

Progress Report  
submitted  
to the  
ABHE Commission on Accreditation  
of the  
Association for Biblical Higher Education  
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by

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## INTRODUCTION

PVBI administration gives hearty gratitude to the Association for Biblical Higher Education (ABHE) and to the Commission on Accreditation (CoA) for the blessing that the accreditation process has been to the institution. On October 30, 2009, Penn View Bible Institute (PVBI) submitted its application to ABHE. In February 2010, the Commission granted applicant status, then candidate status on February 19, 2014, and initial accreditation on February 8, 2017. Substantive Change was requested to begin a new Advanced Diploma in Muslim Studies program and was approved by the CoA June 27, 2019 with no further reporting required. PVBI hosted a one-day Supplemental Evaluation Visit (SEV), July 23, 2019. This Progress Report, organized around the Standards in the ABHE *Commission on Accreditation Manual* (2019), is in response to the CoA Action Letter of February 22, 2017 and the Supplemental Evaluation Visit Report from Dr. Ron Kroll (2019).

This Progress Report was prepared by the President, the Academic Dean, the Coordinator of Institutional Effectiveness, and the Director of Operations along with assistance from other administrators. The President and the Administrative Committee approved the Progress Report on October 31, 2019. The faculty reviewed and approved the draft on November 11, 2019. The Board of Directors members reviewed and approved the draft by individual email on November 12, 2019.

## STANDARD 1 – MISSION, GOALS, AND OBJECTIVES

The Commission expressed no concerns regarding Standard 1.

## STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS, AND PLANNING

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.

### Standard 2A – Assessment of Student Learning and Planning

EE3. A written plan of ongoing outcomes assessment that articulates multiple means to validate expected learning outcomes and that is subjected to a periodic review process.

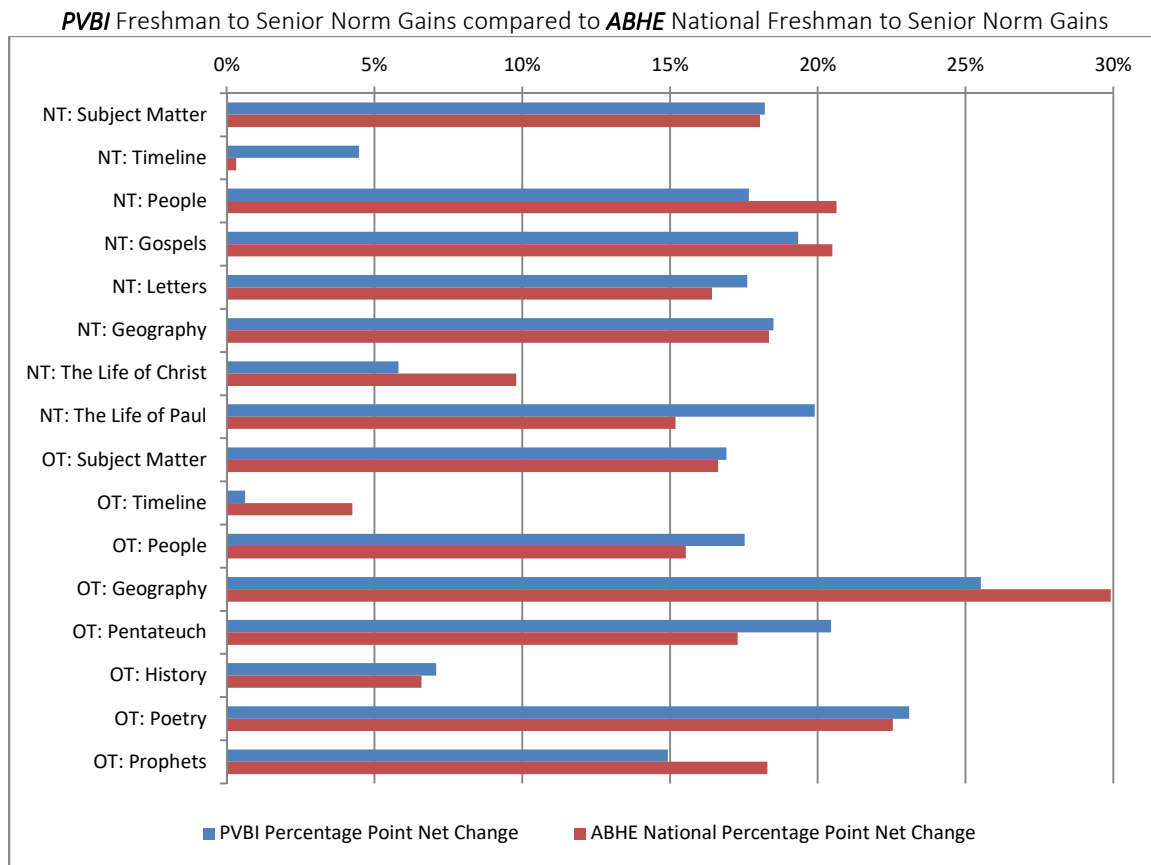
#### Standard 2A, EE3 – CoA Concern (2017)

Utilization of multiple means of measurements for validation of expected learning outcomes

The SEV Report (2019) summarized, “This concern was satisfied in 2018.” The institution continues to work on triangulation for assessing student learning outcomes.

The Assessment Plan, written and approved in 2016, continues to guide the evaluation of student learning, which in turn reflects on instructional effectiveness. The Coordinator for Institutional Effectiveness works with the Accreditation Liaison in coordinating the assessment process.

On February 12, 2018, review of the ABHE Bible Exam scores revealed that PVBI freshmen typically score above average compared to other ABHE freshmen coming in, and PVBI seniors score above average compared to other ABHE graduating seniors. In the years up to 2017, the net gain from PVBI Freshman Norms to PVBI Senior Norms is greater than the net gain in ABHE Freshman Norms to ABHE Senior Norms in 10 of the 16 domains of the test. The percentage point gains are displayed in the chart below.



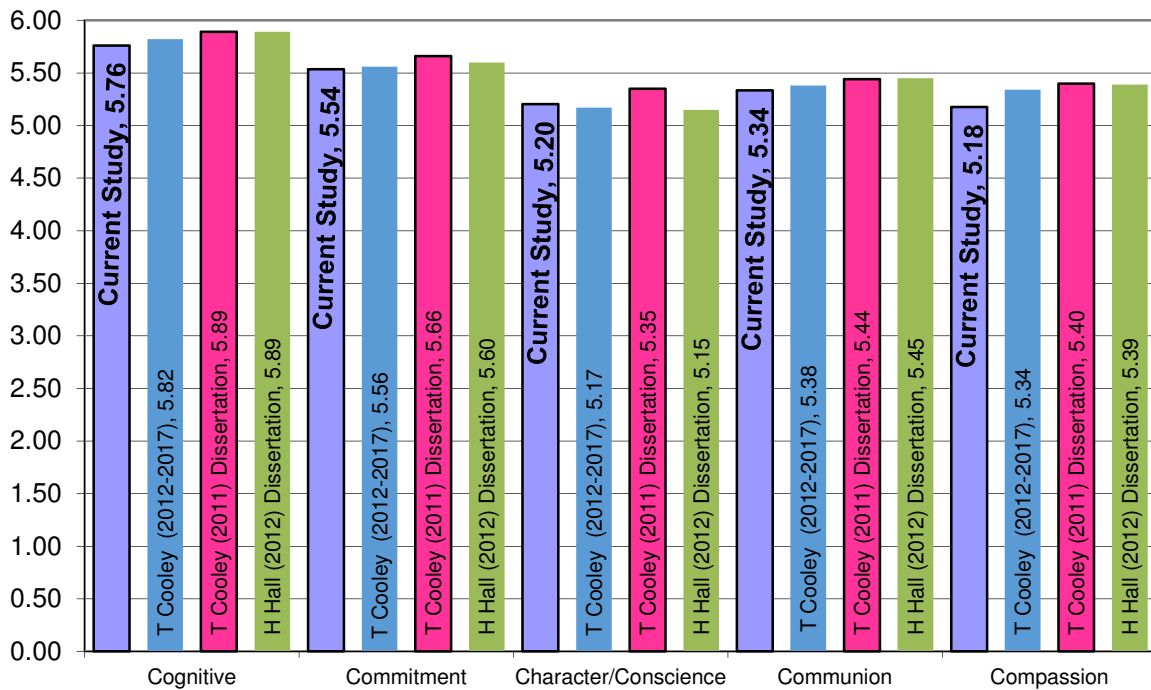
In the Spring of 2019, the senior scores in OT Prophets were only 0.58% below the national norms, and two other domain norms were strongly above the national norms: Pentateuch (+9.98%) and OT People (+9.54%). The faculty noted the lower score in OT Prophets, but expressed satisfaction that our curriculum focuses successfully on other primary books such as Genesis, the four Gospels, and Acts (Institutional Goal, Intellectual #1; Faculty Minutes, September 11, 2019). We will conduct further analysis of the score in NT Letters (-2.03%). PVBI seniors score well in most domains of the Bible Exam as displayed in the following table.

Senior Bible Exam Scores (Spring 2019)			
Domain	Institutional Norms	National Norms	Difference
New Testament: Subject Matter	62.99%	61.49 %	+1.50%
New Testament: Timeline	71.15%	64.17 %	+6.98%
New Testament: People	75.96%	70.82 %	+5.14%
New Testament: Gospels	65.95%	62.91 %	+3.04%
New Testament: Letters	53.40%	55.43 %	-2.03%
New Testament: Geography	67.18%	64.53 %	+4.27%
New Testament: The Life of Christ	62.48%	59.80 %	+2.68%
New Testament: The Life of Paul	55.93%	51.73 %	+4.20%
Old Testament: Subject Matter	67.63%	61.89 %	+5.74%
Old Testament: Timeline	61.72%	59.73 %	+1.99%
Old Testament: People	73.99%	64.45 %	+9.54%
Old Testament: Geography	64.20%	59.81 %	+4.39%
Old Testament: Pentateuch	78.15%	68.17 %	+9.98%
Old Testament: History	68.00%	59.84 %	+8.16%
Old Testament: Poetry	69.05%	66.49 %	+2.56%
Old Testament: Prophets	54.79%	55.37 %	-0.58%
Overall Exam Average	65.79%	61.96 %	+3.83%

On June 1, 2017 and again May 28, 29, 30, 2019, the faculty evaluated student papers submitted during the previous semester from a mixture of freshmen, sophomores, juniors and seniors in several different classes. To reinforce the use of rubrics in evaluating assignments, the English instructor, who is exemplary in using rubrics, shared a rubric she uses, which also facilitated discussion on expectations in regard to compositional level and various mechanical issues in papers. The Faculty noted that some students exhibited advanced thinking patterns, but others had gaps in logical flow. A paper from a senior evidenced excellent thinking skills, but grammar and compositional issues detracted from the otherwise substantial content. Structural and grammatical problems merit continued attention (Faculty Minutes). On November 11, 2019, faculty members noted they have increased in the use of rubrics since the emphasis and the presentation on the topic.

The Wesleyan Wellness Survey (administered odd-numbered Fall terms) was administered November 1, 2017. The survey asks students to rate their own level of spirituality on 62 line items covering the domains of Cognition, Commitment, Character/conscience, Communion (*koinonia*) and Compassion. Data from previous iterations have been reviewed in numerous Faculty Meetings, and the Faculty judged the data to indicate that in general we are accomplishing our goals. Cooley (2017) has calculated new benchmarks based on data collected, from 704 respondents in seven institutions (both conservative Wesleyan-Arminian and other conservative Evangelical institutions, during the years 2012 through September of 2017). Although in this iteration, PVBI means were slightly below the comparative numbers, PVBI students continue to score very well, as visualized in the following chart.

## Spirituality Component Means



The Wesleyan Wellness Profile has been administered as scheduled for the fall of 2019, but analysis is not yet available.

The acceptance of over 50 graduates into more than a dozen graduate schools across the years, including 24 graduates into nine graduate schools in the last five years, combined with the knowledge that graduates do well in their advanced studies gives additional assurance that PVBI levels of education are appropriate for undergraduate studies. The Academic Dean keeps a record of students who have taken graduate studies and monitors their progress both through personal conversations and through occasional grade reports.

The Student Survey (scheduled for even-numbered Fall terms) administered Fall 2018 asks students to rate line items on a scale of 1 to 6, with a target mean of 5. Item #3 asks the students to respond to the question, “Are you experiencing mental growth?” The comparative responses from 2014, 2017, and 2018 indicate that students continue to rate all five of the areas highly, with four of the five receiving means of 5 or above.

Scale of 1 to 6	Fall 2014	Spring 2017	Fall 2018
a. The courses are demanding	4.78	4.80	4.73
b. The courses require learning new knowledge	5.02	5.11	5.20
c. The courses require deeper or critical thinking	4.79	5.07	5.07
d. The courses require organizing new ideas	4.86	4.98	5.02
e. The courses require increased writing skills	4.67	4.76	5.00

The Student Survey, item #4 instructs students, “Estimate how many hours you have spent each week this semester preparing for class (studying, reading, writing, rehearsing, and other activities related to the academic program).” The following table displays the distribution of student responses, indicating that 96% of the students estimate spending

more than 15 hours each week preparing for classes and 78% estimate more than 20 hours per week.

Estimated Hours spent preparing,	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Spring 2017	0%	8%	28%	15%	18%	20%	5%	8%
Fall 2018	0%	0%	0%	4%	18%	32%	32%	14%

The Student Survey, item #14, asks students, “Are you accomplishing your educational goals here at Penn View?” The following table displays that 80.4% (2017) and 78.6% (2018) of the students say they are meeting their educational goals.

Are you accomplishing your educational goals here at Penn View?	No response	f. Not at all	e. Not very much	d. Not as much as I wish	c. Yes, Quite a bit	b. Yes, Significantly	a. Yes, Very Much
Spring 2017 (n=46)	2.2%	0.0%	0.0%	17.4%	39.1%	28.3%	13.0%
Fall 2018 (n=56)	0.0%	0.0%	3.6%	17.9%	32.1%	32.1%	14.3%

Student Course Evaluations (SCE) are collected each semester for each class, and faculty members respond to the Academic Dean in writing how they plan to adjust their instruction as a result of that feedback. Faculty members may also give explanations for their strategies if they decide not to make an adjustment. The Academic Dean indicates that faculty responses to the Student Course Evaluations evidence careful analysis and decision making concerning the improvement of teaching and learning. SCE results are kept on file as well as the faculty responses.

The Coordinator of Institutional Effectiveness continues to research various Employer Surveys including the Noel-Levitz Employer Satisfaction Survey and the cooperative effort with God’s Bible School and four other colleges that was already successful with the Graduates Survey and the New Student Survey. Supervisors of internships (pastors and missionaries) and of student teaching (cooperating teachers) complete evaluation forms of the students’ performance; these are being integrated into the assessment process.

The Coordinator of Institutional Effectiveness continues to review data in the Assessment Committee meetings, in the monthly faculty meetings, and in the Faculty Assessment and Planning days right after Commencement.

## Standard 2B – Assessment of Institutional Effectiveness and Planning

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.

### Standard 2B, EE2 – CoA Concern (2017)

Full implementation and analysis of assessment data with utilization of results by appropriate constituencies for the purpose of improvement.

PVBI utilizes Nichols and Nichols (2005) 5-column charts for Administrative and Educational Support Units (AES). The implementation has progressed through three phases. The Appendix displays the full listing of AES units color-coded according to level of completion. The following table exhibits the progress.

Phase 1 Introduction	2015-2016	Completed This included 1) selecting the most important AES units to prepare 5-column assessment charts, 2) instructional sessions, and 3) beginning stages of preparing 5-column charts.
Phase 2 Initial Implementation	2016-2017	Satisfactorily completed This included 1) further instructional sessions, 2) data sharing, 3) completion of 5-column charts for AES units targeted for completion by May 2017. Steering Committee decided that certain AES units were sufficiently covered by a superior unit and would not need separate charts of their own. Out of 26 units (at the time) that would need charts, 21 were targeted for completion by May 2017. As of October 2017, 16 of the 26 were completed. All six major Administrative Areas were well represented by the targeted AES units.
Phase 3 Full Implementation	2017-2020	In process, making satisfactory progress This continues to include 1) instructional sessions, 2) preparing 5-column charts for the remainder of the AES units, and 3) ongoing instruction and guidance for the annual completion of 5-column charts in all AES units. As of November 14, 2019, there were 25 units needing charts; out of these 20 are complete charts (80%), 5 are partially completed (20%); all charts previously targeted for this phase have been at least partially completed. (Human Resources 310 is a newly established position, with a partially completed chart; Development 140 has been determined not necessary.) Phase three is on target for completion by the spring of 2020.

Assessment is functioning in all the AES units as assigned, with each unit responsible to use its data. The personnel from the various AES units are made aware of the contents of the pertinent surveys to facilitate their using the results in decision making. Full implementation is on schedule and has placed all AES units determined necessary in the assessment cycle. Faculty assessment (550) is reported in detail through other forms but not on a 5-column chart.

Student Survey item #15 asks the student to indicate satisfaction/dissatisfaction with several areas that relate to their PVBI experience. The following table displays the average responses:

Means (1-6)	Spring 2017	Fall 2018
Campus Atmosphere	4.91	5.29
Spiritual Emphasis	5.31	5.66
Academic class size	5.00	5.39
Rapport between faculty and students	5.05	5.49
Availability of faculty outside of class	5.02	5.18
Student support services	4.58	5.06
Student complaint/grievance process	3.90	4.59
Student Government	3.71	3.78
Small Groups Chapel	4.32	4.88

All the ratings have risen in the Fall 2018 iteration of the Student Survey. Six of these indicate we are achieving the atmosphere desired. We attribute the rise to the reorganization of the Student Life department. The opening of the Mason/McIntire Student Life Center in the Spring of 2019 is greatly enhancing the atmosphere that we are trying to cultivate on the campus. In the Fall of 2018, the Director of Student Life



emphasized where to submit suggestions or grievances. This probably influenced the rise in their satisfaction with the Student Complaint/Grievance. The Assessment Committee considered these ratings along with a related line item 57 in the Ruffalo Noel-Levitz Student Satisfaction Inventory, January 22, 2019 for the purpose of dealing with “run-around” as it might affect the submission of student suggestions or grievances.

Student Survey item #16 asks the student to indicate importance and the satisfaction/dissatisfaction with areas of the library and information services. The following table displays the average ratings:

Means (1-6)	Spring 2017	Spring 2017	Fall 2018	Fall 2018
	Importance	Satisfaction	Importance	Satisfaction
Article Databases	3.90	4.70	4.88	3.79
Print Books	5.46	5.07	3.74	4.62
Electronic Journals/Mag	3.84	4.56	5.38	5.04
Facility	5.60	5.36	3.75	5.00
Library Catalog	4.60	4.92	5.48	5.54
Electronic Books	4.23	4.33	4.60	5.00
Print Journals/Magazines	4.13	5.13	3.62	4.94
Librarians	5.76	5.74	3.88	4.81
Multimedia	3.94	4.26	5.45	5.62

In response to student feedback, major technology upgrades were implemented in 2019 and are ongoing in areas such as Internet connection bandwidth, improved wifi connections.

Student Survey item #17 asks the students to rate the Student Services. The results are displayed in the table below. Typically we hope for a mean of 5 on a scale of 6 (or for 4.5 when respondents are rating another person’s service), but several line items are below that target. Residents Hall policies have been the subject of discussion both among staff and with a number of students, resulting in several revisions over the years. The Director of Student Life, the Dean of Men, and the Dean of Women positions are now filled with different personnel; the job responsibilities were also revised. The 2018 ratings are noticeably higher, and the Student Services staff continues to monitor the issues.

Means (1-6)	Spring 2017	Fall 2018
a. Residents Hall policies	4.27	4.78
b. Residents Hall personnel	4.66	5.24
c. Dormitory Small Groups	3.94	5.08
d. Laundry Facilities	4.66	4.27
e. IntraMural Activities	3.87	5.03

Line item #17d of the survey confirmed a weakness already noted from other feedback. The laundry facilities were upgraded substantially in 2019, so the ratings are expected to rise in the future.

Student Survey item #18 asks the students to rate the Food Services. The results are displayed in the table below. Typically we hope for a mean of 5 on a scale of 6, but several line items are below that target. All of the student ratings have risen in the 2018 survey.

Means (1-6)	Spring 2017	Fall 2018
Nutritional value of meals	3.51	4.45
Variety of foods served	4.41	4.96
Taste of the meals	4.34	4.65
Food served at the appropriate temperature	4.90	5.14
Food thoroughly cooked	4.83	5.16
Quantity of helpings received	5.00	5.31
Cleanliness of food serving / cooking areas	5.29	5.44

On April 10, 2018, September 27, 2018, and September 12, 2019, the Pennsylvania Department of Agriculture health inspector listed only one minor concern about the food services, which was remedied immediately. In addition, the 2019 inspection approved the new kitchen in The Café of the Student Life Center.

Student Survey Question #19f addresses the use of software and technology services. The following mean scores indicated need for further instruction in the services available and use of the offerings. Faculty recognized the need for students to receive instruction on CampusSIS and PV Moodle. Faculty received training May 29, 2019, and instruction for students was scheduled to be included in College Study Skills (Faculty Minutes, May 31, 2019). We hope for an increase in the next administration of the Student Survey.

Means (1-6)	Spring 2017	Fall 2018
Covenant Eyes (slightly less than half use the software)	3.98	3.93
CampusSIS	5.05	4.08
PV Moodle	4.56	4.60
PV Web site	5.20	5.19

In the Ruffalo Noel-Levitz Student Satisfaction Inventory, administered Fall 2014 and Fall 2018, students rated both the importance of and their satisfaction with campus safety and security highly—above the average at national private four-year institutions. In 2018, PVBI ratings were higher than the 2014 ratings, as illustrated in the following table. In an effort to continue to make improvements, these data were reviewed by the Assessment Committee (Minutes 2019-01-22), with the Director of Student Life and the Director of Operations both present. During the 2018-2019 academic year, evening security check documented which doors were not being secured at night and adjustments were implemented. Because security persons noted unidentified or suspicious vehicles and other activities, the Director of Operations initiated a system of parking permits for staff and students. Three security professionals have provided consultation regarding campus security. The PA State Police are planning to come to campus in January to discuss security. Administrators and staff members have attended off-campus seminars on security, and we have hosted a security seminar on campus that representatives from other organizations also attended. In October 2019, three employees received PA Act 235 Lethal Weapon training to provide security and added safety to the students, staff, and visitors on campus. The Administrative Committee periodically reviews security issues (Minutes).

Safety and Security Domain (Scale 1 to 7)	PVBI Institutional			National Four-Year Privates			Mean Difference
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	
2014	5.93	5.51	0.42	6.21	5.07	1.14	0.44
2018	6.23	5.72	0.51	6.25	5.06	1.19	0.66

In regard to academic instruction, a Peer Review Committee conducts evaluations of faculty members and keeps minutes of their decisions. The Academic Dean observes faculty as well and maintains files of those details. As mentioned under Standard 2A, faculty members respond to the Student Course Evaluation (SCE) results in writing to the Academic Dean how they plan to adjust their instruction as a result of the SCE data.

The Assessment Plan (2016) outlines a four year cycle for the review of foundational documents (Mission Statement, and so on), reviews of academic programs, and assessment of the various Administrative and Educational Support units. The maintenance of this flow of assessment is tasked to the Coordinator of Institutional Effectiveness under the direction of the Accreditation Liaison.

### **STANDARD 3 – INSTITUTIONAL INTEGRITY**

The institution demonstrates Christian integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

EE2. Handbooks that describe and govern various institutional relationships with students, faculty, staff, and board, including appropriate policies, processes, and grievance procedures.

#### **Standard 3, EE 2 – CoA Concern (2017)**

Development of handbooks comprised of appropriate policies, processes and grievance procedures that describe and govern various institutional relationships, including conflict of interest and nepotism, with students, faculty, staff and board

As noted in the SEV report (2019), “This concern was satisfied in 2018 with the update of handbooks in fall 2017.” During summer 2019, the Administrative Committee completed extensive review and considerable revision of the Student Handbook and the Faculty/Staff Handbook. The updated editions were distributed in 2019.

The Student Handbook document is maintained by the Director of Student Life, but all policy changes are approved by the Administrative Committee and the Board of Directors. The Administrative Committee reviewed the entire Student Handbook and made revisions. In accordance with policy, dormitory students received the Student Handbook (REV August 12, 2019) at the beginning of the year in the dorm orientation on August 23, 2017; the other students received a copy in their mailboxes at a later date. Copies are also available in the bookstore. Applicants sign a statement that they have read assigned sections of the Student Handbook during the application process. Dormitory students sign annually that they have read sections assigned by the Director of Student Life.

The Faculty and Staff Handbook document is maintained by the Human Resources Officer, but all policy changes are approved by the Administrative Committee and the Board of Directors. During July and August 2019, the Administrative Committee reviewed the entire Faculty and Staff Handbook and made revisions. The Handbook (REV August 7, 2019) is distributed to faculty and staff members at the All-Staff Orientation in August (completed again August 19, 2019), and employees are to submit a signed statement that they have read the Handbook. The policy on conflict of interest and nepotism continue to be published in the Faculty and Staff Handbook (2019, p.17).

The policies relative to the Americans with Disabilities Act of 1990 (ADA) and the Family Educational Rights and Privacy Act of 1974 (FERPA) were approved by the Administrative Committee on December 6, 2016 (Administrative Committee Minutes),

approved by the Board of Directors April 13, 2017 (PVBI Board of Directors Minutes), and inserted in the Faculty and Staff Handbook (August 18, 2017). Again this year, employees received the Faculty and Staff Handbook (REV August 7, 2019, containing the ADA and FERPA policies on pp. 33-38) in the All-Staff Orientation on August 19, 2019. Copies are further available from the HR Officer. Employees are required to submit signed statements to the HR Officer that they have read the Faculty and Staff Handbook. Appropriate notice of compliance with ADA and FERPA was posted on the web site October 9, 2017 and is currently available at <https://pvbi.edu/student-advice-support.html> and <https://pvbi.edu/requirements.html> with links to the full policy documents.

The Board of Directors Handbook is maintained by the Board itself. Copies are given to new Board members upon their election to the Board. In addition to the above policy on conflict of interest, on October 10, 2017, the Board of Directors further specified “that no employee shall be hired who is an immediate family member (parent, child, grandchild, or spouse) of the President without the approval of the Board of Directors” (Board of Directors Minutes).

## **STANDARD 4 – AUTHORITY AND GOVERNANCE**

The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

EE10. Evidence for the ongoing assessment of the effectiveness of the board and its members.

### **Standard 4, EE10 – CoA Concern (2017)**

Demonstration that evaluative data and analysis of Board assessment is being used to improve the effectiveness of the Board

As noted in the SEV report (2019), “This concern was satisfied in 2018 based on revised implementation of board evaluation in October and November of 2017.”

On July 10, 2019, members of the Board of Directors were given Self-Assessment forms to complete and return by July 22. This Board assessment is done annually. Board Chairman reported that all forms were returned and on July 24, 2019, he reported a summary of the results. The Board Chairman stated that the members considered themselves to be faithful to Board meetings and functions at the school and that some went far beyond the norm in fundraising and committee work. Discussion ensued on how to improve. The Board assessed the Board sub-committees, and based upon that, restructured the Finance Committee. The Board assessed how PVBI was providing for its employees. It was determined that an employee benefit regarding retirement planning was needed; therefore, Servant Solutions, a retirement planning organization, was invited to present to the Board of Directors. Following that meeting the Board voted to approve the implementation of a retirement plan for all its employees (Board Minutes).

On October 18, 2019, the Board reaffirmed the ABHE Tenets of Faith unanimously (Board of Directors Minutes).

PVBI continues to work toward achieving authorization from the Commonwealth of Pennsylvania to grant degrees (Standard 4, EE2). Pennsylvania requires a \$500,000 endowment beyond all indebtedness before a school may begin the pursuit of degree-

granting status. Penn View owns a farm in the state of Virginia (valued at \$319,080) and the Ono Campground property (valued at \$267,400), both of which have been endowed by the Board of Directors, but PDE requires an initial \$500,000 in liquid capital. The properties stated above can certainly be used in the endowment, after the initial capital requirement has been met. During the fall of 2018, total indebtedness ballooned to 2.2 million to finish the Student Life Center, but by the end of the fiscal year, we had paid \$600,000 on that indebtedness. Consistent with the ABHE Annual Report categories in previous years, in addition to the above stated endowed properties, Penn View has an endowment fund balance of \$125,982 as of May 31, 2019. The President and the Academic Dean maintain communication with the Pennsylvania Department of Education, and the Board continues to work on liquidating indebtedness and raising the required \$500,000 endowment.

## **STANDARD 5 – ADMINISTRATION**

The Commission expressed no concerns regarding Standard 5.

## **STANDARD 6 – INSTITUTIONAL RESOURCES**

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.

### **Standard 6A – Human Resources**

EE1. An adequate number of qualified personnel to provide basic services to students, faculty, and administration.

EE6. Published and accessible descriptions of organizational structures, job responsibilities, and employee policies.

### **Standard 6A, EE1, EE6 – CoA Concern (2017)**

Qualified personnel with documentation of appropriate job descriptions

As noted in the SEV report (2019), “This concern was satisfied in 2018 after job descriptions were updated and administrative approval of position qualifications was secured in late 2017.”

The HR Officer maintains the Personnel files for all PVBI employees, which include employee application, tax information, job descriptions, arrest certification forms, and other employee records as appropriate, as well as background checks / criminal clearances and I-9 Employment Eligibility Verification, in separate, restricted files.

The HR Officer has reviewed all files and has developed a template for the job descriptions. There are currently 27 positions within the Institute (41 employees), 23 of which have job descriptions, with 19 being completely approved, 4 needing some revision, and 4 needing to be written. The persons in these positions currently meet the qualifications, with a few exceptions noted and commitments made to remedy the shortage.

PVBI has provided training opportunities to advance employees’ performance. Five administrators have attended safety seminars and special training to meet campus needs in the area of security. The President, the Academic Dean and other administrators attend the ABHE Annual Meeting. The Academic Dean attends the Aldersgate Forum each year. Several of the administrators take part in the College Administrators’ Roundtable convened annually among six Bible Colleges within the conservative Wesleyan-

Arminian constituency. Three employees received PA Act 235 Lethal Weapon training to provide security and added safety to the students, staff, and visitors on campus.

### **Standard 6B – Financial Resources**

The Commission expressed no concerns regarding Standard 6B.

### **Standard 6C – Physical Resources**

The Commission expressed no concerns regarding Standard 6C.

### **Standard 6D – Technological Resources**

The Commission expressed no concerns regarding Standard 6D.

## **STANDARD 7 – ENROLLMENT MANAGEMENT**

The Commission expressed no concerns regarding Standard 7.

## **STANDARD 8 – STUDENT SERVICES**

The institution provides services that contribute to the holistic development and care of students and that are appropriate to the level of education and delivery system.

EE3. Services that address diverse student needs, abilities, and cultures.

### **Standard 8, EE 3 – CoA Concern (2017)**

Dissemination of policies addressing ADA accommodations for students with documented needs.

As noted in the SEV report (2019), “This concern was satisfied in 2018 based on revisions to fall 2017 handbooks and orientation training for staff in the fall of 2017.”

The policies relative to the Americans with Disabilities Act of 1990 (ADA) and the Family Educational Rights and Privacy Act of 1974 (FERPA) were approved by the Administrative Committee on December 6, 2016, (Administrative Committee Minutes), presented to the Board of Directors April 13, 2017 (PVBI Board of Directors Minutes), and inserted in the Student Handbook, July 20, 2017. In accordance with policy and annual practice, all students received the Student Handbook (REV August 12, 2019) at the beginning of the year (dormitory students received theirs in the dorm orientation on August 21, 2019; the other students received a copy in their mailboxes at a later date). Copies are further available from the Director of Student Life, the Academic Dean, and the Registrar. The Student Handbook contains the ADA and FERPA policies as they relate to students (pp. 24-27). Students are required to submit signed statements to the Registrar and to the Director of Student Life that they have read assigned sections of the Student Handbook. Appropriate notice of compliance with ADA and FERPA was posted on the web site October 9, 2017 at <https://pvbi.edu/student-advice-support.html> and <https://pvbi.edu/requirements.html> with links to the full policy documents. Revised, more detailed FERPA consent forms were implemented August 2019.

## STANDARD 9 – FACULTY

The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, promotes the well-being of faculty, and supports the faculty's role in decision-making.

Standard 9A EE6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, termination of faculty, and the safeguarding of intellectual property rights based on principles of fairness and regard for the rights of individuals.

Standard 9B EE3. A process of faculty appointment that involves related academic and administrative personnel.

### **Standard 9A, EE 6; 9B, EE3 – CoA Concern (2017)**

Development and implementation of policies and procedures for recruitment and appointment of faculty that involves related academic and administrative personnel and faculty handbook policies on teaching load, promotion, termination of faculty and grievance procedures.

As noted in the SEV report (2019), “This concern was satisfied in 2018.”

Every faculty member receives a Faculty and Staff Handbook each year at the Faculty and Staff Orientation held on Monday of registration week, the week before fall Institute classes begin. The Handbook is updated annually by the Director of Operations and the HR Officer to reflect new or revised policies and procedures. The updates and other salient points are reviewed in the Faculty and Staff Orientation. Since August 2016, faculty members have submitted to the HR Officer a signed statement affirming that they have read the Handbook.

The recruitment and appointment of faculty involving related academic and administrative personnel are addressed as follows:

PVBI's Hiring Policy, including the role of the President and other related academic and administrative personnel, is found on page 9 of the Faculty and Staff Handbook (2019). Further details about mentored faculty members are found in the Proposal for Faculty Hiring, which was approved by the Faculty, May 29, 2014 and has been implemented by the Academic Dean. On October 10, 2017 the Board of Directors specified “that no employee shall be hired who is an immediate family member (parent, child, grandchild, or spouse) of the President without the approval of the Board of Directors” (Board of Directors Minutes).

The faculty teaching load is addressed as follows:

PVBI's full teaching load, defined as 12 semester hours, is stipulated in the Faculty and Staff Handbook (2019, p. 7), along with Overload Pay Rates (p. 7) and InterSession Teaching expectations and related pay adjustments (p. 8).

The promotion of faculty is addressed as follows:

Penn View does not have a formal ranking system within its faculty except for the positions of Academic Dean and academic division directors. Although the only faculty promotion options are to the positions of Academic Dean and academic division directors, faculty members are recognized during the commencement exercises for five, ten, fifteen, twenty, twenty-five, and thirty years of service; they also receive a pay raise or a cash bonus at those points in their service, according to Faculty and Staff Handbook (2019, p. 7). Appointment of an Academic Dean is done by the President upon vacancy of that position and may

be from within or outside existing faculty. Appointment of academic division directors is completed by the President and the Academic Dean.

The termination of faculty is addressed as follows:

PVBI communicates its policies about termination of faculty in the Faculty and Staff Handbook under Contract Renewal (2019, p. 8) and in the Faculty Contract itself.

The grievance procedures are addressed as follows:

PVBI's Faculty Disciplinary Process, including the Grievance and Appeals Process, is found on page 15 of the Faculty and Staff Handbook (2019).

The safeguarding of intellectual property rights is addressed as follows:

PVBI's Intellectual Property Policy is found on pages 27-28 of the Faculty and Staff Handbook (2019).

## **STANDARD 10 – LIBRARY AND OTHER LEARNING RESOURCES**

The Commission expressed no concerns regarding Standard 10.

## **STANDARD 11 – ACADEMIC PROGRAMS**

The Commission expressed no concerns regarding Standard 11.

## **CONCLUSION**

The Administration thanks the Commission on Accreditation, the ABHE Staff, and the ABHE Evaluation Teams for assistance in this pursuit of excellence for the glory of God. This process has caused PVBI to mature and to expand its vision. PVBI remains committed to the culture of assessment and improvement required by accreditation.



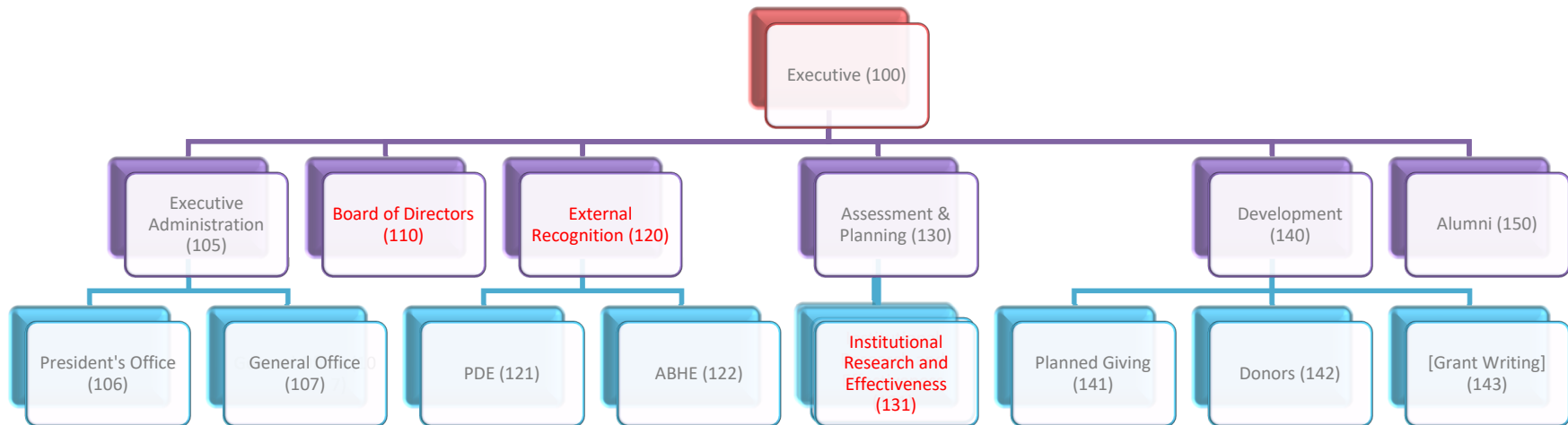
## APPENDIX – ADMINISTRATIVE AND EDUCATIONAL SUPPORT (AES) UNITS

We began the forming of 5-column assessment charts in February of 2016. Assessment had already been happening across the organization but the 5-column charts formalized the system, albeit with greater detail than we actually need. We introduced a portion of the organization to this pattern of assessment and those units began their 5-column charts. Some were able to finish their charts with the data we had available. We presented the charts to other portions of the organization in the next assessment cycle with the understanding that some parts of the organization will not need to complete 5-column charts for assessment. One major reason for this was that those parts were already reported under the broader Unit (e.g. Public Relations 200 chart covers the five parts of that Unit (205, 210, 220, 230, & 240). In other parts of the organization, assessment was being completed but had not been summarized on a 5-column because it was reported in other forms (e.g. Unit #550 Faculty). The following charts give a map of what has been accomplished so far in this process of assessment.

### Legend:

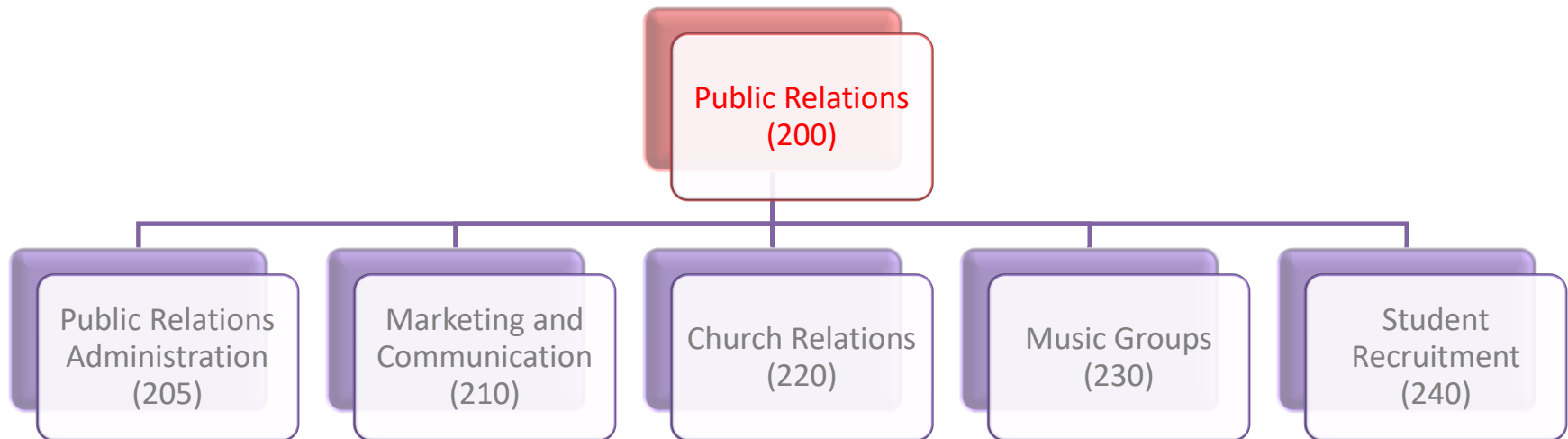
Units are color-coded according to their assessment progress:

- Completed charts
- Partial charts
- Charts targeted for next cycle
- Units where a 5-column chart is determined as not necessary



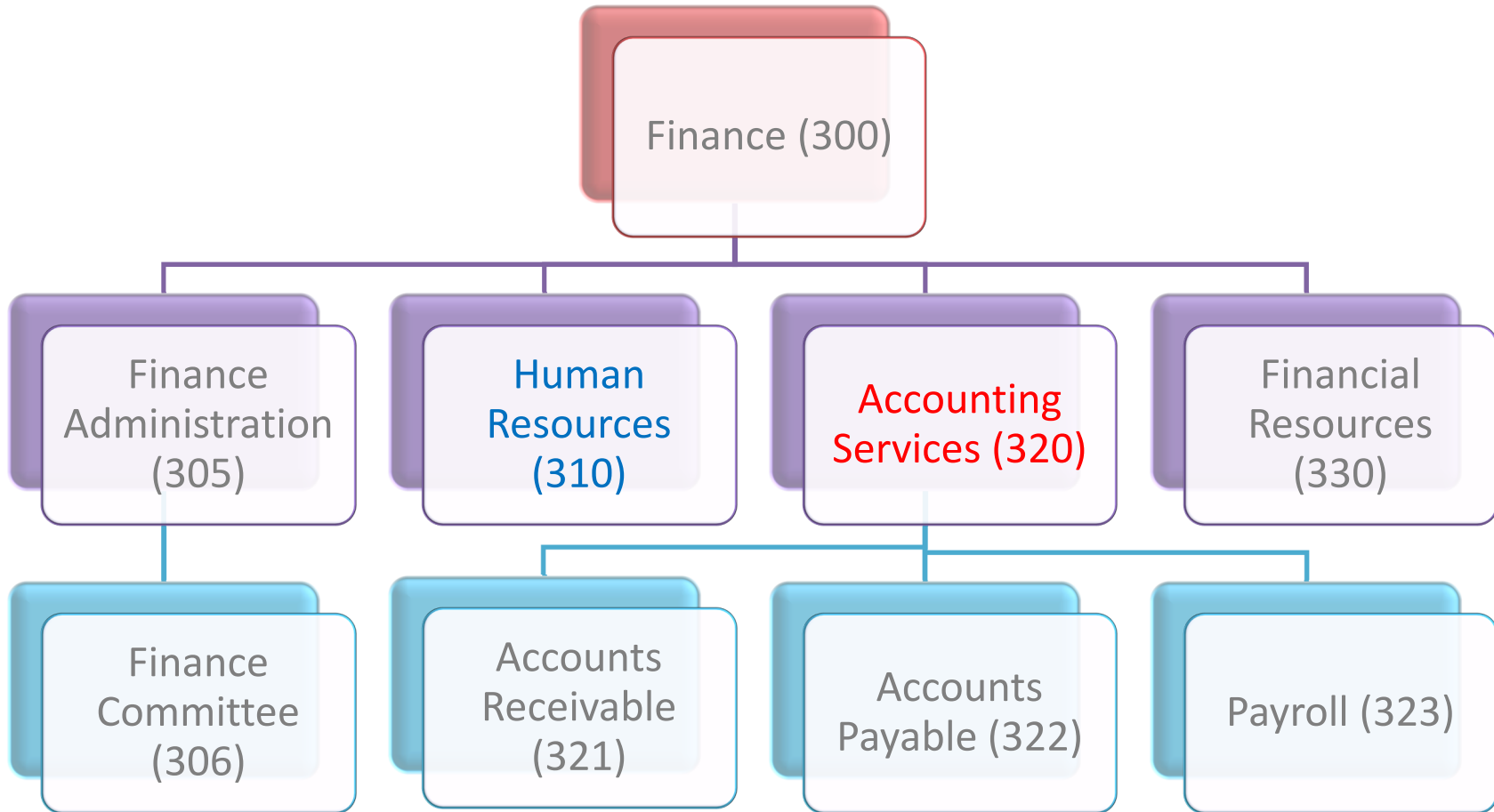
Administrative Area  
Units

# Penn View Bible Institute Public Relations Program Chart



Administrative Area  
Units

# Penn View Bible Institute Finance Program Chart



Administrative Area  
Units