aid – not needed at this time
330 Financial Resources	633 Health and Safety
400 Operations Administrative Area	634 Housing
405 <i>Operations Administration</i>	640 Student Government
410 Physical Resources	650 <i>Retention</i>
411 Campus Security	
420 <i>Maintenance</i>	
430 <i>Food Services</i>	
440 <i>Work Scholarship Program</i> – now being supervised by Director of Student Life (600)	
450 <i>Auxiliary Enterprises</i>	
451 Rentals	
452 Coach Service	
453 Bookstore	
460 <i>Information Technology</i>	

Notes:

- x05 In general, the Assessment Committee has not assigned the units with numbers ending in 05 specific assessment. In the case of 405 Operations, the administrator just received a secretary and is considering whether specific assessment of that function through a 5-column chart may be beneficial.
- 110 The Board of Directors 5-column chart is complete and is included in the Exhibits. The Board has developed a Board Handbook and a means for self-assessment. In addition, on September 13, 2018, the Board conducted an

- informal review and assessment of the presidential hiring process they had established and utilized for hiring the new President.
- 120 The External Recognition 5-column chart is complete and is included in the Exhibits. Recognition with ABHE, Pennsylvania Department of Education, U. S. Department of Education, Student and Exchange Visitor Program (for F-1 international students), Council for Higher Education Accreditation, and Veterans Administration (for education of veterans and military personnel) are all current and in good standing. Recognition by other colleges and university for undergraduate transfer of credit and for graduate education is acknowledged by letters on file in the Academic Dean's office.
- 131 The Office of Institutional Research and Effectiveness 5-column chart is completed through the third column. The unit serves PVBI's fulfillment of its mission by coordinating institution-wide assessment that collects, interprets, and disseminates information that empowers the continual, systematic improvement of student learning, data-informed decision making, strategic planning, and institutional excellence in all areas, thereby also ensuring integrity and transparency with external constituencies
- 200 The Public Relations 5-column chart is partially complete. The PR office harvests surveys from churches and other organizations where PR services are held to receive feedback on the ministry, as well as the receipt of advertising materials.
- 310 The Human Resources function is being developed so a 5-column chart has not yet been assigned but is pending.
- 320 The Business Office 5-column chart is complete and is included in the Exhibits. This satisfies the current need for assessment in the Business Office. The Business Office operates within specified business guidelines and accounting practices generally accepted in the United States (GAAP), as indicated by the unqualified opinion with no audit differences discovered in the audit process, as represented again this year by the Wagner, Dreese, Elsasser and Associates (2018).
- 400 The Operations Office oversees physical resources, maintenance, food services, work scholarship program, and auxiliary enterprises. Its assessment is accomplished through three of the sub-units, but the Director is considering whether a 5-column chart may be appropriate for the office itself.
- 420 The Maintenance 5-column chart is partially complete. The department maintains records of maintenance requests and manages its budget in numerous categories.
- 430 The Food Services 5-column chart is partially complete. Food Services not only supplies nutrition for the employees, students, and guests, but also assists students to learn baking, cooking, and general kitchen work.
- 440 The Work Scholarship Program 5-column chart is partially complete. Work Scholarship is now being supervised by Student Life so is being reviewed for revision; it will likely move into the 600s. The program provides students with a method of paying on their school account, accomplishes many daily operational tasks (such as custodial services and food preparation), but also gives opportunity for students to develop skills, work ethic, and leadership potential.
- 460 The Information Technology 5-column chart is complete and is included in the Exhibits. The IT Office manages the campus network, the campus phone system, Internet connectivity, student network accounts, and Covenant Eyes

- software. The IT Specialist keeps technology requests, keeps current with meeting the needs, and documents their fulfillment.
- 511 The Ministerial program 5-column chart is complete and is included in the Exhibits.
- 512 The Missions program 5-column chart is partially complete.
- 513 The Christian Music Education program 5-column chart is complete and is included in the Exhibits.
- 514 The Christian Education program 5-column chart is partially complete.
- 515 The Child Evangelism program 5-column chart is complete and is included in the Exhibits.
- 516 The Biblical Studies program 5-column chart is complete and is included in the Exhibits.
- 520 The Christian Service Learning 5-column chart is complete and is included in the Exhibits.
- 530 The Registrar 5-column chart is complete and is included in the Exhibits.
- 540 The Enrollment Management 5-column chart is complete and is included in the Exhibits.
- 550 Faculty assessment is not tracked on a 5-column chart, but through files and appointments recorded on the Academic Dean's office computer. During the Fall of 2018, the Academic Dean has observed 6 of the 12 instructors who are teaching (including adjuncts), has conducted follow-up conversations and provided summary memos. The Peer Review Committee has evaluated two faculty members during the Fall semester. Student Course Evaluations are tabulated, a summary report is given to each instructor with the instructions to review and prepare a written response to the Academic Dean. Those reports are kept on file.
- 560 The Library 5-column chart is complete and is included in the Exhibits.
- 610 The Spiritual Life of students is already evaluated to some degree under Student Learning Outcomes as part of the Institutional Goals.
- 630 The Student Services 5-column chart is complete and is included in the Exhibits. This satisfies the current need for assessment in Student Life. With the opening of the Student Life Center, Student Services are likely to expand.
- 632 Financial Aid is not a separate function under Student Life because PVBI is not yet eligible for Title IV funding.

We have utilized the 2016 Assessment Plan in a manner that shows our progression into a systematic analysis and use of assessment data. The AES units that have been specified for assessment (blue and purple text in the table above) cover all the parts of the organization believed to need assessment. Thirteen of these have fully developed 5-column charts. Eight more units have developing 5-column assessment charts with at least 3 of the 5 columns completed. As we continue assessment, we become aware of yet other parts of the organization that would benefit from direct assessment.

EE2 Meaningful Analysis of Data

EE2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.

PVBI holds forth a strong vision of a school that produces graduates who are totally devoted to Christ and effective in ministry. Presidential sermons and exhortations call

faculty, staff, students, graduates, and supporters to this kind of devotion. The history of the school is replete with examples, and their stories have been recounted. The stories of great Christians have been told and retold, inspiring the campus family and inviting others to join the effort. This vivid playing out of Bolman and Deal's (2003) symbolic frame has energized and sustained the organization for generations. The faculty and staff have given themselves wholeheartedly, students have devoted their energies to seeing the school advance, and graduates have served throughout the conservative holiness movement, both in the United States and in numerous other countries. In addition, the Biblical teaching of Christians' responsibilities to each other has instructed and disciplined the campus family, fitting Bolman and Deal's human resources frame into the organizational functioning and helping to resolve conflict while still advancing the cause. As the institution grew and became more complex, the President, the Board, and the administration endeavored to improve the organizational structure. The accreditation process has pressed the institution to further systematization of assessment so that the historic pattern of goal setting and pattern making is being substantiated and strengthened through formal assessment. The Board, administration, faculty, and staff have demonstrated commitment to the continuing development.

During Summer 2018, in regard to the Mason/McIntire Student Life Center (which will also house the music division), the Board concluded through hearing from constituents, studying the enrollment history (which had been declining), listening to donors who have invested in the project, and reviewing the urgent need in the music division that the completion of the building needed to be prioritized. Aware that prospects and students place greater priority upon quality of Student Life than would have been the case years ago, they believed that the increase of student satisfaction, the improvement in preparing students for a life of Christian service, and the increase of satisfaction among faculty and staff would generate revenue by drawing more students. The Board and the bank assessed the final numbers to complete the project and authorized a loan needed for completion. Construction, which had been halted, resumed with a projection of completing by Christmas 2018. Feedback from constituency, faculty, staff, and students is confirming that momentum has been generated.

With regard to Student Life, during the Spring 2018 semester, a number of resident students did very poorly, especially in regard to class attendance. The President and the new Director of Student Life concluded that in several ways we were not engaging students sufficiently. The President concluded that a full-time Director of Student Life (overseeing the spiritual, social, and work life of the students) is needed. This Fall the Director of Student Life and his staff are intensely engaged in monitoring students' attendance and grades. The President also concluded that in several ways Student Life personnel had not been engaging students socially from supper time to lights out time; consequently, Student Life personnel responsibilities have been rearranged, and they have intensified engagement with resident students during the evening hours. The Director of Student Life will eventually be headquartered in the Mason / McIntire Student Life Center.

The new President, realizing the historical pattern of financial shortage in the summer months and the ongoing need for salary in the summer months, initiated a Summer Operation Salary (SOS) fundraiser. He sent out an SOS for \$80,000 and from eight donors, that amount was raised, designated for that expense. This eased the financial pressures during the summer months.

During the Summer 2018, the Board and the President assessed the need to broaden the financial support base. President has met with nearly 40 new business contacts in recent weeks.

The Director of Operations and the President analyzed the history of purchasing fuel oil for campus units. Knowing we have operated with tanks half to empty, they analyzed that it would require \$18,500 to move to a pattern of having tanks full to half. Ten donors, eight of which were new to the school, contributed the money needed to transition to the new pattern. In addition, a local business agreed to pay the monthly amount to keep the tanks full through auto-fill arrangement.

The coal boiler in the main building was installed in the 1980s and needed to have a number of tubes replaced. Rather than replacing three or four tubes each year at about \$1,000 per tube, the President decided to have all 45 tubes replaced at once, with considerable savings.

The windows in the Men's dormitory were very old and inefficient, losing heat in the colder season. With the presentation of the need, two churches contributed the money required to purchase the windows, and another business paid to have all the windows installed professionally. The project was completed October 12, 2018.

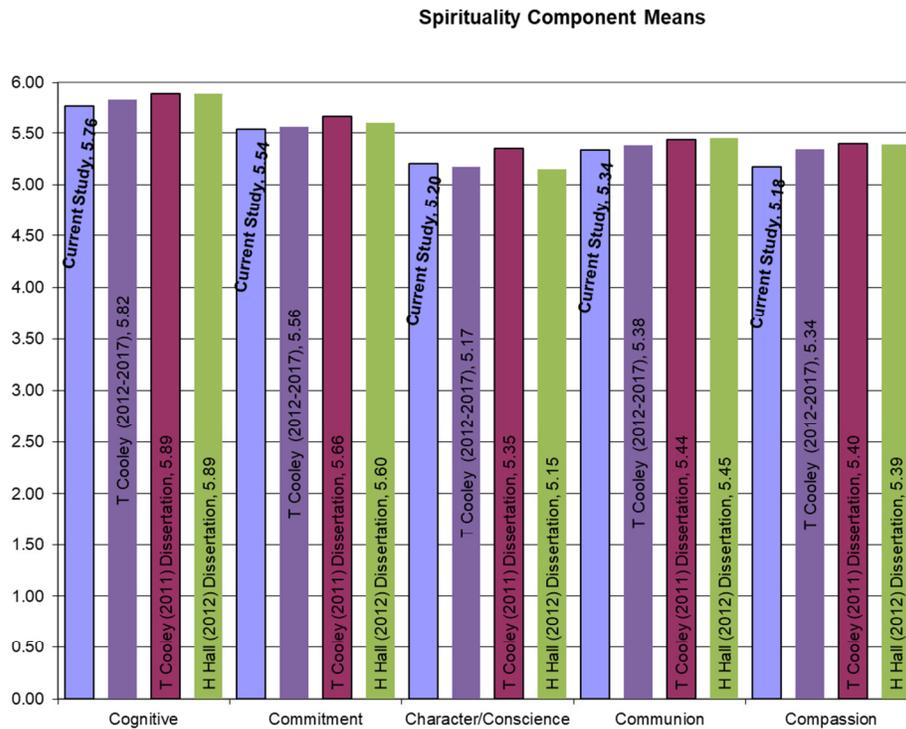
The campus is located in rural Pennsylvania where many local residents do not even lock their doors. In the Noel-Levitz Student Satisfaction Inventory (2014), students indicated that campus "Safety and Security" are not a high priority concern and that they are satisfied in this area. Nevertheless across the last several years, administrative discussions and evaluations of campus security have brought about significant changes. In addition, an incident of an unexpected stranger being in the main administration building (which actually brought no harm) motivated the Director of Operations to implement locked doors for a period of time and to begin installation of digitally controlled security features in the building, but the complications proved overwhelming without further equipment. The administrators have attended multiple seminars on security and have contacted two consultants about the matter. Some of the security devices have been installed. Staff and faculty have begun wearing photo ID badges that can eventually be phased into security cards. Recently the President noted several items of concern (lights on, doors unlocked, vehicles in question) and delegated the matter to Operations. Student vehicle parking stickers are being produced, and stickers for employees will follow; these will facilitate identifying vehicles. Each night, a security person is assigned (accountable to Student Life) to check doors (50 doors with a seven-page daily report that is then converted to a weekly report). The Director of Operations is assessing the value of the reports, and they are being kept in the Director of Operations' office.

As noted above, the IT Specialist keeps current with requests and maintains documentation in the IT office.

EE3 Substantial Documentation of Effectiveness

EE3. Substantial documentation issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.

The Wesleyan Wellness Profile (WWP), administered November 2017, confirms that students are growing spiritually, which demonstrates success of the entire organization in accomplishing the Mission. On a Likert-type scale of *1 very untrue of me* to *6 very true of me*, the following table displays PVBI's scores compared to three other studies of multiple Bible Colleges. Cooley, the designer of the Profile, maintains documentation of those statistics.



Results from the Wesleyan Wellness Profile (2017, mean of 5.40 on a six-point Likert-type scale for 63 line items relating to spiritual transformation) suggest that students are achieving the spiritual growth which the school promotes and which the students desired when they came. According to the WWP (item 8), students attribute their spiritual growth to the Bible College program (mean of 4.59). This survey is included in the Assessment Plan (2016). PVBI history for 2013, 2015, and 2017 is summarized in the following table.

Wesleyan Wellness Profile (selected items)			
Date	10/30/2013	10/28/2015	11/07/2017
Spiritual Transformation Index	5.58	5.60	5.40
Bible College Experience	4.75	4.68	4.59
Campus Atmosphere	5.31	5.31	5.18

The Faculty Staff Perception survey (administered each May) arises from the close face-to-face relationship that faculty and staff members sustain with the students and focuses explicitly on the Institutional Goals. Because the goals of Penn View are designed to influence students, both in and out of the classrooms, the results of this survey, administered in May 2018, indicate that the faculty and staff perceive that their efforts are successful. On a Likert-type scale of *1 very untrue* to *6 very true*, the average of the

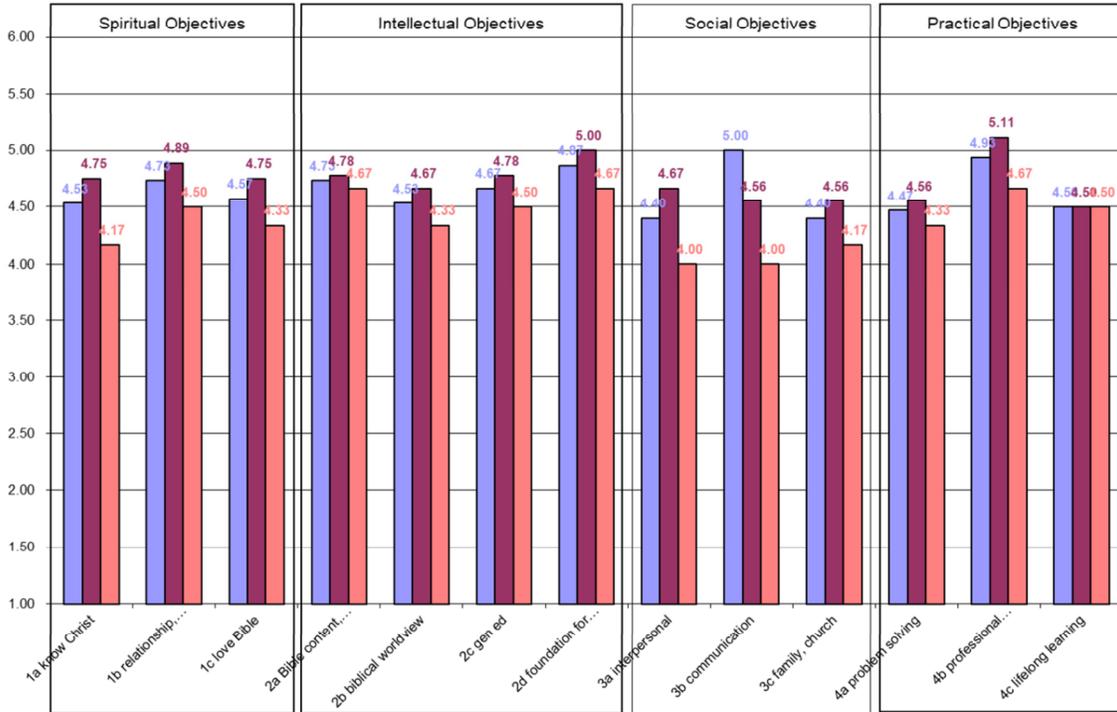
ratings for all the Institutional Goals was 4.92, just below *5 mostly true*. While *5 mostly true* is usually the target for ratings of oneself, the faculty has concluded that when a respondent is rating someone else, 4.5 is satisfactory (Faculty Minutes, June 1, 2016). Moroney (2000) has documented and explained the tendency of survey respondents generally to rate themselves more favorably than others; Cooley (2011) also referred to this tendency, and this has been discussed numerous times among the faculty. Interestingly, Moroney suggests there may be some psychological benefit from mild “self-serving cognitive distortions” (p. 102).

The Faculty Staff Perception instrument is included in the Assessment Plan (2016). The annual means are reported in the table below.

Faculty Staff Perception Survey (means on a scale of 1 to 6)			
05/22/2015	04/29/2016	05/09/2017	05/29/2018
4.92	4.89	4.86	4.64

The Faculty Staff Perception Survey was administered May 2018, and while the number of participants and the ratings were lower than usual, the averages still testify that Faculty and Staff believe PVBI is achieving the Institutional Goals. This is a testimony of the success not only of the faculty but of the whole campus family in “preparing Christ-like Servant Leaders.” (The returns may have been lower because there was a significant number of employees who were not returning or because the administration of the survey was a little different in the temporary absence of the CIE.) The averages of the specific objectives, separated by whether the respondents were faculty or staff members are displayed in the chart below. Repeated discussions on the differences between the ratings given by faculty and those given by staff members have concluded that the two groups tend to see the students in different parts of life and in different lights; therefore both ratings have validity.

May 2018 Faculty/Staff Perception Survey - Comparing All Responses / Faculty / Staff



The PVBI-developed Student Survey is currently being administered through hardcopy, and returns are coming in. The Noel-Levitz Student Satisfaction Inventory currently being administered online, was opened, October 22, 2018, and had received 68% response rate as of November 9, 2018; the close date is November 19, 2018. The New Student Survey (NSS) for freshmen (developed in cooperation with five other Bible Colleges) was delayed in administration by our supplier who was late in getting the survey presented to our students. With a November 9 response rate of 54%, it is still open for response.

The position of Coordinator of Institutional Effectiveness (CIE) was created in 2013 with an assignment of 10 hours per week. One person served that position until 2016, then another through the 2016-2017 academic year, but that person declined to continue. Realizing that 10 hours per week were not sufficient for the work that needed to be complete, in 2017 the Accreditation Liaison persuaded the President to raise the assignment to 20 hours per week. A new CIE was hired, but a serious health crisis in April of 2018 interrupted his ability to function. As he regained his strength, another part-time instructor was contracted to give assistance and in the current academic year, the CIE is working 10 hours per week with assistance from the part-time instructor. This fall, the CIE has called Assessment Committee together for extra meetings. The presentation of assessment data and the review of 5-column charts helped facilitate better understanding of assessment for Standard 2B, especially the Director of Operations and the new Director of Student Life, who are both on the committee. In addition, the CIE and the Accreditation Liaison conducted conferences with nine persons regarding their 5-column charts.

With the coming of a new President, a new Director of Music, and a new Director of Missions, and a number of other new employees, it was time for a new Catalog. The

Catalog is available at
[https://pvbi.edu/Catalog/2018.CAT%20Penn%20View%20\(PA\).pdf](https://pvbi.edu/Catalog/2018.CAT%20Penn%20View%20(PA).pdf)

EE4 Comprehensive Planning Process

EE4. A planning process that is comprehensive, involves representatives of the various institutional constituencies, and is subject to a periodic review process

In 2015 and 2016, former President Zechman had communicated his intentions to retire but not set a date. September 19, 2016, the Board of Directors extended the President's contract to May 31, 2018, after which he would be retiring. After considering 20 names of people to be considered, the Board narrowed their choice to Daniel P. Durkee, and on January 15, 2017, the Academic Dean (as instructed by the Board), placed a OneCallNow to the entire Penn View faculty and staff to announce that Rev. Durkee would become the next President on June 1, 2018. The 2017-2018 Academic Year was laid out to transition more and more responsibility from Rev. Zechman to Rev. Durkee and beginning in April the President-Elect made most of the decisions and chaired the Administrative Committee meetings. The year-end events prioritized honoring Rev. Zechman for 28 fruitful years as President and installing Rev. Durkee as President.

Rev. Durkee is a 1993 graduate of PVBI's ministerial program and is indicative of the success of PVBI's Mission "to prepare Christ-like Servant Leaders . . . to fulfill our Lord's Great Commission," Durkee has demonstrated excellence as a pastor, an evangelist, Director of Public Relations, and a youth leader across the conservative holiness movement.

Having reviewed developments in Student Life and planning for the needs that will arise, the new President has changed the former Dean of Students job title to Director of Student Life and made the position full-time. The Mason McIntire Student Life Center is now targeted to open in December 2018. A revised Job Description will describe the expanded responsibilities of the Student Life.

Referencing the Planning Document (2016), the former Finance Committee, which had included members beyond the Board, is transitioning to become the Presidential Advisory Council, which had been planned years ago, but not actualized. This will improve the benefits received from those people who are not Board members, but who love the school and have value to contribute.

As the date for opening the Mason / McIntire Student Life Center approaches, the Student Life personnel are preparing to propose new policies and scheduling for the Center. Use of the Student Life Center will bring major changes on to the campus.

The review process for the Assessment Plan is delineated in the Assessment Plan (2016). Parts of the process have been followed but not in complete detail. Foundational documents have been evaluated and reaffirmed (Mission Statement and Core Values by Faculty, May 31, 2017) but those documents need further evaluation and confirmation. The Faculty proposed a revised Philosophy of Education and on September 13, 2018, the Board of Directors evaluated and approved that revised statement.

The planning process at PVBI occurs at multiple levels. The Board of Directors retains ultimate responsibility for strategic planning, although the Board depends heavily on

input from the administration. In addition, the budget process incorporates an increased number of persons who are responsible for each portion of the budget. Minutes of the Board of Directors demonstrate an increasing development in strategic planning.

The Administrative Committee meets weekly and deals with strategic issues as well as more operational decisions. Administrators responsible for Administrative Areas (AES Units) are present in those meetings. Actual use of the Planning Document was not accomplished annually and as comprehensively as planned.

The Assessment Plan (2016) delineates the process of analyzing assessment data for both student learning (Standard 2A) and institutional effectiveness (Standard 2B). (EE4, EE5)

EE5 Connecting the Mission, Assessment, and Resources

EE5. A plan that reflects the institution's mission, is based on assessment results, and is aligned with realistic resources projections.

The administration recognizes that while the Planning Document has served as a guide to some degree, it needs to be referenced more consistently. The Planning Document needs to guide annual operational planning and be formally and specifically written into the agenda for the Strategic Planning Meeting of the Board of Directors. The Plan is derived from the institution's mission.

need more information

EE6 Monitoring Institutional Progress

EE6. A system for monitoring institutional progress in achieving planning goals.

As above, the administration recognizes that while the Planning Document has served as a guide to some degree, it needs to be referenced more consistently. The Planning Document needs to guide annual operational planning and be formally and specifically written into the agenda for the Strategic Planning Meeting of the Board of Directors. The Plan is derived from the institution's mission.

need more information

EE7 Ongoing Publication of Information

EE7. The ongoing provision of reliable information to the public regarding its performance.

The Accreditation Liaison (Academic Dean) holds ultimate responsibility for guiding the publication of reliable information regarding student achievement at PVBI. Currently this entails graduation rates and rate of recent graduate involvement in ministry, published in the *Catalog* (2018, p. 23) and on the web site (<http://www.pvbi.edu/gradrate.html>), as well as in the *Catalog* available digitally at [https://pvbi.edu/Catalog/2018.CAT%20Penn%20View%20\(PA\).pdf](https://pvbi.edu/Catalog/2018.CAT%20Penn%20View%20(PA).pdf)). PVBI also publishes accreditation Self-Study documents on its website (<http://www.pvbi.edu/abhe.html>). The institution is still considering what other details are to be published.

Evaluative Conclusion

Penn View demonstrates strength in the appropriateness and integration of its intended student outcomes from the Mission Statement and Core Values through the Institutional Goals to program-specific objectives and course objectives, though the connections should be made more explicit at the latter two levels. Shared commitment to achieving those outcomes is strong throughout the institution. The written Assessment Plan is basically sound at this point, but it will continue to be revised and improved as PVBI matures in the assessment process. One area for improvement is the more complete written identification of the *who*, *when*, and *how often* for assessment means. The institution is collecting many data that can serve to validate its students' achievement of the intended outcomes. The primary gap is data reflecting graduates' effectiveness in their ministries after leaving PVBI, a gap that was partially closed by the introduction of the Graduates' Survey in the Spring of 2016.

The analysis, consideration, and use of the collected data for improvement have advanced, particularly among faculty members, but analysis, interpretation, dissemination, and use of assessment data need to become more consistent, timely, and documented. Existing 5-column charts are uneven in quality; all must mature as their use becomes more familiar. Not all AES Units have completed Columns 4 and 5 of their charts—the columns that summarize the collected data, express a judgment concerning effectiveness in accomplishing the stated objectives, and record decisions for improvement—therefore, intense work is required to establish the practice of making assessment meaningful by using the data to improve effectiveness. The planning process needs to be further developed and monitored.

CONCLUSION

This Progress Report is submitted by Penn View Bible Institute to the Commission on Accreditation of the Association for Biblical Higher Education in response to the Commission's Action Letter of March 7, 2018.

Summary of Issues

Strengths

PVBI has offered postsecondary education with solid spiritual emphasis for 52 years. The educational level of graduates has been demonstrated through successful ministries and through students performing well when they have been accepted for graduate work at 13 different graduate schools and seminaries. A high percentage of graduates are in ministry in many states and in 18 countries outside the U.S. The financial audits from 2010 through 2018 demonstrate integrity and adequate internal controls in financial management.

Concerns

Assessment has progressed, but still needs to become more systemic and decentralized. Each part of the organization must carry its own assessment and report to the CIE. The integration of academic program objectives and course objectives with Institutional Goals should be made more explicit. The Assessment Plan must continue to be revised and improved as PVBI matures in the assessment process. This will require considerably more work from the Office of Institutional Research and Effectiveness. The system mapped out by the Plan is cumbersome but seems necessary in order to promote organizational excellence and to satisfy the demands of external approval requirements. Gaps in assessment data need to be closed. The analysis, interpretation, dissemination, and use of assessment data across the institution must become more consistent, timely, and documented. A primary assessment tool, the Nichols and Nichols (2005) 5-column chart, must become ubiquitous in the organization; the charts must be completed and reviewed in order to use the data to improve effectiveness. The planning process needs to be further developed and monitored.

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