



Penn View Bible Institute
125 Penn View Drive, Middleburg, PA 17842
ABHE Supplemental Evaluation Visit Report
July 23, 2019
Ronald C. Kroll, Commission Staff Representative

President/CEO	Rev. Daniel P. Durkee, President, Dan.Durkee@pvbi.edu
Accreditation Liaison	Dr. Timothy L. Cooley, Sr., Academic Dean, TimCooleySr@pvbi.edu
CFO/Billing Contact	Roxanne Shiery, Director of Finance, Roxanne.shiery@pvbi.edu
Board Chair	Rev. Jacob Martin, jacobwmartin@juno.com
Website	www.pvbi.edu
Nature of Visit	1-day staff visit—Supplemental Evaluation
Programs Offered	Advanced Diploma in Biblical Studies Advanced Diploma in Child Evangelism Advanced Diploma in Christian Education Advanced Diploma in Christian Music Education Advanced Diploma in Hispanic Studies Advanced Diploma in Ministerial Studies Advanced Diploma in Missionary Studies Advanced Diploma in Missionary Nursing Advanced Diploma in Muslim Studies Certificate in Biblical Studies (all undergraduate)
Enrollment	91 students, 2,030 credit hours (annualized enrollment 2017-18, 2018 Annual Report)
Alternative Deliveries	No distance education or correspondence courses No extension sites, additional locations, or branch campuses No competency-based education

Introduction

This is a report on a Supplemental Evaluation Visit (SEV) to Penn View Bible Institute (PVBI). The institution was granted applicant status in 2010, candidate status in 2014, and initial accreditation in 2017. Follow-up reporting was required in November 2017 to address the following: Standard 2a, EE 3; Standard 2b, EE 2; Standard 3, EE 2; Standard 4, EE 10; Standard 6a, EE 1, 6; Standard 8, EE 3; Standard 9a, EE 6 and Standard 9b, EE 3 (see below for specific concerns).

Progress in these areas was approved in February 2018 and a follow-up report addressing Standard 2b (Assessment and Institutional Effectiveness and Planning) was required in November 2018. Subsequent progress was approved in February 2019 and a follow-up report addressing Standard 2b, EE 1-6 (documentation of updated progress in the assessment of institutional effectiveness) is due November 15, 2019.

One substantive change has been requested and approved since initial accreditation: Initiation of the Advanced Diploma in Muslim Studies (4-year undergraduate program). No further reporting was required after approval in June 2019. Annual report indicators related to faculty qualifications (2017 & 2018) and graduation/transfer out rate (2018) were tripped, but the COA accepted the explanation for these exceptions in both years.

This staff visit included a tour of campus and an all-day meeting with the President, Academic Dean/Accreditation Liaison, Director of Student Life, Coordinator of Institutional Effectiveness, Assessment Assistant/Faculty Member, and three Program Directors/Faculty. The primary purpose of the visit was to review progress in areas of concern at the time initial accreditation was granted and advise the institution concerning preparation for their next self-study and evaluation team visit in the spring of 2021.

Standard 2a, EE 3

(utilization of multiple means of measurements for validation of expected learning outcomes)

This concern was satisfied in 2018. Multiple methods of assessment were discussed during the visit and are used across the assessment plan. Several examples should be cited in the self-study to show how assessment draws upon different sources to demonstrate achievement of outcomes (e.g., student opinion data, test results, field supervisor evaluations, portfolio assessment, employer opinion surveys, etc.). Triangulation is encouraged for the most important outcomes.

Standard 2b, EE 2

(full implementation and analysis of assessment data with utilization of results by appropriate constituencies for the purpose of improvement)

A follow-up report on implementation of assessment and planning is due November 15, 2019. The institution confirms that all assessment processes have been implemented. Four faculty planning workdays after graduation each year help identify areas where additional data may be valuable. The connection between data gathering, data analysis, and planning is not as clear as it could be, and the institution is encouraged to make these connections easier for the external evaluator to see and understand.

Standard 3, EE 2

(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)

This concern was satisfied in 2018 with the update of handbooks in fall 2017. Handbooks are updated each year, reformatted as needed, and policies added. Various elements sometimes overlooked were discussed, but no missing components were identified at this time.

Standard 4, EE 10

(demonstration that evaluative data and analysis of board assessment is being used to improve the effectiveness of the board)

This concern was satisfied in 2018 based on revised implementation of board evaluation in October and November of 2017. The Board Chair confirmed by written message that annual board assessment continues with self-evaluations completed at one meeting, review by the Chair between meetings, and follow-up on findings at the next board meeting.

Standard 6a, EE 1, 6

(qualified personnel with documentation of appropriate job descriptions)

This concern was satisfied in 2018 after job descriptions were updated and administrative approval of position qualifications was secured in late 2017. The institution is not aware of any position descriptions that have not been reviewed in the last three years. All administrative job descriptions were reviewed in June 2019. The process for creating and approving new job descriptions is informal, and the institution is encouraged to establish a defined process to ensure this informal exploration of new job descriptions is systematic, consistently employed, and comparable across similar positions. The self-study should address why an individual's qualifications are appropriate to the higher education position held for leadership and professional positions. No concerns were noted at the time of this SEV.

Standard 8, EE 3

(dissemination of policies addressing ADA accommodations for students with documented needs)

This concern was satisfied in 2018 based on revisions to fall 2017 handbooks and orientation training for staff in the fall of 2017. The institution has continued the same process in subsequent years.

Standard 9a, EE 6; 9b, EE 3

(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)

This concern was satisfied in 2018. Five faculty members (2 full-time, 3 part-time) do not have the traditional credentials appropriate to the teaching area. Two of these will complete appropriate credentials in the coming year. Another is a published author in the teaching area, and one teaches only a single course on a two-year rotation (currently teaching in the discipline at another accredited public college). The institution will want to ensure that faculty files for individuals qualified through experience include documentation to validate that the experience is equivalent to a master's degree with significant coursework in the teaching discipline. It may

also help to quantify how many student credit hours per year are taught by faculty with the relevant academic credential versus faculty with alternate qualifications as documentation analysis in the self-study.

Conclusion

Penn View Bible Institute has maintained its commitment to the ABHE standards in the three years since it was granted initial accreditation. There were no areas noted where regression had occurred, and the institution has continued to mature its processes relevant to the standards. The institution is aware of the need to maintain vigilance to keep assessment and planning a meaningful and ongoing part of institutional life and continues to work to demonstrate that effectively.

I wish to thank President Durkee, Dean Cooley, and the leadership team of Penn View Bible Institute for their hospitality and meaningful discussion on this my first visit to their lovely campus.

Respectfully submitted,



ABHE Commission Staff Representative